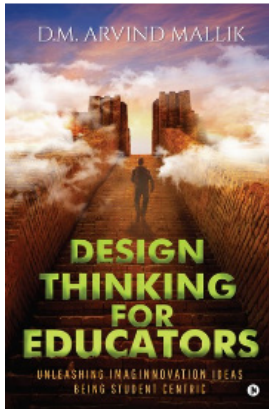


## BOOK REVIEW



### Design Thinking for Educators-Unleashing Imagination Ideas Being Student Centric

**D. M. Arvind Mallik**

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### OVERVIEW

“A teacher is never an ordinary person. Construction and destruction can be produced in his lap.” The above given quotation by Chanakya shows the power of teachers and teaching which considered as a noble profession. Revolution in any idea starts with keeping abreast with following latest trends, understanding cutting edge technology and its impact on our world. It's imperative that the digital generation of today is affectionately called the millennials and generation Z would learn anything at a faster rate as compared to previous generation and educator finds quite challenging in exceeding their expectations.

Since every best practices in education were once an innovation by itself which was taught once by educator, teaching for the Future in context of the forth Industrial revolution which has just began will see greater progression in the way we comprehend ourselves as over the next few decades there will be great demand for formal education which must inculcate right employability skills. No wonder, today's educators are getting now more and more intrigued about how innovation in their own teaching can be effectively than glorifying their past accomplishment and faces acute challenges where they have been confronted with real, complex, and varied circumstances and as such, they require new perspectives, new tools, and new approaches for solving these perennial issues.

The problem is however that education is not promoting Creativity in classrooms and schools where as educator themselves caught up with their own explanation of not allowing the student to experience originality, nor they intend to be communicative nor collaborative in solving any problem creatively and I found D. M. Arvind Mallik authored Design Thinking for Educators-Unleashing imagination ideas being student centric in Education, a creative methodology will help in designing meaningful creative solution for any issues of that sort which help the educator to reinvent their own teaching smartness. This maiden book of author Consist of two parts, Part-A (Chapter 1-4) constitute brief outlying about Innovations and its principles and Part-B (Chapter 5-8) explains innovative model which was envisioned by author having 4 stages with 8 sub stages revealing new insights about each stage and this process is iterative in nature and then repeated, producing a new idea for each cycle of the model.

### CHAPTERS INTRODUCTION

#### Part-A

*Chapter-1* identifies and explore a wide range of possibilities of introducing Student-Centric Design Thinking in an education environment which itself is an novel concept for any educator who wishes to apply a creative approach to their teaching practices but aren't sure how to implement at the classroom It

is a brilliant step initiated by author, Dr. Arvind Mallik D. M. who himself have applied Design Thinking methodology in his Teaching approach and believes by inculcating confidently that in understanding students mindset any educator can be part of creating a more desirable future, and a process to take action when faced with a difficult challenge and enhances existing skills, behaviors, and techniques.

*Chapter-2* details about understanding on how Creativity and Innovation in any organisation yield successive growth and emphasizes on considerate the basic concept on Managing ideas with innovation. Here author goes one step ahead and expects world to change in some aspect and with change occurring so fast, we humans fail to analyze the intensity of emerging problems and their possible effects. Changing technology leads to change in our connections, thought process and our problem-solving skills. Modern issues require modern solutions thus old limits fail and new ones emerge continuously with time. But what next? We want to know how we can make a difference in this changing world and make an impact.

*Chapter-3* introduces us about Design Thinking. Like the design itself, design Thinking which according to is a human-centric, a holistic approach to problem-solving that employs empathy, ideation, prototyping, and experimentation to solve real-world issues. Design Thinking is a methodology used by designers to solve complex problems, and find desirable solutions for clients by drawing imagination, intuition, and systemic reasoning to explore possibilities of what could be, and to create desired outcomes that benefit the end-user (the customer). This chapter gives us a brief note on how Design Thinking will impact on our learnings and aftermath which us clearly articulated in this book.

