

## Strategies of Design Teaching: Enhancing Creative Thinking among Students of Interior Design between Theory and Practice

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### Abstract:

The importance of creation in students' products as an indicator of the achievement of the desired goal of the design education process is clear to those interested in the field of design teaching at the faculties of art level. Teaching itself is a professional activity that is accomplished through sequential processes that are based on planning, implementation, evaluation and development, and is designed to help students learn. This activity is also subject to analysis, observation and judgment of its quality, and thus improved (feedback.)

And since the design process is a set of steps by the designer to solve the problem designed to be studied, the creative process is one of the most important means to reach new ideas and solutions more effective and more appropriate implementation and the highest aesthetic value, which requires the essence of the process design in life. Therefore, the design process is not able to create a design work characterized by creativity, innovation, influence and persuasion, if not according to the steps and a systematic framework for the process of teaching design. Hence, it was necessary to study and research in the process of teaching, design, creative thinking and strategies adopted in this framework, in order to reach a strategic framework for the practitioner can process the teaching in the field of interior design used to serve the teaching process and achieve the goal of promoting creative thinking of students and from Then improve the quality of life.

In order to achieve the objectives of the research, the proposed teaching strategies were applied to the students of the second division / Department of Interior Design and Furniture / Faculty of Applied Arts / 6th of October University, according to an exploratory survey to measure the effect of these strategies on developing the design skills of students in general and stimulating the skills of creative thought in especial. The results showed that there are strategies suitable for the first stages of the study, while lay a strategic base based on creativity is supported practice in the advanced stages of education.

**Keywords:** Teaching - Design Process - Creativity - Teaching Strategies.

### Research problem:

The lack of clarity of strategies and the methodological framework of the process of teaching design as it falls under the list of practical courses in the program of interior design and furniture, which includes in essence the subject of creativity in the output of students.

### Search Goal:

- Develop a systematic framework and strategy for teaching design in the interior design program to obtain a creative student and then an innovative graduate capable of solving problems and improving the quality of life and community service.

- Lay an intellectual base for the student interior design that supports his educational practice to promote creative thinking during the design process and prepare it to meet the requirements of future professional life.

### **Search Hypothesis:**

The existence of a design-specific strategy supports the academic practice of professionals in this field, thus providing students with design skills and developing their creative products.

### **Research Methodology:**

- The analytical descriptive approach to the concept of teaching and design process and creativity and design teaching strategies and then propose a strategy for teaching design and application in the teaching of design courses for the program of interior design.
- Exploratory questionnaire to explore students' opinions about their evaluation of the strategy followed in achieving the objectives of the article and developing their creative work.

### **Search limits:**

Students of the second year / Department of interior design and furniture / Faculty of Applied Arts / 6th of October University for the academic year 2017/2018, for the course of commercial design (studio 2).

### **Introduction:**

The process of teaching the design in what is known as design workshops or studios, this process includes the convergence of the determinants presented to the student and the knowledge emanating from the student's ability and creativity to achieve the purpose of the design proposal. And to meet the requirements of these determinants in addition to creating creative forms and configurations within the framework of Those determinants.

The creative process is an important determinant in evaluating student outcomes at the end of the design process and the essence of the teaching process itself. This process requires systematic strategies and steps that support practical practices of teaching design and provide an umbrella through which students' creative thinking can be enhanced.

Therefore, the research will examine the strategies of teaching design in the academic field, as it touched on the concept of teaching and design process and its relation to creativity in student productions as a main goal of the teaching process. Also proposed special strategies through a research experience that was applied in practical terms in the teaching of commercial design course, and design an exploratory survey to measure the impact of these strategies on enhancing the creative thinking of students and determining their effectiveness in the field of education.

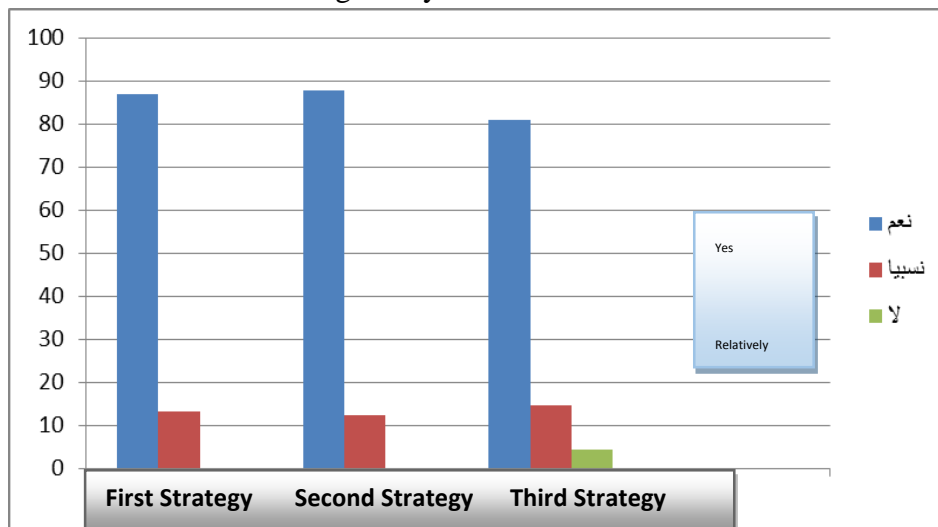
### **Discussion and conclusions:**

#### **Results Analysis:**

- The results of the first strategy in teaching (simulation-based education) indicated rates ranging from 80% to 95% for those who answered that they achieved the educational objectives of the group of knowledge, mental skills, vocational skills and general skills that should be acquired in this exercise, While the percentage of those who responded that they achieved these goals relatively between 5% - 20%.

- The results of the second strategy (education by examples) which considered the second stage of the overall strategy (thinking based education). The results indicated that between 70% and 95% of the respondents agreed that they achieved the desired objectives and gained from this exercise. Saw it achieved relatively between 5% - 30%.

- The final phase, which is the stage of enhancing creative skills in design education through the strategy of creative thinking, signals the results in percentages between 75% - 90% of those who answered that it achieved the target of the course except for mental skill, which is specialized in training to create aesthetic designs and for commercial space, 57.5% answered yes, 32.5% said it achieved relatively, while 10% did not believe it. The rest of the skills achieved between 10% and 25% of those who felt that they achieved the target of these skills and 2.5% of those who answered negatively.



Average ratios of total knowledge and skills included in the three strategies

## Conclusions:

### Conclusions on the theoretical aspect:

- In the teaching of design in particular the appropriate direction to transfer knowledge to the student is the direction that depends on the cooperation between the student and the professor and the adoption of appropriate ways to teach the way of thinking in design issues.
- Creativity is the essence of design and the focus of the educational process, and a goal can be learned and acquired by continuous training and practice by the student and under the supervision of the teaching staff.

### Conclusions on the practical aspect:

- The diversity of methods and methods of teaching the different design, which was followed in the strategy between the lecture and field studies, research and the workshop helped students to understand the decision and to absorb it simply and smoothly.
- The third strategy (creative thinking) needs more time because students are not familiar with different design theories and trends, but they have widened their horizons and gave them the audacity to experiment with new design ideas in general and motivated them to use them in future design studios.

### Recommendations:

- Choose the appropriate strategy for each stage of study, and recommends the researcher to use the first and second strategies in the beginning (first and second year) to support the knowledge bases and basic skills that must be acquired by the student and the definition of the third strategy to be a cornerstone for the development of creative skills Later.
- Use the third strategy in the advanced stage years, which is the third and fourth year to be accompanied by design-related decisions such as design theory courses and modern trends in design to support the process of reflection and expand the horizons of students.

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