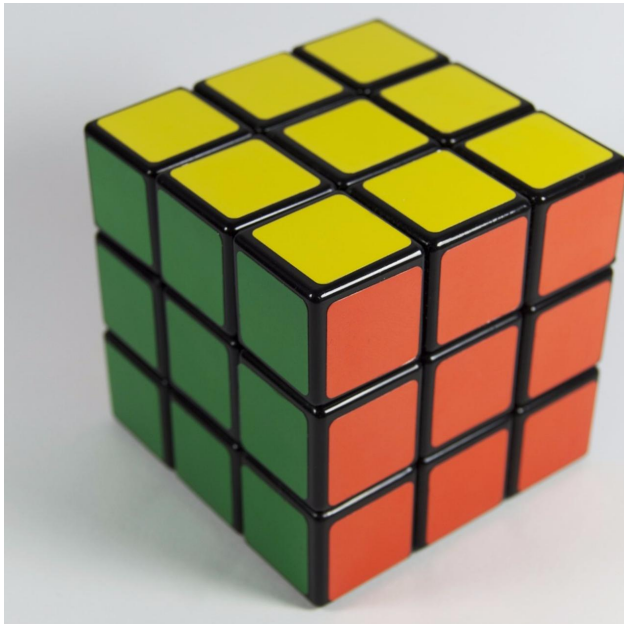


# Promoting Curiosity in Students using a Design Theory Approach

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**ALL LIFE IS  
PROBLEM  
SOLVING-  
KARL  
POPPER**



