

Leveraging Design Thinking Strategy to Enhance Application Skills in History: Bridging Knowledge and Real-World Problem Solving Among Class VIII Students at Lamgong Higher Secondary School

Namgay Tshering¹, Sangay Tshewang²

¹Vice Principal, Lamgong Higher Secondary School.

²Teacher, Lamgong Higher Secondary School.

Abstract

This action research was conducted in Lamgong Higher Secondary School in Paro, particularly for class VIII B students in History classes. It was done with the action research question, “How does the integration of a Design Thinking strategy impact Class VIII students’ ability to apply historical knowledge to real-world problems at Lamgong Higher Secondary School?” The school has encountered the issue of low application skills, resulting in cases of low academic performance and the application of historical knowledge in real-world problem-solving. The purpose of this action research is to enhance application skills in the history subject by bridging knowledge and real-world problem-solving skills among Class VIII Students by leveraging the Design Thinking strategy in teaching the history lesson. The intervention for this educational action research was done with a descriptive research design with a focus on the constructivist research paradigm to help students construct their knowledge from classroom learning in the history subject. It engaged mix method research methodology and used data from class tests, survey questionnaires, and participants’ feedback on the intervention programs. Stratified and voluntary sampling methods were deployed for the collection of data from the student-participants. Through this action research, the implementation of the DT strategy in the history lesson has witnessed radical improvement in the application skills of the students. Thus, this action research concluded proving that the DT strategy as the effective method for learning history lessons to improve the application skills of the students to solve real-world problems.

Keywords: Design Thinking. Class VIII. Lamgong Higher Secondary School.

1. Introduction

A variety of expressions have been used by researchers to describe the importance of History education. As Nuttall (2021) notes, by learning history, one can develop the understanding to distinguish truth from falsehood and cultivate reasoned scepticism to counter the tendency to confirm one's own biases. Despite its importance, learning history has never been easy. What students perceive is disconnected between acquiring historical knowledge and applying it meaningfully to contemporary contexts. At

Lamgong Higher Secondary School, Class VIII students have often demonstrated significant gaps in their ability to apply knowledge effectively to use historical concepts and lessons to analyse, interpret, and propose solutions to real-world problems. As stated by Rusmin et al. (2024), in the rapidly evolving landscape of the 21st century, problem-solving skills have emerged as essential competencies for success in both personal and professional domains. Education must equip students not just with knowledge, but with the transferable skills to utilise that knowledge efficiently for problem-solving. The mastery of the Applying domain is fundamental for developing active and engaged citizens who can learn from the past to navigate present complexities.

1.1 Context of the Study

Over the years, the Bhutanese school curriculum has undergone many transformative changes, reflecting the country's commitment to holistic development and the preservation of its unique cultural heritage (Tenzin, 2023). And as reflected in the Bhutan Education Blueprint, the Bhutanese education system is deeply rooted in cultural values. Incorporating Competency-Based Education in its curriculum may require careful consideration of how to integrate competency-based approaches while preserving the cultural and societal instinct that has shaped the Bhutanese education system (Bhutan Education Blueprint 2014-2024). Despite curriculum goals emphasising critical thinking and application as pedagogical approaches in teaching history at Lamgong Higher Secondary School, history teachers often prioritised content delivery and summative assessment focused on lower-order thinking skills. These approaches have resulted in Class VIII students struggling to transfer historical insights to analyse current social, political, or environmental issues. Consequently, resulted in weakening student engagement, and the profound relevance of history as a lens for understanding and shaping the present events remains underdeveloped. Therefore, enhancing mastery specifically within Bloom's Applying domain was an urgent pedagogical priority in the school.

1.2 Problem Statement

At Lamgong Higher Secondary School, Class VIII students demonstrated proficiency in recalling historical facts but faced significant difficulty in applying historical knowledge to analyse and solve real-world problems. Traditional history instruction emphasises rote memorisation and lecture methods, leaving higher-order cognitive skills underdeveloped. This gap between knowledge acquisition and real-world application undermines student engagement and the relevance of history education.

1.3 Significance of the Study

This action research study has benefited Class VIII students of Lamgong Higher Secondary School by enhancing their application skills and teachers by providing an innovative pedagogical model, and it will also benefit policymakers by offering evidence for competency-based curriculum reforms. Moreover, this study has contributed to existing knowledge by exploring the intersection of history pedagogy and design thinking, particularly in the Bhutanese context, because it introduces Design Thinking as an instructional strategy to bridge the gap between historical knowledge and real-world problem-solving.

