Design thinking role in developing jewelry design education

Prof. Abdel-Aal Mohamed Abdel-Al
Professor of Design, Department of Metal Products and Jewelry, Faculty of Applied Arts, Helwan University, abdelaal.m.abdelaal@gmail.com

Prof. Gamal Al-Sayed Al-Ahwal
Professor of Design, Department of Metal Products and Jewelry, Faculty of Applied Arts, Helwan University, Dr_gamalelahwal@yahoo.com

Shaima Gamal Samy
Assistant lecturer, Department of Metal Products and Jewelry, Faculty of Applied Arts, Helwan University, gshimaa@gmail.com

Abstract:
Jewelry design is one of the fields that depend on the designer's technical, aesthetic and cultural knowledge, in addition to his technological skills. The research seeks to develop a strategy to improve the performance of jewelry designers, thus the problem appears in the lack of clarity of the designer's professional identity through his designs, which lead to the lack of the influence and distinction by the recipient, so it was important to pay attention to the Initial stages of the design education process in order to create the distinctive professional identity of the designer. Where the gap appears between what the designer is currently learning, and what he must learn to achieve the market needs, and what the stake holder expects, which confirms the need to link these areas (learning methods - market requirements - user considerations) through a clear design strategy that is considered an interaction between the design process and design thinking within the business objectives to become a strategic tool that raises the value of business. Design thinking is how to solve complex problems by producing creative solutions that consider the user the center of design. The research imposed the possibility of reaching a better educational process for the designer through the use of design thinking to link the requirements of the market and the expectations of the beneficiaries and the field of academic education for design with the use of special strategies to teach design according to the level of the student in order to provide the largest amount of knowledge for the jewelry designer, using the Descriptive, analytical and deductive approach. Through the stages of design thinking, a questionnaire was conducted to survey the opinion to clarify the level of importance of the topics that can be learned to increase the efficiency of the jewelry designer. From the results of this questionnaire, the importance of the topics that the novice designer should be able to master is determinant, in addition to some experiences that are automatically transferred from the teacher to the student, such as selection and evaluation, and the designer's ability to summon different knowledge to reach solutions in various situations. Also among the results of the research: confirming the necessity of connecting the outcomes of design education with the market so that the design educational institutions be able to achieve the desired results by the beneficiaries, and the necessity of relying on different strategies as educational methods according to the level of the learners to ensure acquiring the best results and reduce stress and confusion among the learners. In addition to the endeavor to use design thinking in solving various problems besides design problems, building design curricula according to the changing needs of the market and constant contact between educational institutions and the market.

Keywords
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