

## *Title* **Pilot study webinar plan**

### Abstract

#### **Topic**

The main topic of this paper is to represent Design Thinking from the side of Art and Design Education based on the experimental study.

#### **Aim**

The gain is to solve research questions according to the webinar pilot study research paper mission what are talking about motivation, lightening the problems and finding the innovative methods in organising the education programs. This paper admits to collect the data for the main research about Design Thinking.

#### **Method**

Direction of the study is based on reading the papers and designing the webinars. The number of participants for the each session is not huge and it's possible to analyse the answers manually what was successfully realised and represented in the statistical data and personalised information.

#### **Main findings**

Results are expertised through positioning the key points of this case into the next sections: Creativity, Design Thinking in the relation of education, Webinar and Educators.

#### **Keywords**

*webinar, creativity, design thinking, media, learning*

### Introduction

#### **The aims of the main study**

Main study targets to create the methods and define design thinking in Art and Design Education; the needed components of this process for designing educational programs and organising the classrooms,

systems for learning. Creativity is a character by educator, what has to be developed through the methodologies what will be created by experimental and academic studies. For achieving the gain to motivate students to learn and educators to teach, it's not enough to give a set of skills and opportunity to work. The foundation of specialisation is a way to socialise people and help to find «a place» into community. Design thinking has a huge mission to diverse the education programs coordinating people and making them «satisfied» in building and managing their professional life.

### **The rationale**

The different types of study are included into design thinking. Research has the important role in innovating and framing education for creating the conditions to motivate students and educators to be professional and interested in working about their activities. To be productive, improve educational process, being satisfied of what both of the considered target audience doing.

### **Theoretical background**

My research is concentrated on the process of generating creative ideas in the educational domain. Current research identifies a methodology of design thinking applied in art/design education through a literature review about successful educational projects that stimulate creativity. Comparing research results based on the creativity in psychology, marketing and neuroscience, it is possible to find new models for developing creative thinking and for motivating students to have an interest, to be curious in their education. Webinar is a form of representing theoretical and practical knowledge. Online format is not the same than direct or live participation with the classroom. It can help to create a new model in art and design education, communication through artificial intelligence, what can be considered in the full research article.

### **Research questions**

1. How can webinar improve the abilities to learn?
2. Does creativity makes study easy and What is the role of it in learning and Designing the programs/materials?
3. Is it possible to say, that Design thinking can diverse the ways or forms of learning any materials through artificial intelligence?
4. May Design Thinking motivate students to learn and teachers to teach?

### **About the pilot study**

Pilot study has the gain to define the key points in the main research. It's the experimental study, what coordinates to approve the assumptions and achieve the expected results. Webinar is a digital form for learning any materials. Webinar helps to collect the data and makes research alive. Design thinking has the team based form, but the webinar is individually oriented tool. The opportunity to make it collaborative gives this study innovative character.

### **Expected results**

1. To evaluate the involvement into the process

2. Criticise the represented information based on the feedbacks, weak moments in the planned paper
3. Learn and analyse the techniques in making the webinars for planning media strategy and creating new methods to represent the information in the digital format
4. Analysing the online discussion and feedbacks, to select the next important sectors:
  - 4.1 Online Activity. It will be measured by the quality of commentaries.
  - 4.2 The quality of questions (from 1 to 3, the relation to the discussed topic).
  - 4.3 The number of high interested modules (where the reaction is more active than in others).
5. To accept that the most important motivators are interest and possibility to be included in the webinar activity, being professional.