1.4 Objectives of the Study

As teacher researchers, the biggest concern was how to make students apply historical knowledge to solve real-world problems in the present world of information. As the researchers of this action research,

the main aim was to “enhance the application skills in history by bridging knowledge and real-world problem solving among Class VIII students through Design Thinking strategy”.

1.5 Main Research Question

How does the integration of a Design Thinking strategy impact Class VIII students’ ability to apply historical knowledge to real-world problems at Lamgong Higher Secondary School?

Sub-questions:

1. How does Design Thinking facilitate the development of other 21st-century skills (collaboration, creativity, empathy) alongside application skills?

1.6 Research Hypothesis

This action research was carried out with H_1 , leveraging the Design Thinking strategy in history teaching, which will significantly enhance Class VIII students’ ability to apply historical knowledge to real-world problems at Lamgong Higher Secondary School, and H_0 , leveraging the Design Thinking strategy, will not produce a significant improvement for Class VIII students’ ability to apply historical knowledge to real-world problems.

2. Literature Review

This action research literature review was done in two thematic backgrounds, with extensive research linking to the previous work done in the field by researchers. The main thematic topics studied for this action research are History Pedagogy and the Imperative of Application and Design Thinking as a Pedagogical Strategy.

2.1 History Pedagogy and the Imperative of Application

Teaching History in school is often perceived by students as a collection of dates, events, and deceased figures, irrelevant to their contemporary lives. Many educational researchers have observed that students today do not have an interest in learning history (Seghi, 2012, as cited in Tshewang & Wangdi, 2020), and the findings of Akengin & Cendek (2017) show that history is a set of information to be memorised, resulting in students’ perceptions of history as hard and boring.

The predominant pedagogical approach practised by teachers in the school was found to emphasise rote memorisation to prepare for examinations, leaving higher-order cognitive skills underdeveloped. This has resulted in a significant gap in students’ learning. Students can recall historical facts but struggle to apply this knowledge to solve modern problems. A study carried out by the Centre for Educational Research and Development (2009) to investigate pedagogical approaches in classroom teaching and their effectiveness found that most teachers are still using the lecture method while teaching in the classroom (Lhatu, 2022). The application of the lecture method made the teacher the source of knowledge and the students mere recipients. This learning process forces students to memorise entire texts, and by teachers, the syllabus coverage was given more consideration than students’ learning. As a result, students are not competent and confident in their examinations.

A significant body of literature by educational researchers has critiqued traditional history instruction for its focus on low-order cognitive skills. Wineburg (1991), in his research work, argues that true

historical understanding is not about memorising facts but about "historical thinking", a complex skill involving sourcing, contextualization, and corroboration. His finding aligns directly with the higher tiers of Bloom's Taxonomy, Anderson & Krathwohl (2001), which posits applying as a crucial foundational skill for higher-order cognition.

2.2 Design Thinking as a Pedagogical Strategy

Although there are many definitions of design thinking, most researchers describe it as a human-centred and creative problem-solving approach to innovation based on designers' principles (Verganti et al., 2021; Liedtka, 2015; Martin, 2009; Brown, 2008). Design thinking is generally defined as the creative process that engages learners with learning experiences like experimenting, creating and prototyping models, gathering feedback, and redesigning (Razzouk & Shute, 2012).

The very unique aspect of the DT, in contrast to rational problem solving, is that it focuses on both creativity and critical thinking when solving a problem. The whole DT process uses discovery, interpretation, and ideation to explore a problem space, then rapid prototyping, experimentation, and feedback cycles to refine and evolve ideas and narrow the problem space (Foster, 2015; IDEO.org, 2015; IDEO, 2012; Razzouk & Shute, 2012; Stempfle & Schaub, 2002). Design Thinking, pioneered by many educationists, as the solution-based methodology for tackling complex problems. It is increasingly being adopted in educational settings due to its alignment with constructivist and experiential learning theories (Scheer, Noweski, & Meinel, 2012).

Design Thinking, as a pedagogical tool, shifts the classroom from a teacher-centred to a student-centred environment, benefiting both sides. As shared by Tran (2017), there are common benefits for teachers and students in providing a productive teaching and learning environment. DT as the teaching strategy fosters 21st-century skills such as collaboration, creativity, empathy, and resilience in the face of failure (Razzouk & Shute, 2012). Crucially for this action research, the structure of DT had provided a natural and explicit scaffold for the act improvement of the application domain of Bloom's Taxonomy. It demands that students use existing historical knowledge as the raw material for problem-solving in the contemporary world.

