Title	
Author(s)	,
Citation	
Issue Date	2023-03
Type	Thesis or Dissertation
Text version	ETD
URL	http://hdl.handle.net/10119/18411
Rights	
Description	Supervisor: , ,

Practice and Development of Art Thinking for Education

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[Abstract]

The purpose of this study is to develop a methodology for solving social issues as well as a human resource development method to form the foundation for such a methodology by creating interactions for a new social environment as well as for self-expression, beginning with artistic activities by students of the University of Art and Design. In this research, "Art Thinking" is used as a necessary element for interaction with an eye toward a new social environment. The significance of the development of this method proposal is that it will provide knowledge on the resolution of conflicts that occur in the initial stages of cultivating mini-c, the earliest stage of creativity, and raising it to habitual behavior. It will also contribute to the development of the field of art-based research, which conducts academic research on how the unique characteristics of art, perceptual experience, and aesthetic experience can contribute to and create possibilities for other humanities and social sciences in the future.

In developing the human resource development method for this study, the research was examined in two stages: the development of an Art Thinking workshop, a specific development method for solving social issues through Art Thinking, and the development of an educational curriculum to form the foundation of "Art Thinking," which is required in developing the workshop.

First, in the development of the Art Thinking workshop, the creative process of Art Thinking was incorporated into a style in which participants learn and create something together through their own participation and experience, rather than a one-way knowledge transfer style. This study used the four indicators of "self-responsiveness," "interpersonal responsiveness," "situational responsiveness," and "inquisitiveness" to create a space for dialogue that generates empathy for the creation of new value. The study also focused on whether multiple intelligences as individual characteristics were activated by the Art Thinking Workshop.

Next, this study adopted an approach that focuses on the classification of the content aspects in the development of an educational curriculum for the formation of a foundation for artistic thinking, which is required in the development of artistic thinking workshops. In addition, an educational engineering approach was used to set the readiness level of the Art Thinking Workshop. In this study, qualitative evaluation using the KJ-Ho by participants was conducted along with a questionnaire survey of students at the University of Art and Design, to examine the qualitative changes in the educational curriculum.

Finally, this study examined the required focus in embodying Art Thinking among graduating students who had understood Art Thinking and had undergone changes in attitude and behavior. In this examination, we focused on the reinforcement of learning in social cognitive theory, and organized the descriptions in the questionnaire survey into "direct reinforcement," "pseudo-reinforcement," and "self-management".

From these three research approaches, this study demonstrates the practicality and challenges of Art Thinking workshops and educational curricula for the formation of a foundation for Arts Thinking.

Keywords: Art Thinking, Multiple Intelligences, KJ-HO, Workshop, Creativity