Evaluation of strategies of creativity development used in store design projects based on student projects

Seval Özgel Felek
Ordu University
Özge Gül
Dogus University

Abstract

The aim of this research is to search and find strategies of creativity in teaching in the interior architecture design studio. There are lots of ways for training architects all over the world, instructors find their own way and style. Most design education, also architectural design, occurs through the studio system. Design studios embed project-based learning in most universities, and have been adapted as a teaching-learning strategy by the instructor in this study. Developing creative ideas has been a part of architecture design studios. Creativity is one of the basic constituents of innovation, and innovation is described as 'applied creativity in the field of design education'. Hargreaves (2000) suggests that “you can have creativity without innovation, but you cannot have innovation without creativity”. The role of the instructors is to lead the students, understand and encourage them to create alternative design solutions. Meanwhile instructors show how to design and develop creativity in this process.

This article presents the methodology, processes, and outcomes of creativity strategies implemented during the process of producing alternative plans into a Store design project carried out as part of the Design Studio II class in a Turkish University. The strategies "Dead Head Deadline" and "Merged Ideas in a Box and Circle of Opportunity" are intended to expand students’ perspectives, train them to propose solutions they would not have considered and, prevent them from fixating on a single idea. They also support them in creating freely. Feedback received from students after the implementation of these strategies is also presented in this research.

How to Cite

Outsourcing your project evaluation to an independent evaluator consumes more of your financial resources; however, an independent evaluator with no stake in the project is likely to produce a more objective and higher-quality evaluation. Choose an internal or external evaluation strategy that fits your company's budget and personnel constraints. Consider a hybrid project evaluation that draws from both approaches to produce a cost-effective evaluation that provides the most reliable data for your company's needs. References (2).

Management Help: How to Design Successful Evaluation a Common Features of Project-Based Learning.

Students conduct multifaceted investigations extending Project-based learning is one of the approaches advocated by the George Lucas Educational Foundation (www.glef.org), a nonprofit organization based in San Rafael, California, and dedicated to disseminating information about exemplary school programs through video, newsletters, books, and other media. To begin that dialogue, we would like to describe the instructional strategies we have used in project-based introductory instructional design courses we teach at Purdue and at Florida State. At Florida State, small-group formative evaluations of the instructional units are also required. Project-Based Learning. Inquiry. Growth Mindset. Use emotional connections. Research suggests that the best creativity instruction ties in the emotions of the learner. In the “Odyssey angels” program students can devise a solution to help their local community, such as helping homeless youth. This topic is worthy of more discussion by itself. A blog post by fellow blogger Julie DeNeen gives some valuable information about this type of teaching. Research suggests that the best creativity instruction ties in the emotions of the learner. Use a creativity model. The Osborne-Parnes model is oldest, widely accepted model. Use a collaborative creative thinking model to solve classroom problems. For instance, read a paragraph and then have groups discuss a list of questions.