While extensive research exists on DT in STEM fields and on historical thinking skills in isolation, there is an identifiable gap in the literature regarding the deliberate use of DT to teach historical application skills, particularly in the Bhutanese educational context. This action research aims to contribute to filling this gap.

3. Action Research Design and Methodology

The action research design and methodology outline the entire research plan under synopsis, method, sample population, tools and statistical analysis technique and is described in view of testing the formulated proposition (Tshewang & Wangdi, 2021).

3.1 Research Design

This action research employed a descriptive research design with a focus on the constructivist research paradigm to help students construct their knowledge from classroom learning in the history subject.

Constructivism paradigm is a philosophical paradigm that affirms people to construct their own knowledge from their understanding of the world by experiencing and reflecting on those experiences (Adom et al. 2016; cited in Tshewang & Wangdi, 2020). This action research has explored in-depth problems with mixed-method research methodology.

3.3 Research Setting and Context

Lamgong Higher Secondary School was established in 1983 by the Royal Government of Bhutan. It is located 6km from Paro Town in a semi-urban area. Over the years, the school has evolved from a Primary School to a Higher Secondary School as of 2022. The school served a diverse student population with varied socio-economic and cultural backgrounds. History is a compulsory subject for students in grades 7–10 and an optional subject for classes 11 and 12 humanities students. Despite its importance, History education at the school faced challenges related to student engagement and teaching methodologies. The school's semi-urban location provided access to some resources, but there was limited integration of classroom learning to real-world application. By adopting DT as the interactive approach, the researchers have transformed History into a more engaging and meaningful subject for its diverse students. This action research aimed to address these challenges and contributed to the overall improvement of History education in the school.

3.4 Participants Sample

This action research was conducted with 31(17 males and 14 females) participants of class VIII B students. The student-participants were well-versed in the English language and conducted the study in the months of March-May, 2026. The stratified sampling from the probability sampling method was employed in this action research for the collection of quantitative data, and voluntary sampling from the non-probability sampling method for the collection of qualitative data.

3.5 Data Collection Methods

This action research used a quantitative method in collecting the data from class tests and a survey questionnaire. Survey questionnaire is designed with a 6-point Likert scale: "Very Poor," "Poor," "Fair," "Good," "Very Good," and "Excellent. To support the legitimacy of the quantitative data, researchers have also used a qualitative method by using students' feedback.

3.6 Data Analysis Procedure

The data gathered were analysed using Microsoft Excel and IBM SPSS statistical software for testing purposes. The results and findings were presented in simple tables and graphs with a brief explanation on it.

3.7 Ethical Considerations

Considering the ethical issues, respondents' privacy while collecting the data, including both pre and post-test results, survey responses, and feedback forms, was treated with strict confidentiality. All identities in publication or presentation of the participants were referred to using pseudonyms such as Student 1 and Student 2. The school's name was used as it is relevant to the contextual nature of this action research, but individual students' names are non-identifiable. The accessibility of the data

documents is only to the researchers. Digital data is stored on password-protected computers. All data stored will be destroyed after a period of two years.

Moreover, respecting the participants' rights, this action research has also allowed the voluntary right to withdraw if the parents and student participants feel insecure in the process of this action research. Participants were reminded that they have the right to withdraw from the study at any stage without needing to provide a reason.

