Design thinking and imitatio in an educational setting

# Details

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## Sample

hundreds of hours of empirical material in our project “Children as Learning Designers in a Digital School” (2012–2015)
Each researcher followed two classes (first and fifth grade) for two years at five different schools across Denmark
"The methods used were qualitative methods including observations, interviews, thick descriptions, media anthropological methods, informal chats and interviews with teachers and students, and quantitative methods such as digital surveys (Levinsen et al. 2014). We also collected artefacts such as students’ digital productions, learning objectives and learning contracts." (p. 243)

## Implications For Educators About

# Abstract

Schools are expected to prepare students for the future, providing them with methods for dealing with the emergent world. This article considers how teachers can work with digital productions at primary schools even when they are not acquainted with the new production genres. We propose a methodological framework to assist students and teachers in their exploration of unknown media genres based on a case study. We revive the ancient concept of imitatio and integrate it with contemporary design thinking to support production dynamics that lead to increased digital literacy.

# Outcome

the concept of imitatio integrated with contemporary design thinking
imitative processes lead to heightened digital literacy and suggested a way to systematically support children in this process.
mitatio in a design thinking context provides a manageable path from fascination to production to heightened digital literacy