

THE APPLICATION OF DESIGN THINKING METHODOLOGY IN ARCHITECTURAL EDUCATION IN UKRAINE: CASE STUDY

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Abstract

The relationship between different aspects that challenge architectural education in Ukraine and new pedagogical strategies, in particular application of the innovative approach based on Design Thinking, are analysed and described in the paper. The case study illustrated in the article is based on author's personal experiment held with the 3rd year students at the Institute of Architecture, Construction and Energy (Ivano-Frankivsk National Technical University of Oil and Gas, Ukraine). A qualitative analysis of the Design Thinking methodology, alongside the literature review, has been presented. Particular emphasis is put on the implementation of the Lego® Serious Play® methodology, as an effective tool for facilitating students' creative potential, self-expression and ability to generate innovative ideas at the conceptual stage of architectural design. The suggested methodology can be successfully applied in other higher educational courses.

Keywords: Design thinking models; Architectural education; Innovative pedagogy; Higher education; Architectural design; Lego serious play.