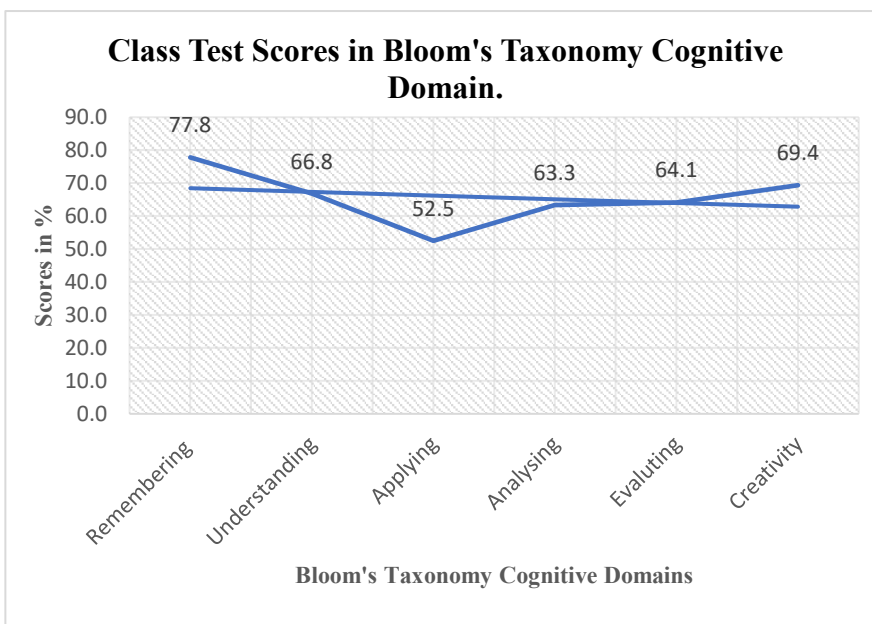
4. Baseline Data

The baseline data were collected using two different quantitative tools at the beginning of this action research. Firstly, the class test question paper with the Bloom’s taxonomy design was distributed to the students. And then a survey questionnaire with two main topics: Historical pedagogy and application of historical knowledge was shared with the student participants.

4.1 Class Test

The history class test was conducted to collect the baseline data from the participants. The questions were designed with a normal distribution curve, as validated in Bloom’s taxonomy cognitive domain by Hyder (2013). Human intelligence is analytically distributed in a bell curve, with very few people having very high or very low intelligence, and most having intelligence that lies in the middle of the cognitive domain.

Figure 1. Class Test Scores Against Bloom’s Taxonomy Cognitive Domain.



In Fig. 1, student participants did very well in the remembering domain by a bell curve, with very few people having very high or very low intelligence, and most having 77.8%, followed by creativity with 69.4% and understanding with 66.8%, respectively. However, the lowest is in applying with 52.5%, which was a great concern for the researchers. As emphasised by Sujatha & Vinayakan (2023), the application domain is one of the most crucial cognitive categories.

When educators effectively integrate real-world applications into the learning process, students can connect theoretical learning to their personal experiences and understand its relevance to the world around them.

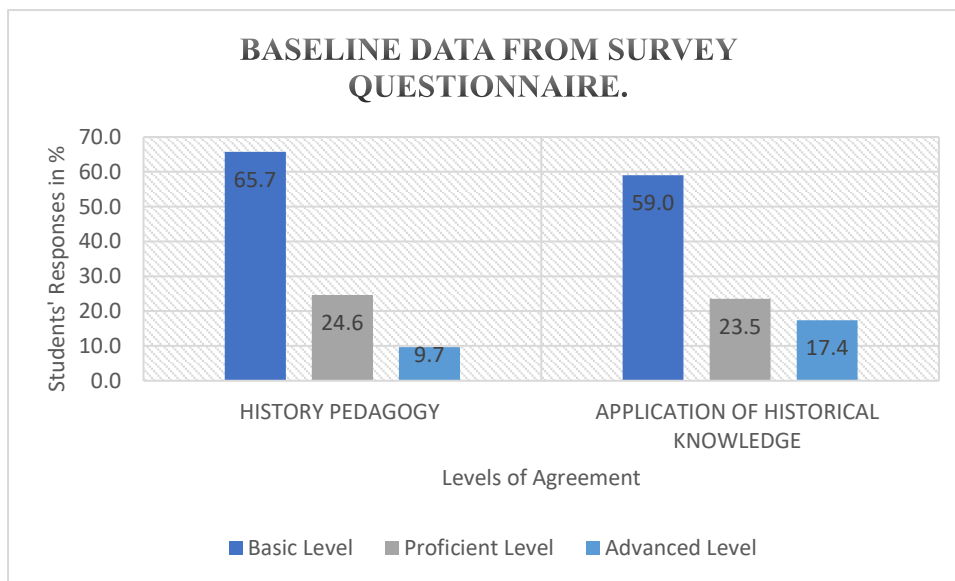
From the baseline data collected through class test, researchers concluded that student-participants had done better in answering the questions which demand less critical thinking skill and failed to answer the questions from the applying and the analysing domains. Moreover, overall, the trend line shows a

declining pattern from Remembering to Applying, followed by a gradual upward trend from Applying to Creativity.

4.2 Survey Questionnaire

The survey questionnaire was employed to validate the findings from the class test data. Fig.2. presents students' responses regarding history pedagogy and application of historical knowledge across six levels of agreement: "Very Poor," "Poor," "Fair," "Good," "Very Good," and "Excellent, and for this interpretation grouped into three: Very Poor and Poor in Basic, Fair and Good in Proficient, and Good and Very Good in Advanced.

Figure 2. Students' reaction to history pedagogy & application of historical knowledge.



