

# **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;

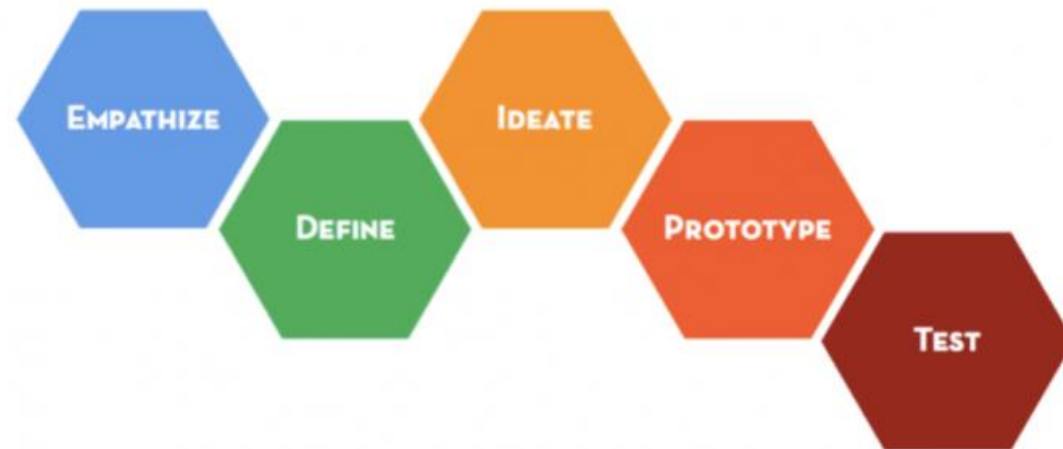


## 4. Design thinking (DT) in education

- 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“.





(CT);

- 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



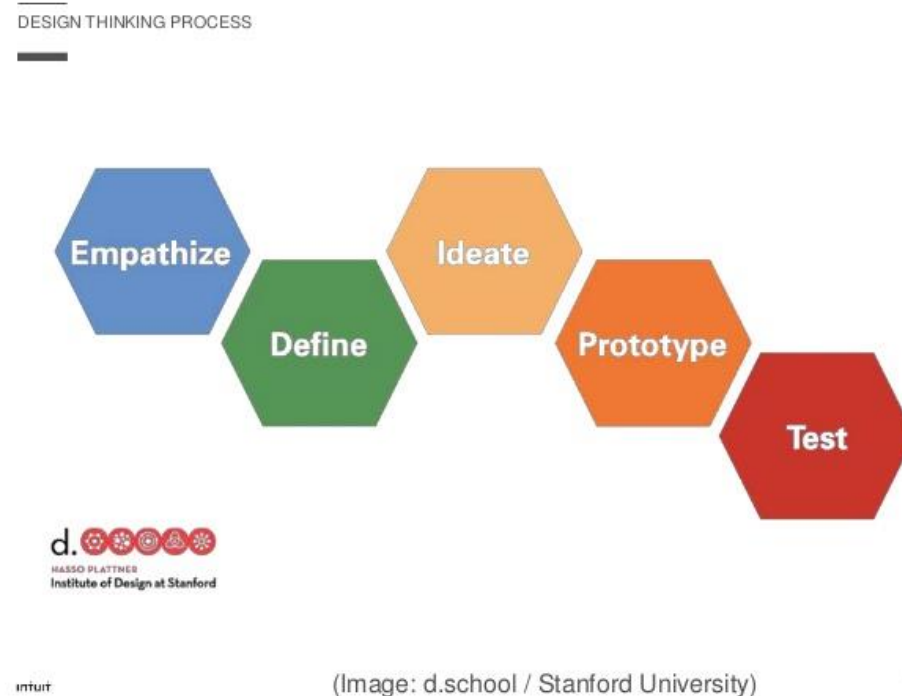
## 10. The participants



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).







AIS

Aerial Images Slovakia



# 14. Stage 2: Empathising tourists' needs



- **Steps:**

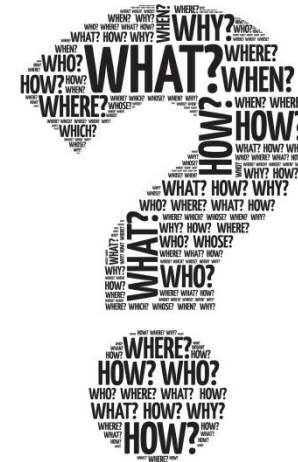
1. Looking for information on CT (typical activities, needs and characteristics of creative tourists, etc.);
2. Looking for information on the possibilities for CT in Nitra and its surroundings;
3. Interviewing: two interviewees, one role-player (the French tourist);

- **Sources:** Creative Tourism Network, links of online dictionaries;

# 15. Stage 3: Defining the problem (5 minutes)

Summarising information (Internet, interviewee) - answering W<sub>4</sub> questions on a “W<sub>4</sub> 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.