Intro to Design Meeting Course Review
July 26, 2016

Purpose of the Meeting

The purpose of our meeting was to re-visit the content of the class and to determine how we can demonstrate to an observer how we are developing the habits that are outlined in our course guide.

Objective of the Class

The course should be seen as helping students to develop the capacity to create which might involve the entire process of identifying a problem to defending a solution and possibly turning the idea into money. The course should be seen as preparing our students for all types of design classes: Interior Design, Apparel Design, Product Design, Landscape Design, Architectural Design, Engineering Design, and Graphic Design.


The importance of the critique

A critiquing process should be a routine component of the class. Students have to be able to think "critically" and ask questions that emerge from a host of design concerns: i.e. aesthetics, usability, sustainability, accessibility, marketability and ethics. I hope that you will develop rubrics by which you would be able to help the students judge such considerations.

Bloom's Taxonomy and the importance of "facts" or content to be learned.

John Dewey famously stated that you can have facts without thinking but you cannot have thinking without facts. So content remains important. One must have some idea of what the proverbial box looks like before one may meaningfully "think outside of it." The box represents the content. The opening of the box and analyzing the components that make up the box would be akin to "thinking about the facts." Once the thinking about the facts begins to encompass "why" questions, then the individual is primed to analyze the contents of the box at increasingly deeper levels and is primed to begin to imagine how the components of the box might be arranged differently. This is the reason I contend that Lorin Anderson and David Krawthwohl placed "create" at the pinnacle of their revision of Bloom's Taxonomy (right). This move from "What is" to "What could be" is represented in the model on the following page.

The content (or the box) of our course is comprised of Design Principles, Design Elements, and the Design Process. The content of the course might also involve any steps that you utilize to help students research and define problems and any protocols that you might want students to remember when critiquing work, defending work and presenting work.

LEVEL OF IMPACT

What is... SQ

Minimal Impact   What could be...   Tremendous Impact

Shallow

LEVEL OF ANALYSIS

What if...

Degree of Divergent Thinking

Why it is

Degree of Evaluation

Deep
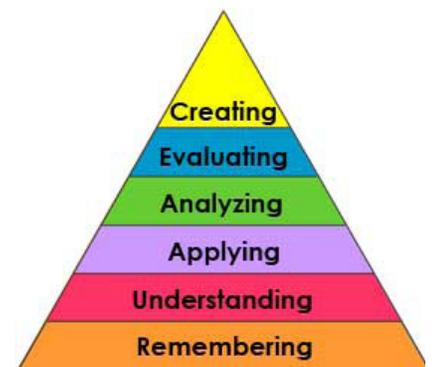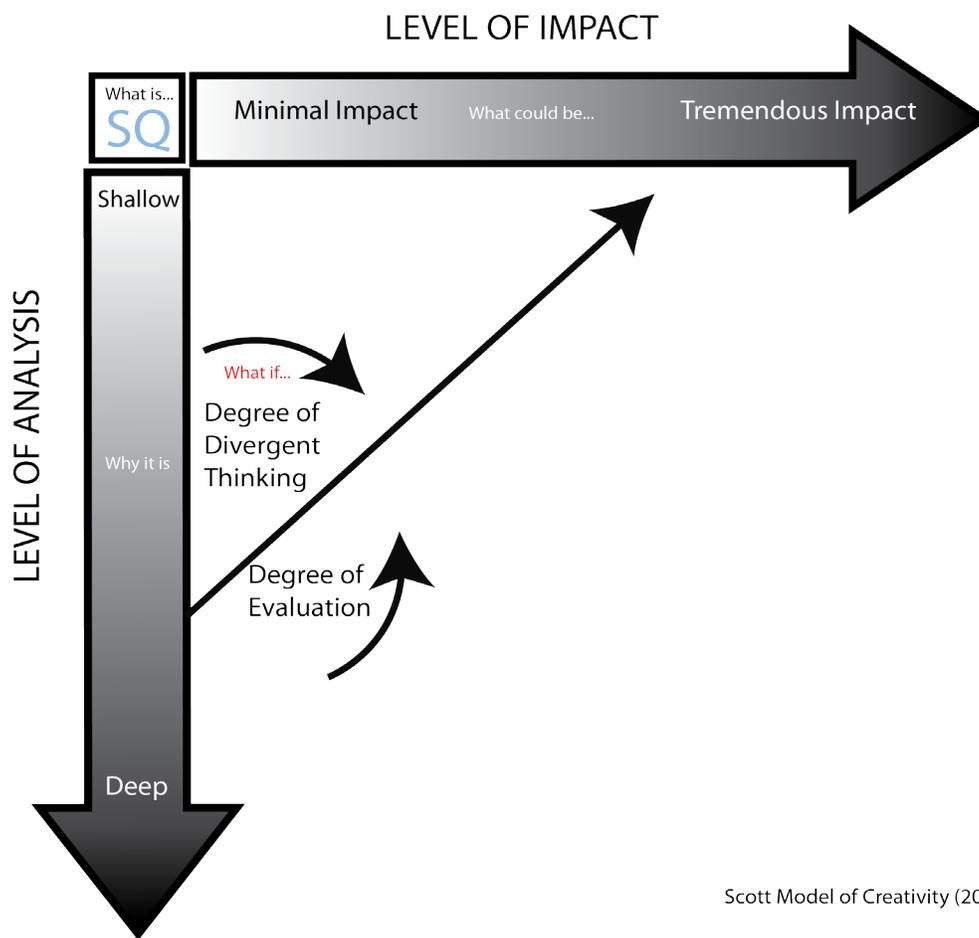
Scott Model of Creativity (2015)