For the history pedagogy of the teacher, the majority of students (65.7%) are positioned at the Basic level. This indicates that most students lack a fundamental understanding of the teaching approaches used in history lessons that encourage the application of historical knowledge for real-world problem-solving. Moreover, the percentage decreases

considerably at the Proficient level (24.6%), and only 9.7% in the Advanced category. This gradual decline from Basic to Advanced suggests that relatively few students demonstrate higher-order engagement, such as critical historical analysis, interpretation of sources, or independent reasoning.

A similar trend was observed in the second tier of the survey questionnaire, application of historical knowledge outside of the classroom situation. The highest proportion of responses appeared at the Basic level with 59.0%, followed by 23.5% at the Proficient level. This shows that the maximum number of student-participants do not use historical learning for real-world problem solving. And in the Advanced level, 17.4% of students agreed that they use historical learning as a tool to solve real-world problems. This indicates that some students can apply historical knowledge beyond foundational understanding, even if overall responses remain concentrated at the Basic level.

Overall, the baseline data demonstrate that students' responses are largely clustered at the foundational stage for both variables, with progressively fewer students demonstrating higher levels of agreement. This pattern in the graph highlights the need for instructional strategies that promote deeper engagement and more advanced application of historical knowledge.

5. Intervention Stratagem

This action research intervention was implemented by incorporating Design Thinking (DT) into history classroom practices to enhance students' application abilities. Design Thinking, widely recognised as a human-centred and iterative approach, encompasses five key stages, such as empathising, defining, ideating, prototyping, and testing, guiding the overall instructional process. History lessons for classroom teachings were redesigned to shift from traditional teacher-centred delivery to a more student-centred and inquiry-based approach, allowing learners to actively engage with historical content through the exploration of real-world problems and historical dilemmas. This approach facilitated experiential learning and deeper conceptual understanding, consistent with the principles outlined by Kolb (1984).

During the intervention, students engaged in empathy-based learning activities. Each student-participant examined historical events from multiple perspectives using primary and secondary sources such as letters, speeches, and documented accounts. This process of engagement has enabled them to develop a deeper understanding of the different contexts of the past, thereby fostering historical empathy (Levstik & Barton, 2015). In the defining stage, student-participants critically identified the key historical problems, including causes of conflicts and governance issues, using evidence-based reasoning. This stage strengthened their analytical skills and aligned with inquiry-based approaches to historical thinking (Wineburg, 2001).

Furthermore, collaborative learning was emphasised during the ideation stage, where students worked in groups to generate diverse but creative solutions to historical challenges. They proposed alternative strategies that the historical figures could have adopted, resulting in enhancing their creativity and teamwork skills (Razzouk & Shute, 2012). In the prototyping stage, students deciphered their ideas into tangible outputs such as models, presentations, posters, or digital representations, which facilitated active knowledge construction and engagement in the learning process (Hmelo-Silver, 2004). These outputs were then presented and evaluated during the testing stage, where peer feedback and reflective discussions were conducted. This iterative process supported metacognitive development and allowed students to refine their understanding and solutions.

The whole process of intervention involved the teacher functioning as a facilitator, providing scaffolding, and supporting student learning through questioning and formative assessment. This role is essential in helping students progress as described by Vygotsky (1978). The intervention was carried out over a sustained period within regular classroom sessions, ensuring that Design Thinking was consistently applied across selected history topics. As a result, the intervention contributed to improved student engagement, enhanced problem-solving abilities, and a deeper understanding of historical content.

6. Data Over Time

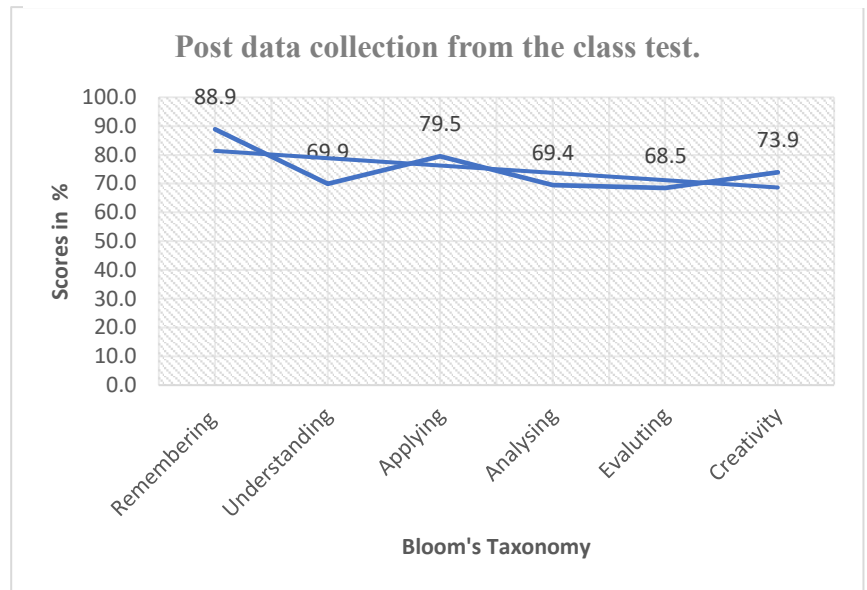
The same methods of data collection tools were employed to collect the post-intervention data. So, researchers can easily identify any changes made to the student-participants.

