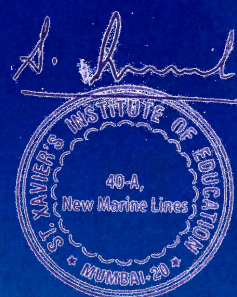


Skill Sets of the 21st Century in Higher Education

Editor
Dr. Sheela Philip



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Associate Professor

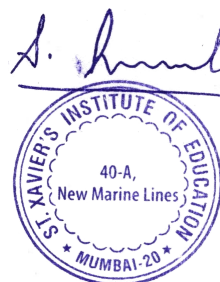
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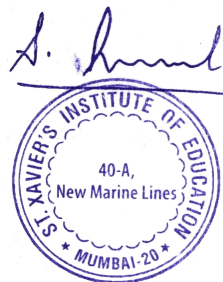
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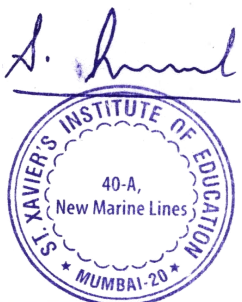
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S. Thomas



Design Thinking Pedagogical Framework

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Abstract

Design thinking, a dynamic, creative, and collaborative approach to problem-solving, offers a unique paradigm for educators who want to assist their students to develop creativity and social sensitization rather than teach. In the 1990s, David Kelly, co-founder of IDEO, began applying design thinking to businesses with the redesign of business processes promoted by Michael Hammer and the thinking system promoted by Peter Senge. This article introduces the application of design thinking in the pedagogical framework. Design thinking is not new, but the design community has recognized the value of this approach and provided evidence that points to things that many consider valuable in practice. The author wants to offer an approach to design thinking to address the challenges of designing and reshaping our teaching and learning in the context of the global COVID 19 pandemic. What follows is a sort of priming of design thinking and a reflection on how design thinking can be used in our efforts to meet these challenges. This paper used the Scoping Review Approach to formulate a pedagogical framework based on design thinking.

Keywords: Design thinking, Pedagogical framework, Reflective thinking

1. Introduction

Designing is a multidisciplinary activity that involves a variety of talents, techniques, and approaches. Applying oneself to studying all aspects of design means having extensive knowledge of skills, processes, and procedures and understanding the many disciplines involved in the design. Using the skills, techniques, and processes in design tasks, an