Motivation

Motivation was also mentioned as an essential factor in the process of creating. It was at this point that we discussed the confluence of three factors that influence creativity (or innovation). The factors were –Technical Skills; Thinking Skills; and Attitudinal Skills as represented in the graphic below.

THINKING SKILLS (Able)

Analytical Thinking   Critical Thinking

Creative Thinking

Content Knowledge

Innovators

Communication Skills

TECHNICAL SKILLS (Ready)

SOFT SKILLS (Willing)

Certifications

Self-Direction
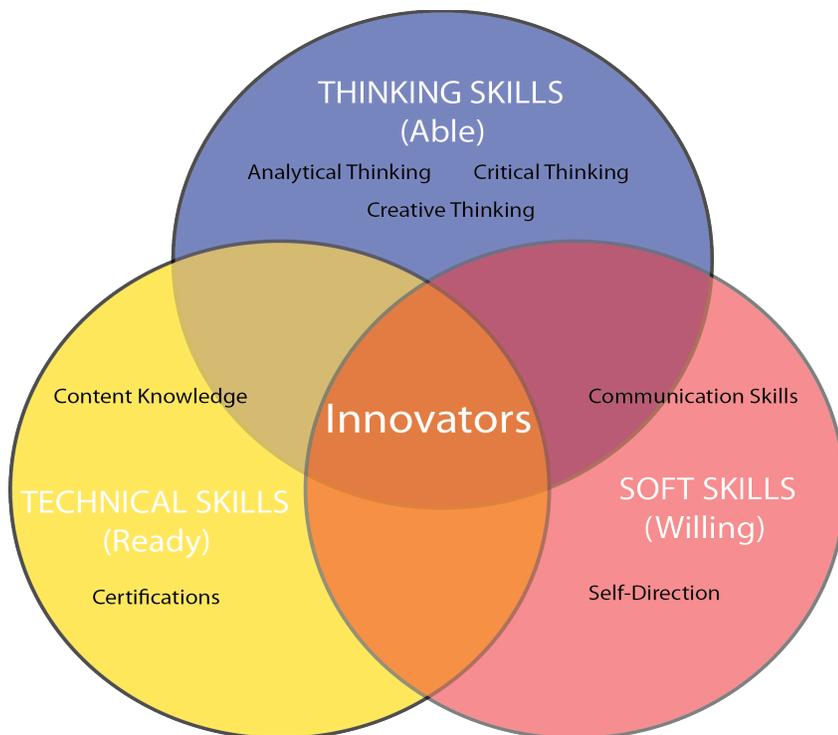
What you need to share:

I want you to share with me photographs of examples of work produced by your students with a short description that would inform the reader of the Habit(s) that were emphasized in that particular project. I would like to see examples from all major projects and any examples of smaller projects that might be particularly interesting. I intend to post this work on the web page that I shared with you today. Our webpage can be found here: http://www. rockcte.org/what%20if.htm