6.1 Class Test

Figure 3: The line graph shows the class test scores against Bloom's Taxonomy Cognitive Domain.

The data clearly reveal that students performed highest in Remembering, with a score of 88.9%, followed by applying with 79.5%, which shows improved performance when students are required to use knowledge in practical contexts. The graph also shows that other Bloom’s cognitive domains scores lie close to the trendline, indicating constant performance following the intervention program.

Figure 3. Class Test Scores Against Bloom’s Taxonomy Cognitive Domain.

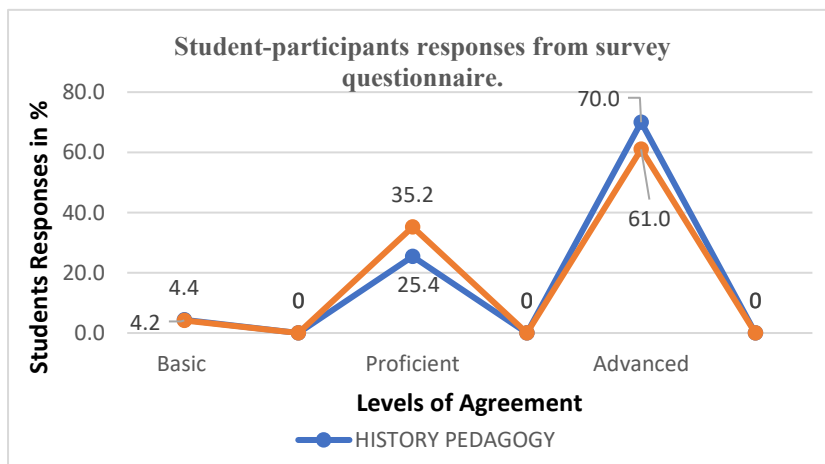


However, performance declines in analysing (69.4%) and further in evaluating (68.5%), highlighting difficulties in higher-order thinking skills. There is a slight improvement in creativity (73.9%), suggesting that although students face challenges with evaluation, they demonstrate the ability to generate new ideas.

6.2 Survey Questionnaire

The line graph shown in Figure 4 represents students’ responses across three levels of agreement covering two areas: History Pedagogy and Application of Historical Knowledge, with the y-axis showing the percentage of student responses.

Figure 3. Students’ reaction to history pedagogy & application of historical knowledge.



At the Basic level, both areas record very low percentages, with History Pedagogy at about 4.4% and Application of Historical Knowledge slightly lower with 4.2%. This indicates that only a small number of students remained at the foundational level after the intervention, unlike in baseline data representation.

In the second category, Proficient level, there is a noticeable increase. In History Pedagogy, it rises to 25.4%, while Application of Historical Knowledge reaches a higher 35.2%. This suggests that a significant portion of students developed a moderate understanding, especially in applying historical knowledge outside the classroom setting.

The Advanced level had observed a protruding change in both categories. History Pedagogy reaches 70%, while Application of Historical Knowledge surged to 61%. This demonstrates that the majority of students had achieved a high level of understanding, with strong gains in both teaching comprehension and practical application. The positive shift survey questionnaire is further supported by the class test scores of the student-participants.