## Method

Webinar has the next structure and modules:

1. Theory
  - a. What is Design thinking?
  - b. What is Creativity?
2. Practice
  - a. Brainstorming (38 min)
  - b. Workshop #1 (45 min)
  - c. Workshop #2 (18 min)

**Theory a.** The *webinar* has a theory in the format of presentation with the text transcription. It was organised by the online platform. The Target audience was not selected. The number of participants is 7 listeners with the different degrees and professional activity. Webinar had three questions before starting: 1) Why have you decided to participate for the webinar? Three of the leasteners said that they want to participate for the webinar because of their study, one person was invited, one is a trainer, curious about new information and researchers in this area, two of them are marketers, looking for the new information. Second question is about student's expectations from their study, to get the theoretical knowledge - 1 answer, for using the information in my active field - 6 answers. The question about choosing the webinar as a format for learning and study has the positive answers (4 students), interested in using something else (3 students).\*

Table 1a. Answers to the pre-webinar questions

Question	Option	Number of participants
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Why have you decided to participate for the webinar?		
	for their study	3
	was invited	1
	he is a trainer, curious about new information and researchers in this area	1
	marketers, looking for the new information	2
What do you want to learn?		
	to get the theoretical knowledge	1
	to use the information in my active field	6
	other	
Do you like to use webinar like a format for learning and study?		
	Yes	4
	No	
	Interested in something else	3

All of the theoretical materials are presented into .pdf format. The number of slides starts from 20. The structure of the information is logically built for creating the full picture of the learning subjectives.

\*These were multiple choice questions. Questions can be seen in Appendix A

**Theory b.** 20 participants. The engagement is created in:

1. age group (from 18 to 35)
2. academic degree
3. country of origin (for analysing cultural differences)
4. department
5. status (student/prof., dr., teacher)

Table 1b. Answers to the pre-webinar questions

Question	Option	Number of participants
Could you tell/define the term “creativity” in 1 second in one sentence?		
	Yes	12
	No	8
Are you creative in your study?		
	Yes	17
	No	3
Is it important to be creative in your study?		
	Yes	13
	No	7

The results of the questions, what were before the webinar describes that creativity is understable and can be described just by persons who are experienced in it (yes - 12 students, no - 8). The creative confidence is inherent to seventeen of the listeners and three of them are criticised by themselves. The role of creativity is important for the thirteen of the students and not for a few of the listeners.

The age group by the age from 27 to 35 (MA and PhD degrees) said “yes”, the youngest said “no”. The reason of the answers is in the professional experience and distinctness in creativity according to the specific field. Pre-courses like webinars can spot this direction in understanding the role of creativity in study and professional field. For being confident in saying “I’m creative in my study, work or life”, any student needs to work a lot about thinking “outline”. In the end of this webinar the two tasks are given as a great example of the techniques to improve the creativity. The listeners should after one month send me the results of their assurance by e-mail what will be analysed for the acknowledgment that the level of “creative confidence” depends from the time and invested efforts to make a skillset.

\*\*These were multiple choice questions. Answers can be seen in Appendix B

**Practice a.** Brainstorming. 30 participants. There is a practice for training ability to make the creative solutions. This webinar has two sessions. All of the members should take the notes. The title is “The theory of big “What” (the right questions for being answered) from the side by students and teachers. The participants have the different roles. *First task* is to take the stickers and put on the wall according to the question; *second* is to build the questions in two categories: for students and teachers. If you are not a student you’ll take a role by teacher, if a teacher - student; *third* - the answers will be put on the wall using the stick paper.

The answers are built in the relation for receiving the needed information.\*\*\*

## **Students**

Answering the questions about hobby, the answers were received very quickly. One said that he spends a lot of time playing on the guitar. The most popular answer is art (11 participants) and Design (13 students), dancing (performing arts are included to the art choice) is actual for two students, reading (2), communication and collaboration - for the one student. All of the answers are related to the studied and taught subjects.

The question about cross points in hobby and study helps to find the motivator to make education process rapid and interactive. Imagination is a way for being creative, art and design needs in "outbox" thinking, it's a reason of choosing this variant. Passion is on the one line to the interest, two of the listeners had chosen this characteristic, money and what the participants love to do are the expected answers, five of them found it more useful and applicable for the reality, just one is answered "activity" what is more suitable to the volunteers, "self-realisation" depends from the age and achieving all of the life necessities (8 people gave this option), business can be considered with "activity" or making the earnings what is near material thinking, but needs in art/design management (3 participants), interaction (there is a connection between people, making the communication, team work, international experience, sharing the ideas, two students had decided this opportunity.

