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Collaborative design education with industry:
Student perspective by reflection

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Contents
University of Tasmania (SoAD)
Learning by Making
Project collaborators
Nature of the project
Evidence of learning through reflection
Schon, 1983
Valkenburg & Dorst, 1998
The reflective practice of design teams

Schon, 1983
Valkenburg & Dorst, 1998

Identify tasks
Context
Generate ideas/Problem solve
Reflecting on what, why, how
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Change in student design process

Impact of industry collaboration

Schon, 1983
Valkenburg & Dorst, 1998
Kotlarewski et al., 2017
“Turn nothing into something”
Cardboard challenge: 
*Assessment task 1*
Assessment task 1 student reflections:
- What was the context of this activity?
- Generate and prototype
- Present
- Reflect
Timber challenge: 
Assessment task 2
naming
frame
moving
reflecting
Assessment task 2 student reflections:
- Timber, products, value
- NSFP industry problem
- Generate, develop, refine
- Present, reflect

NSFP site visit.
Timber processing and product manufacturing

What am I doing?
I know what to expect...

(moving)

Concept 1

Concept 2

Concept 3

(reflecting)

Present

Reflect
NSFP design brief:
Assessment task 3
naming  frame  moving  reflecting
Assessment task 3 student reflections:
- Timber, products, value
- NSFP industry problem
- Generate, develop, refine, reflect
- Present, reflect, continue, map process
Summary:
- We mapped the student design process from student reflections
- Students generated and developed more within an industry context
  - Real world problem
    - Design improved with experience and expectations
    - Feedback from industry
- Students design process changed explicitly and implicitly
  - Observations primarily demonstrated learning
    - Makers not writers
  - Other ways to reflect?
Questions

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