Design Thinking in Tamil Language

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Today’s school education concentrates significantly on Group work, Cooperative Learning, Group Investigation, Lesson Study, Web Quest and Design thinking (Ambrose, Gavin, 2010; Hasso Plattner, Christoph Meinel, Larry Leifer, 2011; Kala Retna, 2015, Chamberlain and Mendoza, 2017). Using these different teaching strategies are to prepare our students to meet the challenges of the 21st century workplace. One of the purpose of all these various strategies is to enhance the communication skills in both spoken and written communication. This paper shares an educator’s introduction of the Design thinking process and related experiences in the Mother Tongue Teacher Training course. Conversing in Tamil with a fellow Tamilian is a goal of the Tamil community in Singapore. Although primary and secondary students are able to understand and converse in Spoken Tamil, there is still room for progress in further developing confident Tamil speakers. As a trial, to introduce the Design thinking process in understanding the reasons for not initiating or volunteering a conversation in Standard Spoken Tamil(MOE 2005, Seetha Lakshmi et al., 2006), the class students themselves share their inputs along with the exploration of the Design thinking process. It is expected that, discussing real world problems and working on solutions in Tamil will provide an understanding of the community and develop analytical and conversational skills of the trainees. This research juxtaposes design thinking and pedagogy in Tamil language in a novel setting. In doing so, the findings add value to the base knowledge and theory of design thinking and Tamil Teacher training.

Key words: Tamil Language, Teacher Training, Standard Spoken Tamil, Design Thinking, Process and Product