*Chapter-4* focuses on employing Design Thinking Model for Educators in actual terms as in today's knowledge economy, education becomes even more important for developing next generation of innovators and creative thinkers. 21<sup>st</sup> Century Teaching and Learning skills are those skills that will be essential for students to possess to thrive in the increasingly

complex life and work environments. In this original model developed by Dr. Arvind Mallik D. M., has proposed entirely new demission on how an educator can implement a novel idea which follows systematic methodology on how to develop ground breaking philosophies and solve problems creatively. The entire process is iterative in nature by making structured development, review it, make design changes and make refinements in the process carried upon until its finished. The new model combines the best of analytical thinking of Left and Right brain with intuitive thinking that instigates imagination, creativity, and innovation. Which can be conceptualized and implemented by any educators who sees innovation in teaching is a transformational tool and make a positive impact on students learning quotient. It has four-stage Seek, Imagine, Prototype and Share.

## Part-B

*Chapter-5* highlights each step mentioned in the model (4 stages with 8 sub-stages) in detail as these Phases in the mentioned model is about finding answers to the problems we've yet to uncover. The goal here is to generate a wide range of ideas without being hypercritical and how we can influence the needs of the student whom we're designing a solution. So that we can ultimately arrive at a possible Solution, seamless. Under Seek stage, it has two substages, Define and Empathy.

*Chapter-6* explains about various challenges faced by an educator in every classroom in drawing student's attention, and conveying ideas effectively to them which itself is tedious task as students learn best when they feel part of any academic community to which they can actively contribute, when their voice also heard. Leaving positive influences on them profoundly, this section looks at the stage at which information is collected to help & generate new insights around Student-centric. Post defining a problem statement and empathizing to a breakthrough in understanding at a deeper level, educators can optimize the available information to search for inner meaning. Under Imagine stage, it has two substages, Research and Select.

*Chapter-7* draws close our attention in testing various chosen ideas which was being selected and will be dictated towards formalizing in prototype stage which is the third stage in the Design Thinking for educators. Prototyping is an integral part of Design Thinking and is a quick and inexpensive way to make your early idea usable, so you can go back to students and get their feedback on those idea being implemented which gives you evidence as good or bad. Author introduces original Two Design Evaluation methods, P-K-V Cycle (Plan-Know-Verify) and PRATTI Model (Predicting Revolutionary Authentic Technique for Testing Ideas). To validate ideas worthy, educator must utilize and apply these 2 methods, without second thought. Under Prototype stage, it has 2 substages, Test and Evaluate

*Chapter-8* articulates how prototype makes an impact as turning ideas into actual ideas/products/services that are then tested, iterated, refined & evaluated with chosen evaluation methods. Considering all four stages, final stage of the design thinking for educator's process is Share, is a stage, educator will be upbeat in sharing their chosen idea and knowledge which now turned into a concrete, fully conceived action plan and acknowledges limitations of learning out of idea being talked through by Storytelling, particularly through multimedia, helps to communicated the solution to a diverse set of stakeholders (*Students, Department, Institute level and with Management, if only needed*) Internally and externally of the organization. Share stage has 2 substages, learn and collaborate

## EPILOGUE

Author expresses his intention how every educator who wishes to redefine their own teaching method

but have become far too attached to their stereotype way of presentation of teaching thoughts and unable to rise up, evolve from old thinking thought process and venture into new perspective of thinking and manage Innovations in teaching effectively is the need of the 21<sup>st</sup> century, dare to go beyond present. Design Thinking for Educators is a holistic creative problem-solving approach that focuses on students and their emotional responses with the aid of an educator by introducing breakthrough new teaching methodology. In this book, author reflected on adding value of envisioning on how design thinking philosophy can positively impact on educator's creative instinct which can be applied to any class level of students, across any verticals/courses/subjects (K-12, Undergraduate, Post Graduate or professional training) for any Educational Institutes/Universities.

To sum it up, once understood, upon reading this book any educator will be able to demonstrate confidently how to set an example over delivering a ground-breaking ideas introducing the best in teaching more effectively by using a structured outline which entails a systematic process in harnessing innovative teaching and learning method ideas for 21<sup>st</sup> century education. Design Thinking for Educators-Unleashing Imagination ideas being student centric, let this book be a guiding force for you to be aware of your own potential and uplift every educator's inner confidence in leaving their comfort zone and dare not to fear in implementing new thinking by solving any problems creatively and acknowledge innovation in practice as a continuous process which will not only boost your personal growth, be a change maker in education field which leads economic prosperity to my motherland, India.