

### *Design Thinking Research Project*

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This poster will discuss the impact of a science, technology, engineering, and mathematics (STEM) summer camp on how students share their problem-solving process. The design thinking process includes the following steps: To empathize, define the problem, ideate, prototype, test, and share. Groups of K-5 students from two rural counties in Western Georgia created three different products: a name tag, an animal that had to adapt to a specific environment, and a chicken coop. Two of the products (i.e., the name tag and the animal) were completed at the beginning of the week while the chicken coop was created at the end of the week. For each product, the students followed the steps of the design thinking process to create their product and then shared their process. In the first set of products (i.e., the name tag and the animal), the majority of students' sharing focused on describing the type of product that they had created and the materials that they used to develop their product. On the last product (i.e., the chicken coop), the students still discussed the type of product and the materials used; however, the number of students that described the process for creating the product and the functions of their product increased. Based on their comments, students were more likely to share their design thinking process at the end of the week. We concluded that making students aware of the steps of design thinking and practicing these steps makes students more likely to share pertinent details of their thought process.