*The questions are created in the hierarchy from describing study/teaching to the what the students/teachers want and like to do.*

The question about the key points can explain what the auditory selects from the cloud of subjects and find what they really like in their educational programmes. Subject "history" is very popular (11 of the inquires), but all of the participants by art and Design Education had the chosen answer, what can be explained by zest, professor or tasks. Theoretical knowledge is very important because 14 students answered this question, Business planning and management are important for the educators by Art/Design, Communication Business and Management departments.

Asking about learning outcomes, education, auditory said that they need the additional time what is not strategical adequate because before designing or taking any courses, firstly, the listener or creator should think about usefulness and causation.

The task about building the timetable was creative realised, the participants drew the different grids. Curriculum was created based on the previous task. It will help to build the comfortable management study/course plan.

## **Teachers**

In the exercise for teachers, all of the listeners changed the role from the students to the teachers. First question is about self-positioning: woman (two answers), man (three), ananas (one), artist (seven), designer (fifteen), business woman or business man (two). The professionals gave in the first seconds the answer according to their specialisation. Second answer is about subject for teaching what

describes the auditory: painting (three), fine arts (seven), graphic design (eleven), communication design (six) and business in design (two). Third question is built according to the second question: mark the art/design (thirteen participants), plan, design, targeting (three), talk with my clients (two), dancing (one), organising (three), to solve design cases (two), talk about the interests (five), teach (1, pedagogy isn't actual for art/design education).

Fourth task is about real structure of the course what the educators have right now. Not all of them use the modular system what isn't comfortable and instructor recommended to make the titles/topics into the groups. After that they collected the grouped topics summarised with the fields what the like to do. And as a final version, they had built the grid/programme of the course.

It helps to create the cross-discipline subjects and be innovative in designing the educational programmes.

\*\*\*These were multiple choice questions. The questionnaire can be seen in Appendix C

**Practice b. Workshop #1\*\*\*\***

The results represent that not all of the participants can react on the tasks very quickly and be according to the adequate time and they are not clear in understanding their time. A few of the listeners asked about being more detailed in the description of the tasks and give the examples. For the next webinars, this information helps to be prepared in the visual explanation of given tasks.

The objects as "it" (related to the webinar task) are described in the table P1. Difficulties represent the way of thinking and abilities to take any actions. It coordinates in the field of evaluating "creativity" in making the decisions.

Table P1. Object "it".

Answer	Number of participants	Reaction
Parfume	1	in 1 minute. Long answer.
Mobile phone	15	This answer was reacted in 20 seconds.
Pen	5	35 seconds. Different participants.
Wallet	2	50 seconds.
Tablet	1	1 minute.
Documents	2	1 minute.
Cosmetics	2	1 minute.

The process of selecting the item was delayed and taken by the reaction in 1-2 minutes. They couldn't think for a long time. It's a personal reaction on what the person thinks about allways. Mobile phone is day by day with human, it makes you connected with the social world. The hugest number of asked personas said about mobile phone. The time of answering talk about the way of thinking in the key of prioritising the things. Perfume is not an object without what you cannot go to anywhere, but for the someone it's very helpful for cleaning the screen on the phone, for making the atmosphere fresh in the classroom and etc. This person had chosen this object based on the experience. About having the role or status, for example "student", the answer will be notebook, pencil or pen and etc., what is used usually. This exercise helps to describe the meaning of the things what are with you. In the student's and teacher's life, it's very important to be in the right time of all of the things what are connected with professional activity. To be creative means to develop human possibilities to optimise all kind of processes. For the educators, to be innovative and motivate students are the most important directions. The things what are important for the person, describe them.

