

Exploring Learner Experiences of Life Design Thinking Based Creative Career Design In Online Learning

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Abstract

Online career education should help learners move beyond information to imagine futures, reflect on career concerns, generate alternatives, and prepare for action. This study explored learner experiences of a Life Design Thinking-based creative career-design process in online learning. After duplicate submissions were removed, 295 learners' post-activity survey responses were analyzed. The process comprised six stages: future imagination, self-reflection, AEIOU-based inquiry, problem definition, ideation, and life planning and evaluation. Five-point Likert-scale data were examined using descriptive statistics, agreement rates, reliability coefficients, and stage-selection frequencies. Mean stage ratings ranged from 3.92 to 4.11, with an overall mean of 4.04 (SD = 0.69). Future imagination (M = 4.11) and self-reflection (M = 4.10) were rated highest, while problem definition was lowest but remained positive (M = 3.92). Perceived career-design outcomes averaged 4.07 (SD = 0.74, $\alpha = .862$), and 80.3% regarded the roadmap as useful. Intentions to act on ideas and independently reuse the method averaged 4.20 (SD = 0.75, $\alpha = .847$); 80.3% intended to act, and 86.4% intended to reuse it. Self-reflection was most frequently selected as the most useful stage (47.8%), whereas ideation was the most challenging (27.1%). The findings indicate that learners perceived the process as connecting reflection and possibility exploration with career clarification and readiness for action. Additional scaffolding is needed during problem definition and ideation. Given the post-only self-report design, the findings represent perceived outcomes rather than causal effectiveness.

Keywords: Action Intentions; Adult Participants; Future Imagination; Reflective Practice