# Overview

5 components of the design process

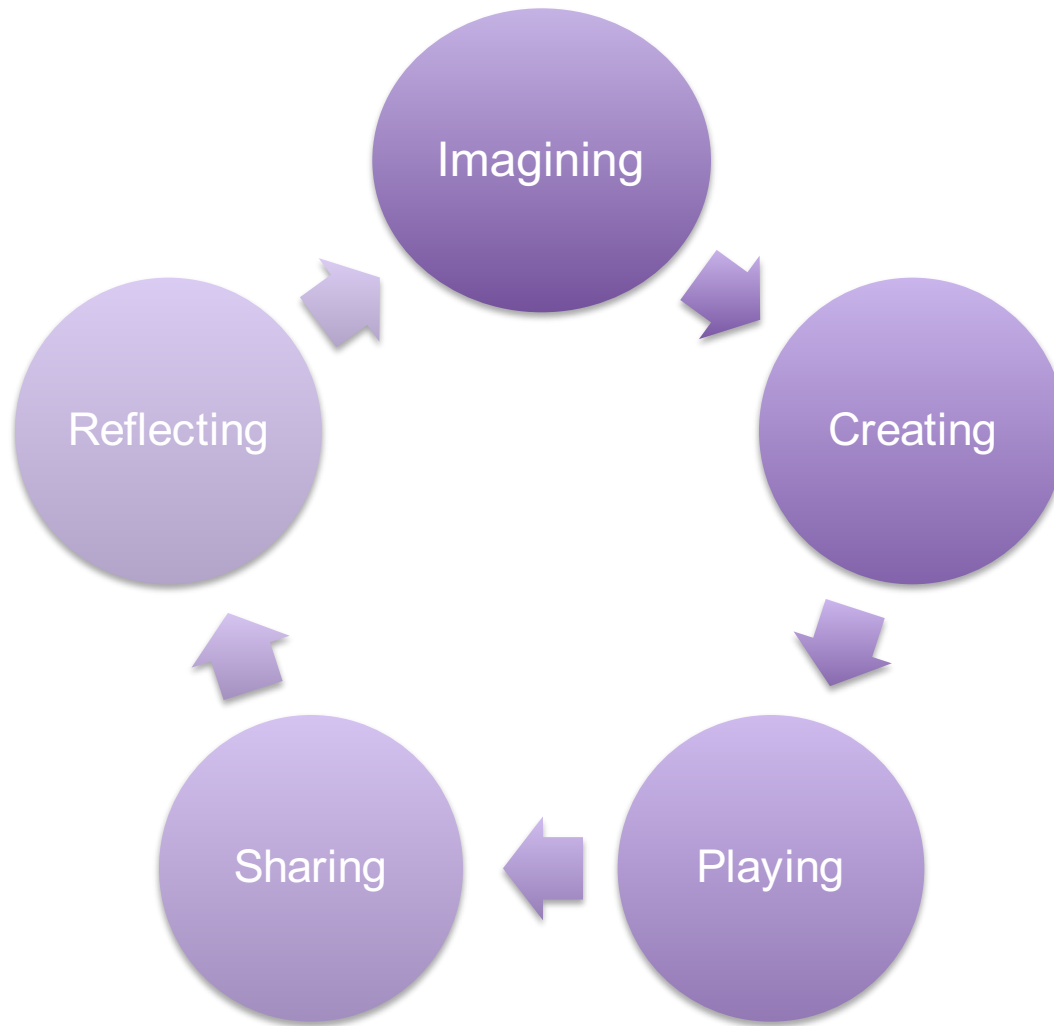
Constructivism vs. constructionism

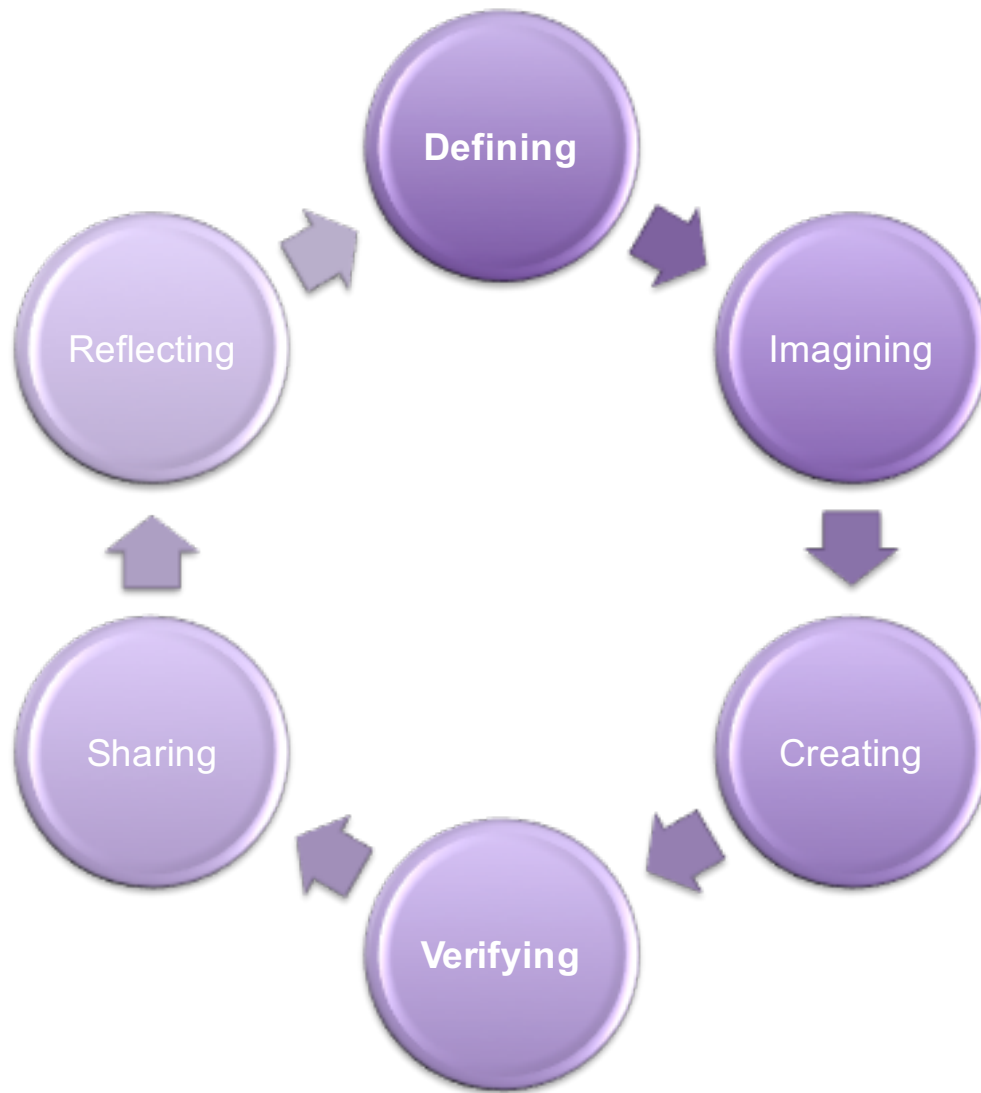
Development of Dragons' Den Project

Sample Projects

Feedback







CONSTRUCTIVISM	CONSTRUCTIONISM
Conceptual changes by experience	Conceptual changes by experience and <i>making</i>
Learning can still occur in silos	Learning is silo-less
Instruction is embedded in an authentic context	Design and creation of novel things in learning is important
Piaget	Papert



Group Member  
1- Biochemistry

Group Member  
2-  
Pathophysiology

Group Member  
3-  
Epidemiology



What's  
missing?