\*\*\*\*These were multiple choice questions. The questionnaire can be seen in Appendix D

### **Practice c. Workshop #2\*\*\*\***

This workshop helps to make the border and become more productive in the education field. Writing the subjects, all of the participants were in the one direction: art, painting, design, communication, graphic, web, ui/ux design, painting, business in art and design and etc. To write a short Brief about the courses wasn't difficult and in 5 minute the listeners made this task. It says that the description of all of the courses is fully understandable by learners. The question "What am I want to know?" wasn't easy, auditory asked about the additional time. And the online question by the participant about the difference between "to learn" and "to know" represents about professionalism and necessity in the theoretical materials. After the webinar all of the participants had a course what indices educators to learn and teach. This type of short webinars is effective and enough resultative in the context of refining the skill sets, approaches, finding new perspectives in the professional life, career.

\*\*\*\*These were multiple choice questions. The questionnaire can be seen in Appendix E

## Results

The received data are readable and clear for analysing and acceptable for redesigning the main research paper. The theory helps to understand the educator's needs and knowledge what they should have as a requirement and pre-course preparation for making syllabus and building educational programme. In the creative fields like Fine arts and painting, it's more easy to define the motivation and interested fields in planning classroom organisation. The webinar materials have not just reached the expected results and allowed to find useful sections what are shown the new vision in planning the educational process:

1. who is a teacher? The role of professor in organising the class.
2. the difference and cross-points in hobby and professional life. The motivator in teaching and learning.



3. making the knowledge production way. To form the knowledge based on Design Thinking.
4. selection the attainments.
5. ability to think briefly. Comprise the creativity into all of the educational processes.
6. generate qualitative ideas.

Webinar has the opportunity to make the learning process individually based. Detailed description of the each of the participants gives the data what makes sense to the projected system. The main motivator in learning and teaching is to knock into one what educator prefers to do and professional life.

All of the participants were active in the webinars, because the theory had the dialogue in asking the questions to the listeners and webinar is professional oriented. Motivator for the students is to become more creative and understand their education from the side how they will use their knowledge and what type of management they can use in producing their skills more applicable and effective. For the teachers, to understand what students want from their programs is not the major direction, firstly, they have to discover themselves in the reflection of the course what they manage.

The academic degree talks about the knowledge measure, the questions what were asked before the webinar had started show this assumption truthful. The score between teachers and students in brainstorming and workshops again differently, teachers are more quickly and adequate in answering and doing the exercises, but the level of creativity is much higher than teacher's decisions. Collaboration work by educators talk about that in the start point of designing curriculum and educational program, teachers should drag in planning the students, making the focus group and using different tools like questionnaires, webinars, brainstorm sessions.

## Discussion

### **Creativity.**

For creating masterpiece or educational paper, author needs to be creative, because logically and systematically organised educational course will not respond to the art and design study. Student has a role to learn, teacher everytime has two roles to educate and to learn. Do making the process to listen, to percept the information, the interaction in the live format is more productive, the members don't think just in the one way of representing their ideas, being in the one cloud of thinking gives the opportunity to produce creative solutions on the asked questions.

The role of creativity is huge in making and optimising professional and personal life. The role of it needs to be reconsidered by academic systems in education and added to the education as a basic subject.

The results by practicing creative thinking represents that the role of it is quite demand. Creative practices motivate to learn more generative and have an attention to produce the selected knowledge.

## **Design thinking in Art/Design Education.**

What is the place of Design thinking in Art and Design Education. Through practicing design thinking methods, the learning process is more interesting and reveals the problems, what should be solved. Interview and round discussions are very important for understanding student's and teacher's needs, make the educational process innovative and amusing. The tangibility by different persons is completely various. Ideation directs to the possibility to generate ideas, put the problem in the solvable environment. Using brainstorming as a subject and a tool in searching/describing the problem, the social and communication skills work for helping to clarify all roughs in the educational process. Prototyping can be realised through testing the solutions by focus-group consisted from the volunteers according to the ethical permission. Design thinking can be changed in applying to the education side. For example, gamification is trusted form to interact all of the participants, it's not a solution, it's a tool or description to the one of the components in it.