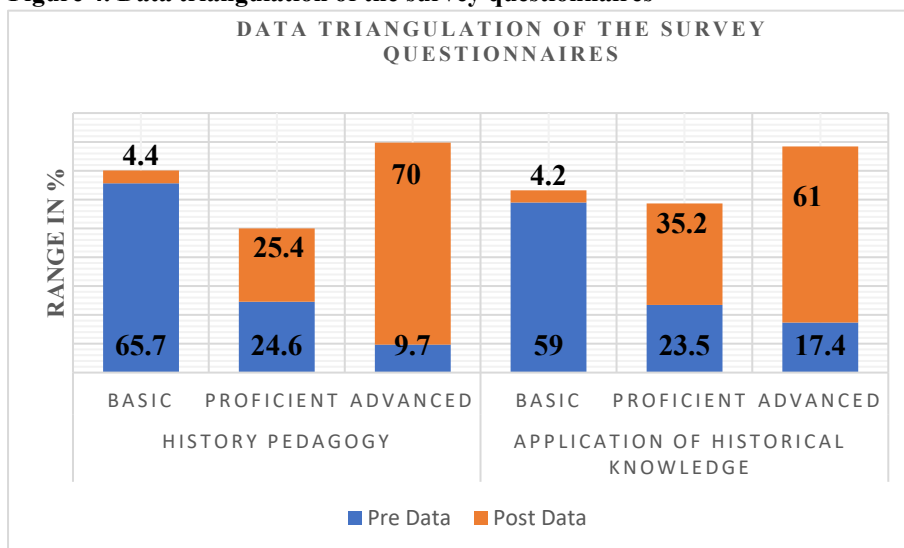
7. Data Triangulation

Triangulation is the representation of data collected from multiple sources to study the relationship between them. Data are contrasted and compared to examine the effects on the relationship by different variables (Tshewang & Wangdi, 2021). For this action research, researchers have triangulated the data collected from class tests and survey questionnaires, supported by students' feedback, to authenticate the effectiveness of the intervention programs.

7.1 Survey Questionnaire Data Triangulation

The same survey questionnaire forms were distributed twice to the student-participants to collect data for this action research cycle. In the first category of the questionnaire, which was grouped under the history pedagogy, during preintervention data collection, there was a maximum number of student-participants who were not familiar with the teaching strategy that incites the application of historical knowledge in solving real-world problems. It was agreed by the maximum number of student-participants (65.7%) that their history has never used active learning strategies in classroom teaching. However, the triangulation of Figure 5 provides fascinating evidence that the intervention through DT produced meaningful and consistent improvements in students' attitudes towards the history subject. The student feedback indicated a noticeable improvement in engagement following the intervention. Many participants expressed that the learning activities were more interactive after the introduction of DT in the classroom teaching, with one student noting that “the DT activities made history lessons more interesting and fun.” Another student shared that “I felt students are more involved in the class than before.”

Figure 4. Data triangulation of the survey questionnaires



The graph clearly shows the changes in the student-participants' attitude towards history pedagogy, which decreased to 4.4% in the basic-level questionnaire group from 65.7% in the preintervention data. The same and consistent changes in the student-participants' attitudes towards history subjects were further supported by an increase in

the proficient level from 24.4% to 25.4%. Moreover, the most significant gains appear at an advanced level of the survey questionnaire, from 9.7% in preintervention data to 70% after intervention.

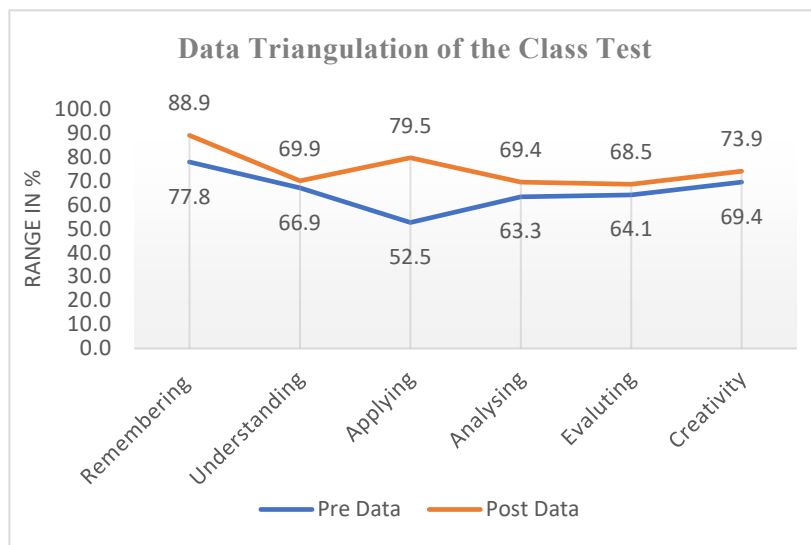
The second category of the survey questionnaire focused on the application of historical knowledge as a skill for solving real-world problems. During the preintervention data collection, at the basic level, 59% of the student-participants disagreed that historical knowledge can be used to solve real-world problems. However, after researchers’ interventional stratagems, there was a significant change (4.2%) in the conception of history as one skill that can be used to solve real-world problems, as stated by Ghachem (2017), that history can understand and articulate the roots and sources of a problem, with a better chance of solving it.

