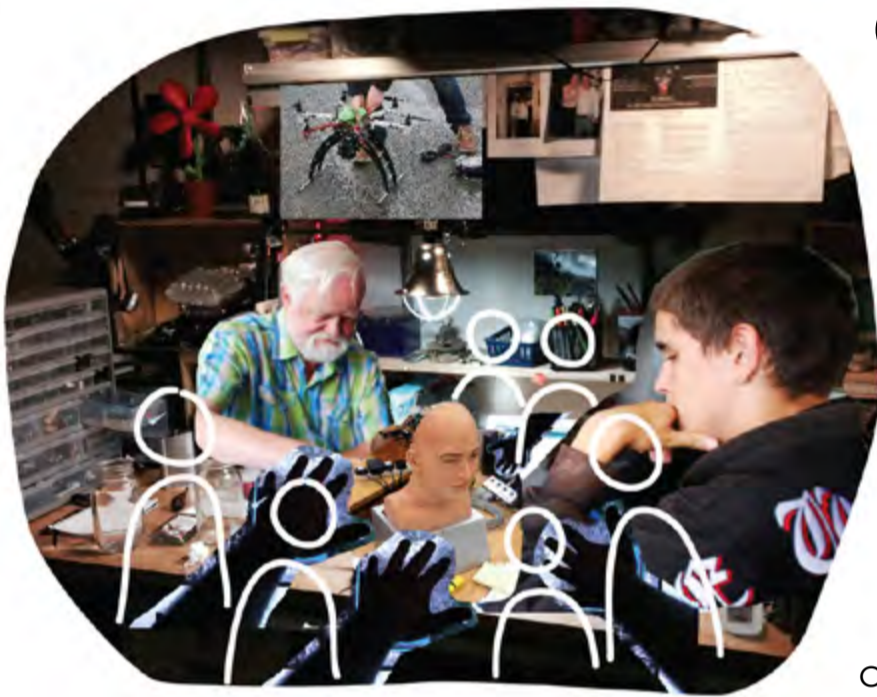


Design thinking & doing and life skills for all

GRAND CHALLENGES :

C7. Europe in a changing world - inclusive, innovative and reflective societies



CHALLENGE

There is not enough design thinking & doing and creative co-creation approaches in schools. How do we design learning activities, settings and processes to foster the acquisition of design thinking & doing and life skills? How to integrate these settings and processes in the curricula and, simultaneously, rethink limitations of existing curricula? A lack of focus on how to support self-directed and informal learning can be observed. How do we foster educating creators of 'content' and not only consumers of 'content'. There is a need to focus on the design process instead of focusing on end-results. Only one teacher per class is not enough to achieve differentiated teaching and answer the needs of all children in class. The rigid silos of academic fields and funneled [non-bridgeable] educational tracks, leaving no

room for flexibility. Current curricula are conservative and linear: not "à la carte". The tension between historically fundamental subjects and an updated common curricular core at European level which reflects societal needs is challenging.

SCOPE

The research should investigate the power of design inquiry, thinking & doing/ as a mean to foster creativity and innovation and boost learners' abilities to think "out of the box" (set and solve the so called wicked or "ill-defined" problems). By adopting a system's approach (systemic) in studying the scaling up and potentialities of design thinking & doing from individual to communities' organizations (learning ecosystem). The research should identify good practices and methods in developing creativity. Also, the development of concrete approaches and tools in order to enable teachers and schools to implement design thinking and doing as a core educational process. The research should develop methods of diagnostics of students' talents (indicating tools, stages in development of psychological knowledge, evaluation of effectiveness of changes introduced) in order to spot and encourage particular skills and inclinations.

Also, an evaluation of the implementation of design thinking & doing at every stage of the educational process and analysis of impact of the changes achieved.

EXPECTED IMPACT

Online
consultation
rating ★★

- Design thinking & doing-based education is seen as a key issue in tackling Grand Challenges and Sustainable Development Goals.
- Creative citizens (from kindergarten kids to senior citizens) who are open, courageous, full of self-esteem, free from inhibitions, ready to take action and responsibility.
- Capacity for collective action and solution finding at community level.
- Improved innovation action of the European social, environmental and economic spheres.
- The wellbeing of society is improved by the innovative approached to sustainable development.
- Job creation raises because people realise what they are good at, new professions and research centres emerge
- The society is happy because people are fulfilled at work, mentally healthy, and less frustrated.

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Research topic:

Design thinking & doing and life skills for all

Grand Challenges :

7: Europe in a changing world - inclusive, innovative and reflective societies

CHALLENGE

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Online consultation rating: 3,99/5

Countries where this is priority: Italy, Poland

CITIZENS' VISIONS

[LIT] Vision 1: Freedom to Create – Responsibility. Sustainable Future

“ Education (practical, unlimited, experiential)”

[CYP] Vision 6: Future Experiential School

“Development of an experiential school without closed structures.”

[LUX] Vision 6: I am satisfied with what I am doing! (Do what you love, love what you do!)

“Skills evaluation: as a student, I study at my own pace; I am being encouraged to try / to experiment.”

[ITA] Vision 4: A school beyond times - a new education model

“The education of the child is continued and structured in order to strengthen his real aptitudes.”

[ESP] Vision 2: Small changes are powerful

“There will be more teachers training and restructuring of the educational content.”

[EST] Vision 4: A united world

“Work and school: personal satisfaction. Learn to do what you love and you shall be rewarded for the created value”

[SWE] Vision 6: An expanded view of human competencies

“In our vision people are assessed on the basis of their talents and abilities, rather than just their documented knowledge (for example school grades). The school system is adapted to the individual; for instance it is possible that each person learns at their own pace and that studies can be done from home, through e-training, etc.”

[PL] Vision 5: I've Got Talent

“The premise of our vision of the future is the conviction that everyone has talents/aptitude worth discovering, appreciating and developing. On this, an education system of the future should be based. Training programmes will be personalized in accordance with the results of the analysis of pupils' aptitudes and interests. Creating and promoting skills and talents will be correlated with the needs of the economy.”

[NL] Vision 6: Education is the foundation of civilisation

“The training college for teachers has become a must and is better equipped to the new developments in the future. Education is not only focussed on knowledge and on economic thinking but also on art, culture, science of nutrition, appropriate social behaviour (good manners), ethics, sport, values and norms, environment and multiculturalism.”