

Abstract

CREATIVE PROJECT: Using Design Thinking to Develop A Learner-Centered, Collaborative Curriculum for A 100-Level Video Production Course

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DEGREE: Master of Arts

COLLEGE: Emerging Media Design and Development

DATE: July 2020

PAGES: 33

When teaching a 100-level college course, there will be a wide range in interest and proficiency related to the subject matter. Mix that with the level of digital distractions today's college students bring to class with them and getting their attention and keeping it can be a challenge. To address these concerns, this creative project is driven by a number of core questions: How can educators find new ways to engage students by meeting them where they are? How can instructors create a sense of agency among students through constructivist approaches to teaching and learning that recognize learners' prior understanding and experience? How can educators better engage and keep students' attention, as well as foster a sense of buy-in?

This creative project used design thinking methods to elicit ideas from the students to design a basic video production curriculum with their input. The instructor provided constraints for the students to work within during the design thinking sessions and the students helped determine the direction of the course based on their choices. A social media outlet served as a place to catalog course content, custom-made videos by the instructor to the students, and promote interactions between instructor and classmates.

To be clear, it was not the custom-made video content, the use of social media, or the design thinking sessions alone that helped to engage with these students. Rather, these elements, along with the student-centered process employed for the development and delivery of this course, laid a solid foundation for fostering positive student participation, creating a sense of community among learners, and ultimately resulting in more buy-in among students for both the course design and the learning process. The design gave the students agency and even provided them with choice regarding course topics (to some degree), which allowed them to have some input in the direction of the course. This method and approach could be applied to almost any course design.