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

• Paper / Proposal Title:
Collaboration to the power of collaboration

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• Abstract (300 words):
Design-build studios propose the opportunity for praxis, where theory and practice intersects, they teach real life skills with focus on learning processes from a blank piece of paper into a tangible experience. But they also provide collaborative skills need for today’s design workforce. EDIT studio is a participatory design build pedagogy that adds community engagement as the first phase of the design process. This paper presents and applied EDIT studio to a design-build studio. EDIT studio is a methodology that involves engagement, design, implementation and transformation that proposes a participatory collaboration with youth in the community as the first phase of the design process to inform a second layer of collaboration between graduate and undergraduate students across two design disciplines.

Design build curriculums have developed in the last forty years in Architecture program in North America. Among the most prominently design build programs are the work of Steve Badanes from Jersey Devil and Neighborhood design-build, Samuel Mockbee and his work with Rural Studio, Richard Kroeker’s Freelab and most recently the architecture programs participating in the Solar Decathlon Competition. Community
engaged practices have originally emerged in urban planning and they are now part of many arts initiatives to create place making.

Within interior design, interior architecture, and industrial design programs, the pedagogical opportunities for design build curriculum are at the early stages, they are often referred as fabrication, or installations and they often lack of community engagement during the design process. This paper presents Cumulus, a process inspired collaboration done in Fall 2018 with ten graduate students in interior architecture, 34 undergraduate students in industrial design and 120 kids from a local Title I school. It describes the contexts and development of a participatory-design-build funded studio done in a Research I university in the southwest of the United States exploring the collaborations with multiple audiences, youth, undergraduate and graduate design students and across disciplines.

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

Milagros Zingoni is an Assistant Professor at The Design School, at Arizona State University. Originally from Argentina, Milagros believes that innovation comes from communication between disciplines and collaboration between the community and professionals with perhaps different backgrounds but similar goals. Her experience as both, designer and educator, provides a fresh lens to understand student centered approaches, physically and pedagogically. Her research includes explorations of the environmental settings that address new ways of learning and how these settings provide opportunities to emphasize problem solving skills and collaboration that creates communities of learning.

Before teaching in Interiors she taught for eight years in Architecture and Urban Design. She is a registered architect in Patagonia, Argentina, and has also studied Habitat Design and Urban and Environmental Planning. Her background allows her to understand human experiences at multiple scales and multiple disciplines.

Milagros serves on several boards and is in leadership positions within the community and the profession.