The effectiveness of the application of historical knowledge as a solution to real-world problems after intervention stratagems is further validated by the responses in the proficient and advanced levels of the questionnaire, as shown in Figure 5.

7.2 Class Test

Figure 6 represents a comparison between pre-test and post-test performance of six cognitive domains: Remembering, Understanding, Applying, Analysing, Evaluating, and Creativity based on Bloom’s taxonomy. Overall, the data specify a consistent improvement in student performance after implementing DT in teaching history lessons.

Figure 5. Class test data triangulation.



Scores in the Remembering domain increased notably from 77.8% to 88.9%, while Understanding showed a modest rise from 66.9% to 69.9%. The most significant gain was observed in the Applying domain, which is the main focus of this research paper. Before the introduction of DT as the strategy, it was 52.5% as per the baseline data collected.

After the successful implementation of DT, it has increased to 79.5%,

highlighting a substantial enhancement in students’ ability to use knowledge in practical contexts. Similarly, other domains had also demonstrated moderate improvements because of researchers’ implementation of DT as the main interventional stratagem.

These quantitative findings of the class test are further supported by student feedback, which indicated that learners found the instructional strategies more engaging, particularly appreciating activities that emphasised real-life application and problem-solving. Students 5 also reported that the DT introduction has increased confidence in tackling analytical questions. The class test performance data and student-

participants' feedback suggest that the intervention was effective in enhancing both lower-order and higher-order cognitive skills, with a particularly strong impact on application-based learning.

8. Discussion

After the successful completion of this action research, the researchers' findings, represented by the evidence from data, clearly revealed that the incorporation of Design Thinking (DT) in teaching history at Lamgong Higher Secondary School had significantly improved students' ability to apply historical knowledge from the classroom lessons to the real-world problems, supporting the alternative hypothesis (H_1) and discarding the null hypothesis (H_0). The most significant outcome was the increase in the Applying domain (52.5% to 79.5%), alongside consistent improvements across other cognitive domains, as evidenced by survey questionnaire triangulation and student feedback.

The findings of this research also suggest that DT is a particularly effective strategy in bridging the gap between theoretical understanding and practical application. The significant improvement in application skills also indicates that students were able to connect historical knowledge with real-life contexts after engaging in DT-based activities.

The researchers' findings also witnessed the shift in student attitudes, from perceiving history as a theoretical subject to an engaging and meaningful discipline, after the implementation of the DT strategy by researchers, which encourages inquiry and problem-solving.

This study demonstrates that incorporating DT into history teaching can transform traditional pedagogical approaches into more dynamic learning experiences. Teachers can adopt DT strategies to promote application skills and foster essential competencies required for the 21st century. However, to maximise its effectiveness, educators should ensure a balanced approach that integrates both conceptual understanding and practical application, possibly through structured guidance and differentiated instruction while teaching the lesson.

9. Recommendation and Limitation

Despite its contributions, the study has certain limitations to reconsider in the second cycle of the research. This research was conducted within a single classroom context with a limited sample size, which may affect the generalizability of the findings. Additionally, the reliance on self-reported student feedback may also introduce bias in interpreting attitudinal changes of the student-participants.

Based on these findings, researchers recommended that future research explore the long-term impact of DT on students' learning outcomes across different subjects and grade levels.

10. Conclusion

The researchers of this action research confidently end this research cycle, believing it to be successful, as the researchers could complete it as per the researchers' goal and schedule. While doing this action research, researchers didn't disturb the normal teaching curriculum, but helped in adding a strategy that could motivate students to make historical learning a skill to solve real-world problems. Macintyre (2000) pointed out that the research plan gets disturbed by many ad hoc school programs during the

research plan. However, while doing this action research, researchers did not face any problem. All the plans designed in the action plan were carried out accordingly.

Before this action research, most of the students were not aware of the history subject as a skill to solve real-world problems, and the history teacher did not teach students with active learning strategies. However, after the successful completion of this research cycle, students proudly shared that historical knowledge can be used to solve real-world problems by navigating the future with the lessons from the past. The researchers were overwhelmed by the progress seen in student-participants. From this action research, researchers concluded that the amalgamation of the DT strategy in the history lesson really helps in enhancing the application skills of the students.

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