## **Webinar.**

How can online live education help to get the knowledge? In nowadays, it's a popular tool into designing the courses, presentations and pre-course preparation. What is about the quality of materials and how people can learn the information by online and IT tools. Artificial intelligence is a progressive way to integrate the different stimulators in study process. Stimulators are the main points what are really important, like triggers between materials and your ability to learn. Capacity can be changed by using the interactive tools. Motivation depends from the presented content and form of it. Webinar is a new tool to create the educational programs, how it can be improved? Design thinking can help...

Online questionnaires and interview are suitable for the webinars what makes easy to collect the data, analyse and practice it. Short test webinars handle the opportunity to practice research findings and realise it after in *the live organised classroom*.

## **Educator.**

Who is a teacher/professor? Who is a student? What do they want from the educational process? The way of understanding yourself is a light to become successful and get the knowledge what you can use. The specific field is to understand your audience if you teach and possibility to be high qualified in your subject what you teach. Students should understand that it would be possible to apply their knowledge to the personal and professional life for being motivated. To solve your personality is the first step in applying to any kind of study.

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## **Appendix A**

### *Questions before the webinar #1*

1. Why have you decided to participate to the webinar?
2. What do you want to learn from this presentation?
  - a. to get the theoretical knowledge
  - b. to use the information in my active field
  - c. other
3. Do you like to use webinar like a format for learning and study ?
  - a. Yes
  - b. No
  - c. Interested in using something else

## **Appendix B**

### *Questions before the webinar #2*

1. Could you tell/define the term “creativity” in 1 second in one sentence?
  - a. Yes
  - b. No

2. Are you creative in your study?
  - a. Yes
  - b. No
  
3. Is it important to be creative in your study?
  - a. Yes
  - b. No

## **Appendix C**

### *Questions before the webinar #2*

#### **Students.**

1. What is your favourite hobby?
2. What are you studying?
3. What is common in your hobby and study? One sentence.
4. What are the main keys in your study?
5. What are your outcomes after finishing the course?
6. Take the notebook. Build the timetable.
7. What is your comfortable curriculum?

#### **Teachers.**

1. You are a...
2. What is your subject for teaching?
3. I love to do...
4. The structure of your course (topics, you can type down just the titles in the section/module format)
5. What's about the modules in your course according with what you love to do. Just add to the titles of the sections the "sign +" and what you love to do. For example, design theory + dancing.
6. Make a grid/timetable of your course. Put it with what you love to do.

## **Appendix D**

### *Practice*

*"Make it for me"*. Looking at the slides, participants have the notes about the exercises what they have to finish in 3 minutes. Common time - 42 minutes, +- 10 minutes.

1. What am i bringing with me everytime?
2. Is it comfortable to bring **it** with me? What is wrong with **it** or you want to change/improve?

3. May I replace *it* on something else? If yes, type *what is it?*
4. What type of problem can *it* solve?
5. Sketch your *it*.
6. Ask 4 different people. Do they need your *it*? Do they have anything similar? (15 minutes)
7. Take the stickers, write the possible solutions. Select Just one.
8. Sketch your final idea about possible solution what can else to solve your problem, what your *it* can.
9. Make the storyboard, how you will use it.
10. If you have any problems in functioning it, come back to the step #7-8.

All of the results were analysed and collected.

## **Appendix E**

### *Practice*

“Learn = Teach”. What is the difference between to learn and teach?

The relation between these two terms is defined in the key of solving the cases.

1. Write the note on the sticker: “What are your major subjects what you are learning right now?”. Put it on the wall. (3 minutes)
2. What do you know? Write on the stickers what you know. (3 minutes)
3. Categorise it to the blocks. For example, design, painting, creativity and etc. (3 minutes)
4. What am I want to know? What am I want to learn? (3 minutes)
5. Select one category from the third task and put what you want to know in this category. (3 minutes)
6. Separate it to the groups. (3 minutes)
7. You have the course.