Education, Design and Practice – Understanding skills in a Complex World

• Paper / Proposal Title:

Process Strategies and Design Teaching – the Case for the Matrix

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• Abstract (300 words):

The design studio is the signature pedagogy for the design disciplines. This setting has developed as an academic, more formalized form of an apprenticeship and fosters problem-based learning. The learning process for students puts great emphasis on creativity, analysis, planning and reflection. It is based around a verbal discussion supported by visualisations in the studio with peers (peer learning), at desk reviews with the instructor or at design crits with a panel of experts. Whilst the design studio format has a very long tradition and is widely practiced at design schools around the world there is very little research into its practice. At EVDS we have proposed a new tool which we call the Matrix to help students and instructors manage the learning (design) process. It helps students to focus their investigation (selected topics), record their process (iterations of the Matrix) and reflect on the result and the process with the instructor or panel (structured discussion). The hypothesis is that beyond the practical applications of this parametric tool for learning, it simultaneously helps to shift the focus of the design education away from the product towards the process and the reflection
thereof. As a result, design decision-making becomes formally student lead and strengthens students’ ownership of their learning.

• Author(s) Biography (200 words each):

He has received his doctorate in urban planning from UCL. His research interest are temporal aspects of the urban environment. His research focuses on the topics of Habitus, Type and Ornament in the sense of Activity, Technology and Memory. He has been a guest critic at the Bartlett School of Architecture, Architecture Association AA, University of Arts London, London Metropolitan University at the Faculty of Architecture and Spatial Design, the University of Plymouth at the School of Architecture. For his Masters of Science in Urban Design at the Bartlett School of Architecture, he was awarded a distinction. He has worked with architecture and urban design practices in the UK and Switzerland as well as on research projects at universities in Switzerland, Germany and the UK. He is the principal author of www.urbantick.org.