

USE OF DESIGN THINKING TO IMPROVE EDUCATION FOR BANGKOK METROPOLITAN ADMINISTRATION SCHOOLS

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Abstract:

The study demonstrates the use of Design Thinking and Empathy to help improve teaching and learning (or pedagogical practices) for student in science education. This study is based on the lack of motivation on learning from students who are from poor-family background, the needs of students who are not able to continue into either vocational or higher education, and the inability to implement the central curriculum effectively. The implementation adapts peer-learning community with the focus on environment as an integral part of science education. The improvement highlights what motivates students in learning science subjects (for those who are poor and cannot afford to continue their education after completing high school) and identifies future skills that are required for their careers. Finally, in addition to applying in product and service design within the private sector, Design Thinking is proven to be useful for social service improvement.

Keywords: Education, Pedagogy, Skills