

Technology Teachers' Conception of the Design Process

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ABSTRACT There is much concern in South Africa about how the design process (DP) is taught and its impact on learner creativity. This paper reports on a study that explored technology teachers' reported conception and their reported enactment of DP and its impact on learner creativity. It addresses the following research question, what are technology teachers' reported conceptions and enactment of the design process and how do these conceptions impact learner creativity? A case study approach was used to collect qualitative data using an open ended questionnaire and video recorded interviews. The findings indicate that teachers conceive DP, as cyclical and as step by step. Teachers' conceptualisation of the design process sculpts and in some instances limit their enactment of DP which impacts the opportunities for learner creativity. It is recommended that technology teachers' need a planned intervention to support their enactment of DP in order to promote learner creativity.