Design  
Process

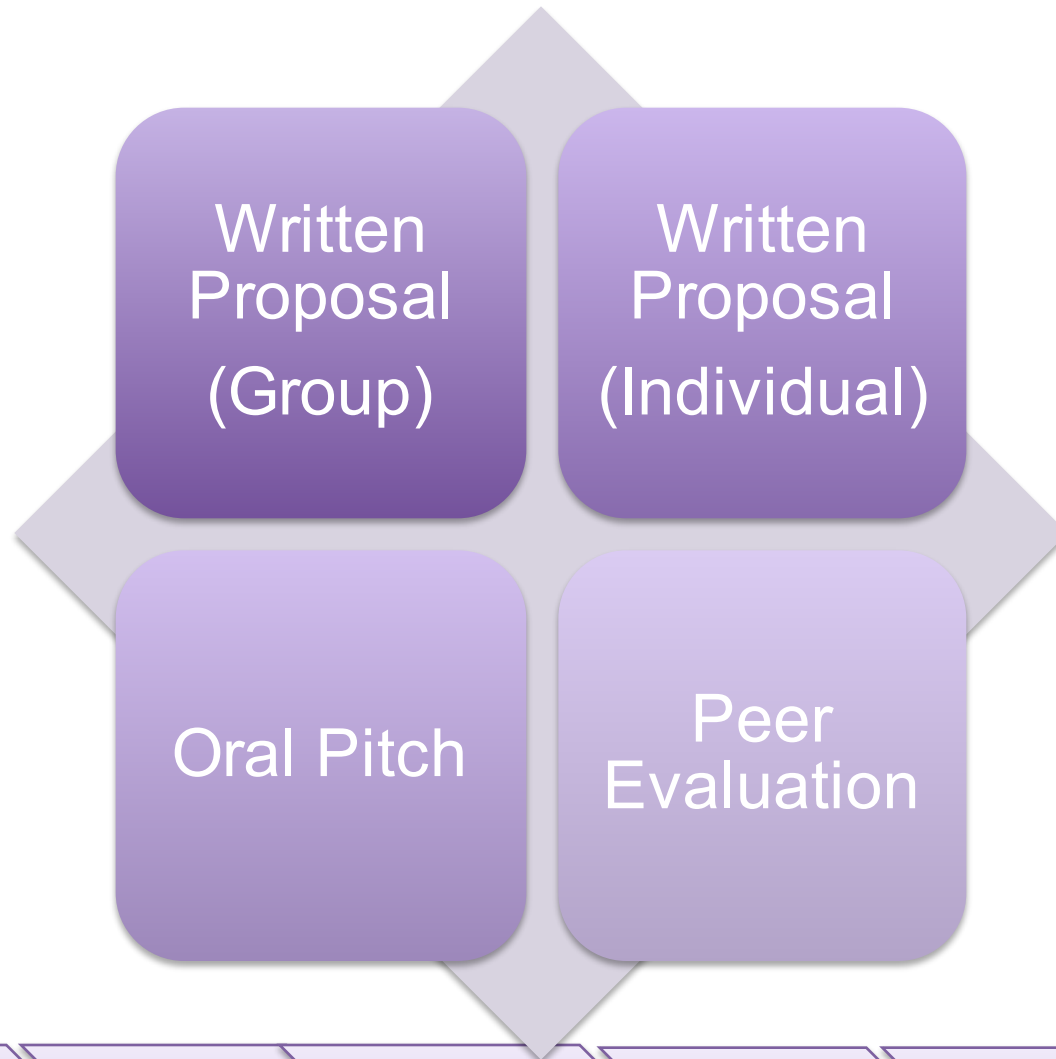
Learning  
Theories

**DRAGON'S  
DEN**

Sample  
Projects

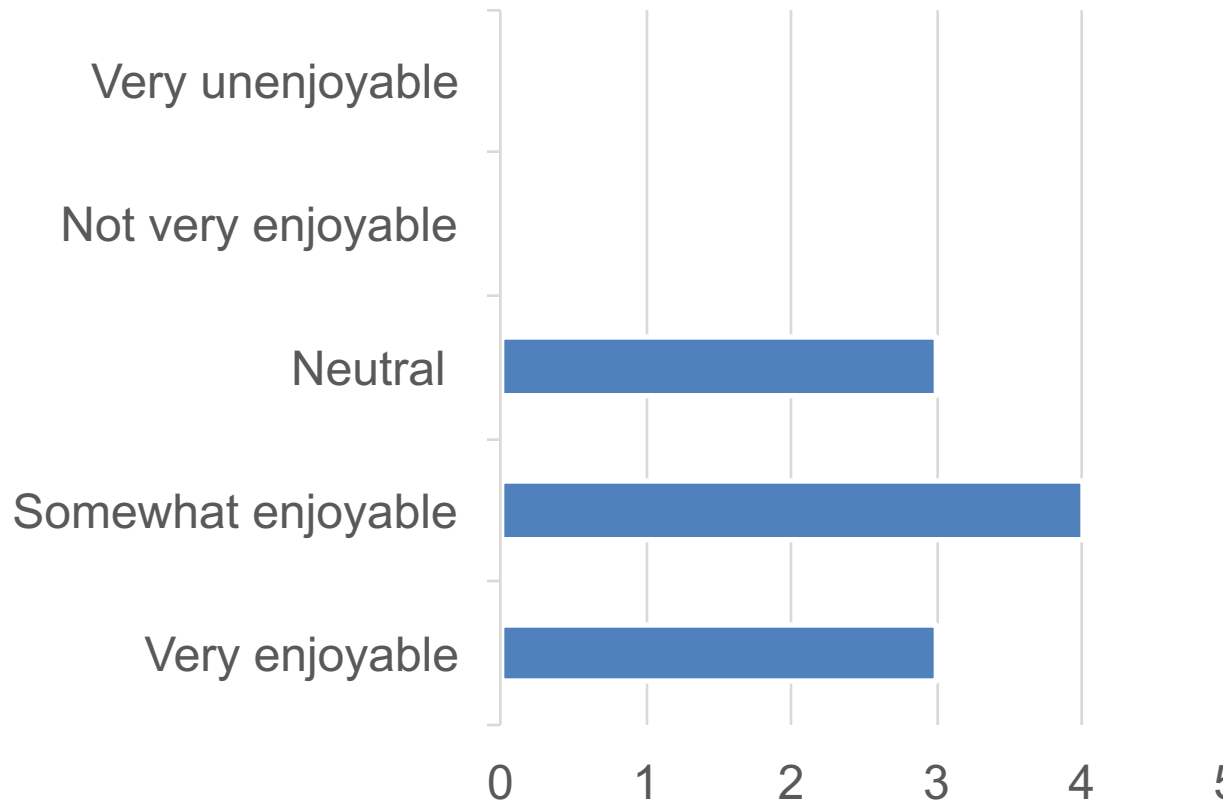
Feedback



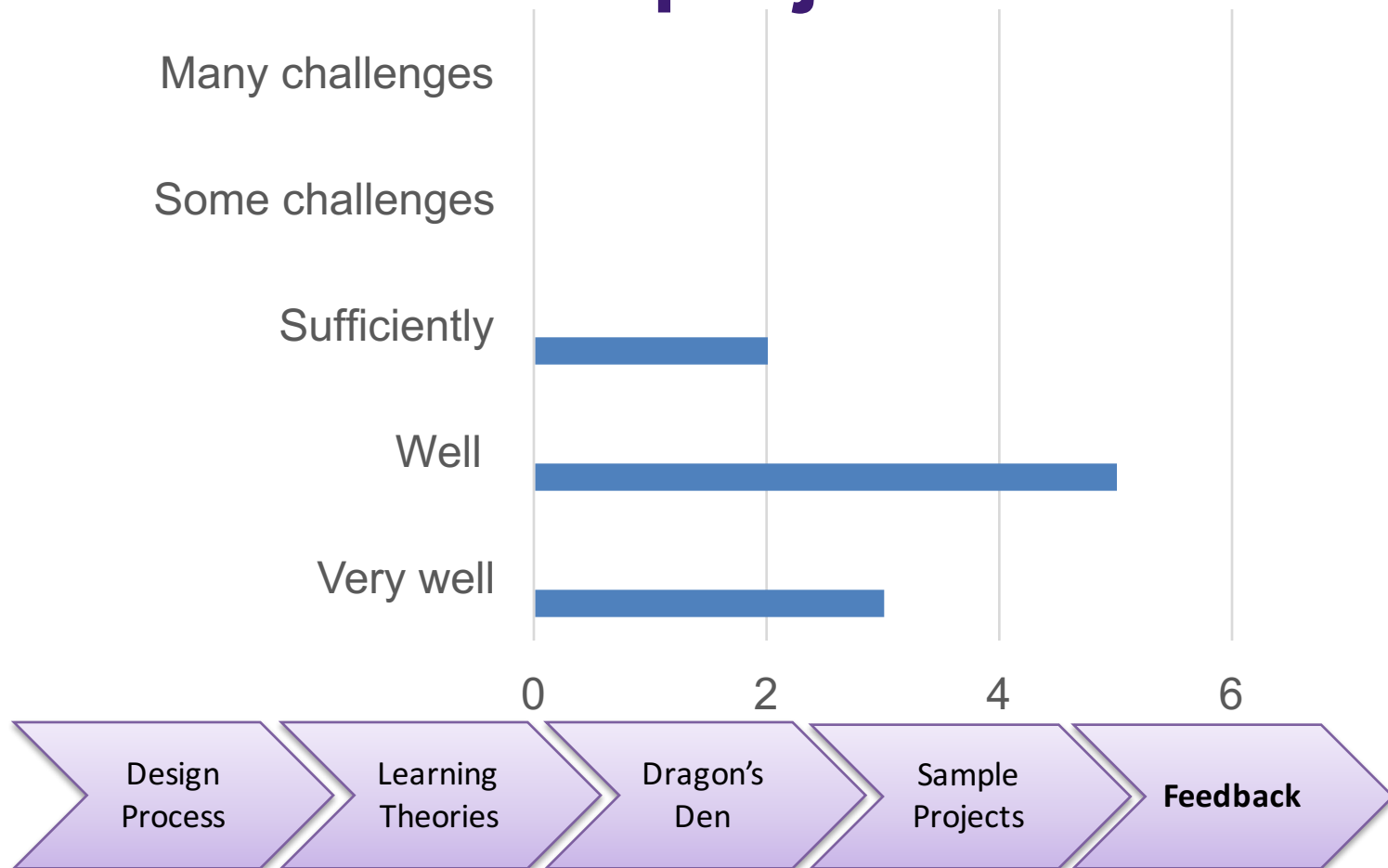




# How enjoyable did you find the Dragons' Den project?



# How well did your group work together to complete the Dragons' Den project?



# learning

collaboration  
**creative**  
individual+group



Advantages	Challenges
Creativity	Group work dynamics
Ownership	Identifying the problem
Authenticity	Equitable assessment
Collaboration	

# Future Directions

1. Evaluation of “quality” and feasibility of idea
2. More opportunity for peer feedback and evaluation

# References

Ackermann, E. (2001). Piaget's constructivism, Papert's constructionism: What's the difference. *Future of learning group publication*, 5(3), 438.

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## Images:

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