Every person has the potential to be creative, but this often only happens if the conditions for developing creativity are favorable. Hence, it can be argued that educators are responsible for creating a teaching and learning environment that fosters and encourages creative expression. Subscribing to the view that creative potential is a combination of various skills that can be learned and taught, and using the theoretical perspective of Multiple Intelligence (MI) Theory, this Design-Based Research (DBR) study endeavored to develop a design skill set enhancement framework to improve access to and success in Landscape Architecture studies.

The context for the study was the Cape Peninsula University of Technology (CPUT), South Africa. The research was conducted during 2017 with the student cohort registered for the Foundation Programme in the Diploma in Landscape Architecture at CPUT. The study comprised iterative cycles of design, implementation, analysis, and review. During
each iteration, pre- and post-intervention data gained from design assignments, Participatory Action and Learning (PAL) projects, as well as informal and unstructured interviews were analyzed and compared.

The rigorous in-depth interpretation of the data, and more specifically the data of three randomly selected student participants, produced encouraging results. The interpretation delved deeply into the design skill set heuristics that emanated from the multiple intelligence conjecture-driven teaching experiment. Importantly, the design skill set framework merged the two components, i.e. the design knowledge semiotic process and the design skill set modal agencies, into the modal agency meaning making process. Exposing the participants to the different modalities, through the approach of teaching to, for and through their preferred skill sets, not only supported them to experience learning in ways they are most comfortable with, but also challenged them to learn in other ways, thus enhancing their underdeveloped design skills. Multiple modal entry points shifted the attention away from underdeveloped skills as barriers to teaching and learning to engage the interest of students and facilitate the development of design skills of students with disparate abilities.

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Gerhard Griesel has over 15 years of experience in landscape architecture. He started his own landscape architecture firm in 2006 in Pretoria and is currently a lecturer in the Diploma in Landscape Architecture programme at the Cape Peninsula University of Technology. A graduate with a masters degree in Landscape Architecture from the University of Pretoria, Gerhard started in private practice immediately after leaving the university. He worked for large Landscape Architecture Company in Centurion for two years, joining another company for a year before starting his own company. He expanded his career into academics joining the lecturing team of CPUT to further the landscape design profession. Gerhard completed his PhD in curriculum studies in the Department of Education at the University of Stellenbosch. He created a Design skill set Framework for Landscape Architecture students.

Magda Fourie-Malherbe is Professor of Higher Education Studies in the Centre for Higher and Adult Education, Faculty of Education, Stellenbosch University. She holds qualifications from the University of the Free State and Stellenbosch University, and has worked for more than thirty years at various public universities in South Africa as a researcher, lecturer, supervisor and senior administrator. Her research includes work on higher education governance, leadership and management, teaching and learning, quality assurance and transformation. Currently sixteen post-graduate students are doing research under her supervision, mainly on institutional factors that enhance or inhibit student success. Magda is a member of the Consortium of Higher Education Researchers (CHER) and the European Higher Education Society (EAIR), and serves on the Institutional Audits Committee of the Council on Higher Education. She has
authored and co-authored more than forty contributions to scholarly journals, books and research reports.