

Quality of Creative Thinking Learning in Designers: A Comparison Between Virtual and In-person Scenarios.

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Abstract:

Design, as a creative process focused on solving diverse challenges, is currently confronted with the complexities of a rapidly evolving world. This environment compels designers to move beyond traditional notions of creativity and embrace more expansive methodologies. Key challenges include a scarcity of original ideas and a tendency towards ambiguity, which necessitate that these professionals cultivate a wider and more sophisticated skill set, with creative thinking as a fundamental component. This study aims to analyze the quality of creative thinking learning in both virtual and in-person educational settings, recognizing it as a vital skill for developing innovative design solutions. A qualitative approach was adopted, employing interviews with design students in Mexico as the primary data collection method. The findings facilitate an examination of the educational impact of both modes of instruction, where mixed approach emerges as a comprehensive option with the mixed approach emerging as a comprehensive option aimed at enriching the discourse surrounding innovative design education and practice.

Keywords:

Creative thinking, teaching, design, creativity, virtual and in-person education.