

3. New Techniques to Improve Design Thinking of Students

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“The main motto of technical education is to improve students in design thinking who can able to think and create designs for human society needs”. Presently, India’s technical educational purpose is a value-based education. Education is a powerful tool to change the technological progress of sustainable country’s development.

The task of a great professor is to stimulate ordinary students of thinking to impracticable effort. It’s a not a tough task in identifying student’s capability but in making good design thinkers of ordinary students.

Classroom activity is the best approach, to improve in thinking of students that can be done in methodically in step by step without sacrificing the covering of syllabus. Some of the class room activities are Analogy, Brainstorming, Demonstration, Quiz, Questions and Answers, Case Study, rapid

fire quiz, who is having my answer, and Gaming/ Board Activity.

Some of the new techniques that can be implemented in classroom are:

Impersonation and learning activity: For this I will call 2 or 3 students to impersonate on a topic and the learners can be asked to observe the situation and identify the topic themselves.

Snake and ladder (Game of Dice): we can play a small game. At the end of unit completion, based on the topics discussed previously, facilitator can ask to answer questions. For this total class can be divided into 2 groups. One group can be asked to throw a dice. if number say 4 is obtained then any student from the other group will have to answer for 4th question. The chance to throw the dice can be rotated between groups alternately. But for this we need to prepare the snake and ladder chart with questions in each number.

Try your luck: We can conclude the end of the class by revising the key concepts through the activity called “try your luck”. For this it requires a wheel with numbers and a needle. Students have to rotate the wheel. The number on which the needle stops is the question number that the students has to answer.

Best answer (from problem solving): I can divide the class into 4 groups. The groups can be asked to solve the problem using analytical method. After giving 5 minutes for

finding the best solution.

For that one representative from one each group can be asked to read the final answer obtained. Facilitator (I) can provide assistance to students as and when required. Finally, I will summarize the steps for solving and students can be asked to note of the solution based.

Show and tell: The students can have the knowledge on Subject. So, to check the understanding of the students we can conduct a show and tell activity. The above techniques have been validating keenly by doing continuous research. Initially it is difficult to initiate but it will give fruitful results.

Conclusion after every activity is as important as the introduction. Conclusion summarizes the subject matter and establish connection between the topics. It should recapitulate but not repeat it. Some of the effective methods of concluding a session could be quizzing, graphical representations, picture/figure analysis and gaming.