APPLYING THE METHOD OF DESIGN THINKING IN TEACHING ESP IN THE CONTEXT OF CREATIVE TOURISM

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1. The structure

- Introduction (theoretical background, basic terminology);
- The method (participants, environment);
- The procedure (steps);
- The outcomes – conclusions;
2. Strategic framework – Education & Training 2020

• Four objectives;
• One of them: to stimulate creativity and innovation;
3. Design thinking in business and architecture

- Developed in the USA: a design consulting firm called IDEO (specialised in innovation and problem-solving);

- At the end of 1990s;
4. Design thinking (DT) in education

- Firstly introduced:

- Process of five stages:
5. The main benefits of applying DT in education

- Fosters creative thinking;
- Develops problem-solving skills;
- Enhances teamwork;
- Improves communication skills through discussion, expressing opinion, etc.;
6. Piloting DT at Constantine the Philosopher University in Nitra, Slovakia

- Firstly: 2017 - workshop (complementary element of the *Tourism Products* course);

- Results (observation): increased interaction, motivation, cooperation and communication;

- Secondly: in 2018 - *English Language for Tourism 2* course;
7. Common European Framework of Reference for Languages: Learning, Teaching, Assessment

FL users and learners – „social agents“, i.e. „members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action“.
A relatively new field - more and more popular abroad;

In Slovakia: high potential – almost undiscovered.
9. The Method

- To test DT as a teaching method enhancing:

  1. communication skills in English language (EL)
  2. EL vocabulary acquisition
  3. motivation
  4. team-work
  5. problem-solving
  6. creativity
10. The participants

1. 20 students - 4 teams/5 members (first-year, Regional Tourism Bachelor’s Study Programme), mixed-gender (15 women and 5 men), mixed-nationality (4 Slovakian, 15 Hungarian, 1 Ukrainian);

2. One teacher-observer (one-week course of DT in Italy, Associate Professor - Department of Tourism CPU).
11. The framework

• Based on: The Stanford Model;

• Modifications: the last phase, i.e. testing – omitted (due to special conditions of the university).
12. Stage 1: Icebreaking

- Duration: 15 minutes;
- Objective: to enhance teamwork and cooperation;
- Task: creating paper air fleets (ten minutes, one arm, three different methods).
Stage 2: Empathising – understanding tourists’ needs

• Duration: 30 minutes;

• The problem: “A group of 5 French tourists (aged 20-30) has come to Nitra to spend some days visiting the most important monuments and sights and taking part in creative activities. They can only speak English.”

• The task: to offer/create products of CT in Nitra and its surroundings for non-Slovak tourists;
14. Stage 2: Empathising tourists’ needs

• **Steps:**
  1. Looking for information on CT (typical activities, needs and characteristics of creative tourists, etc.);
  2. Looking for information on the possibilities for CT in Nitra and its surroundings;
  3. Interviewing: two interviewees, one role-player (the French tourist);

• **Sources:** Creative Tourism Network, links of online dictionaries;
15. Stage 3: Defining the problem (5 minutes)

Summarising information (Internet, interviewee) - answering W4 questions on a “W4 board”:

1. Who? (e. g. “a young, French tourist”);
2. What? (e. g. “wants to try out pottery”);
3. Why? (e.g. “because he wants to spend his free time in a creative way”);
4. Where? (e. g. “in Nitra or its surroundings”).
16. Stage 4: Ideating (20 minutes)

- 1. Step: Brainstorming (3 ideas/student rotated among the team members);

- 2. Step: Deciding on “Q”, a “B” or a “D”:
  Q - impactful, quick to create (e.g. leaflets in accommodation facilities);
  B - unlikely to work, breakthrough if it did (e.g. a network of entrepreneurs in CT);
  D - most likely to delight (e.g. a creative centre in Nitra).

- 3. Step: Deciding on the idea to implement;
17. Stage 5: Prototyping (10 minutes)

• Bringing the idea into life;

• Using various materials (e. g. paper, plasticine, lego parts, drinking straw, etc.).
18. Stage 6: Presenting - 10 min (2 minutes/group)

- Explaining solution;
- Describing prototypes;
19. Conclusion N. 1

- **Results of the observation:**
  1. Real-life problem-solving approach – enhanced communication;
  2. Cooperation and active participation.

- **Students’ opinion:**
  1. enjoyed the lesson;
  2. would invite more DT lessons.
20. Conclusion N. 2

1. EL vocabulary acquisition – empathising, fixation – all the stages;

2. Communication skills (discussion, expressing opinion, arguing) – all the stages;
21. Conclusion N.3

1. Theoretical knowledge on CT (typical activities, needs and characteristics of creative tourists, etc.) - empathising;

2. Putting theory into practice (ideating, prototyping);
22. Conclusions N. 4

• **Appropriate:**
  1. for upper-intermediate/advanced level;
  2. in case of selected topics;

• **Demanding and time-consuming:**
  1. lower levels;
  2. in case of other topics.
23. Final conclusions

- Fascinating and efficient in terms of:
  1. enhancing creativity, teamwork, problem-solving and motivation;
  2. CLIL approach.

Recommendation – to consider:
  1. time limits for the stages;
  2. character and difficulty of the topic;
  3. skills and language proficiency of the students.
Thank you for your attention.