

University of Tasmania
Launceston, Tasmania, Australia

Collaborative design education with industry: Student perspective by reflection

Nathan Kotlarewski University of Tasmania ARC Centre for Forest Value

Louise Wallis University of Tasmania School of Architecture and Design

Michael Lee University of Tasmania Centre for Sustainable Architecture with Wood

Gregory Nolan University of Tasmania Centre for Sustainable Architecture with Wood

Megan Last Neville Smith Forest Products





Nathan
Kotlarewski



Louise
Wallis



Michael
Lee



Gregory
Nolan



Megan
Last



Nathan
Kotlarewski



Louise
Wallis



Gregory
Nolan



Architecture



Interior



Furniture



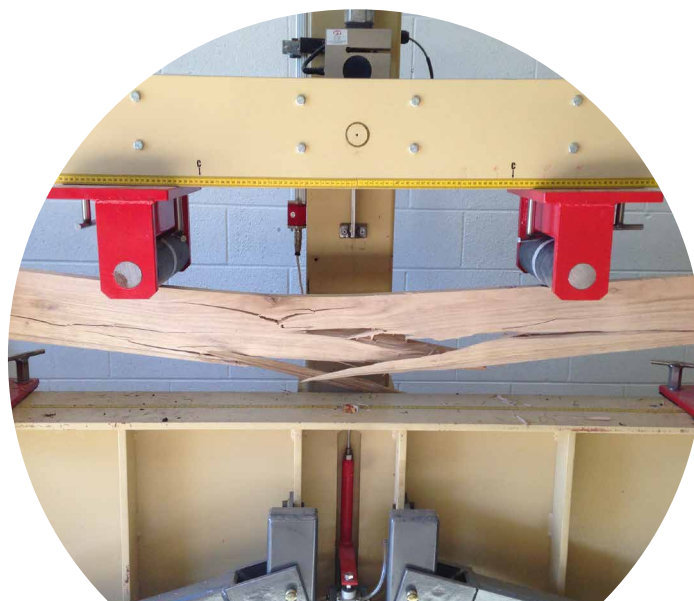
Nathan
Kotlarewski



Michael
Lee



Gregory
Nolan



Timber



Design



Education



Nathan
Kotlarewski



Gregory
Nolan



Megan
Last



Biological



A + Design



Eng + ICT



Industry



Michael
Lee



Megan
Last



Sawing



Drying



Dressing



Contents

University of Tasmania (SoAD)

Learning by Making

Project collaborators

Nature of the project

Evidence of learning through reflection

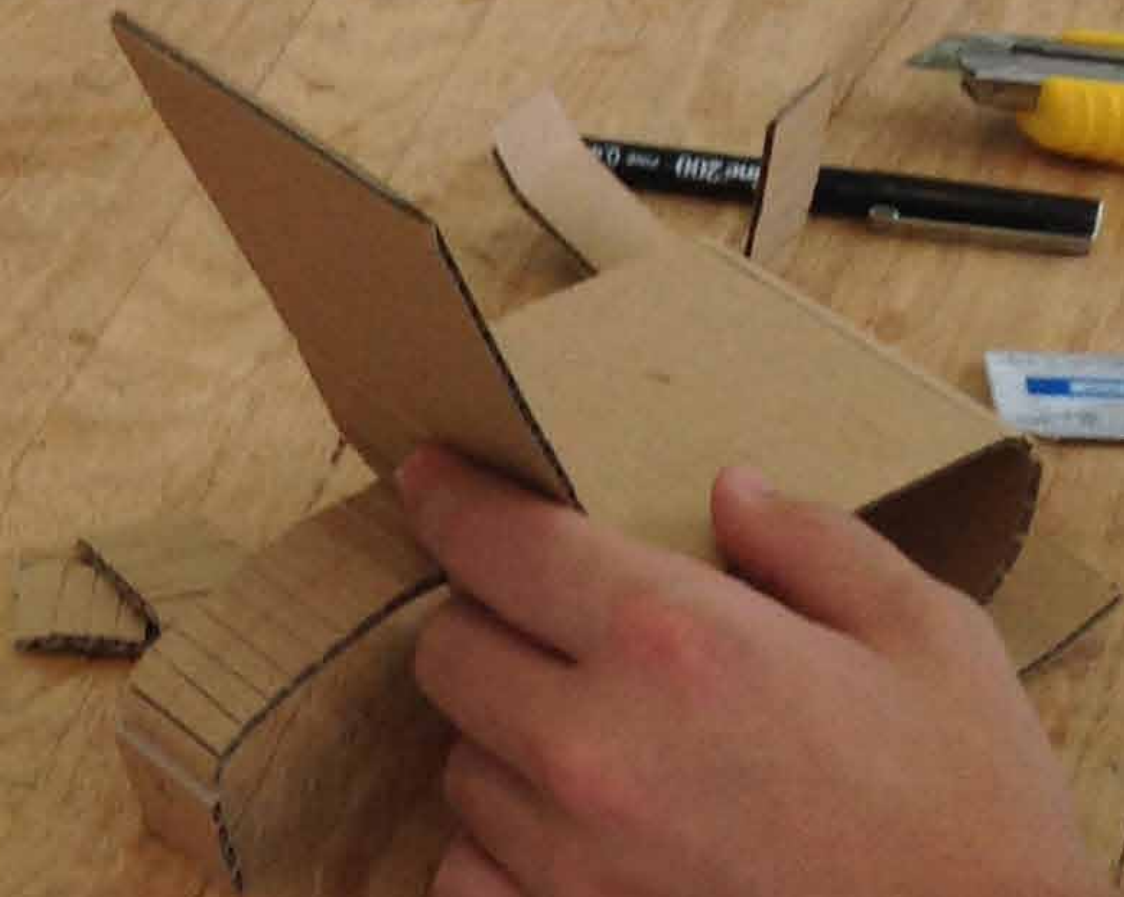
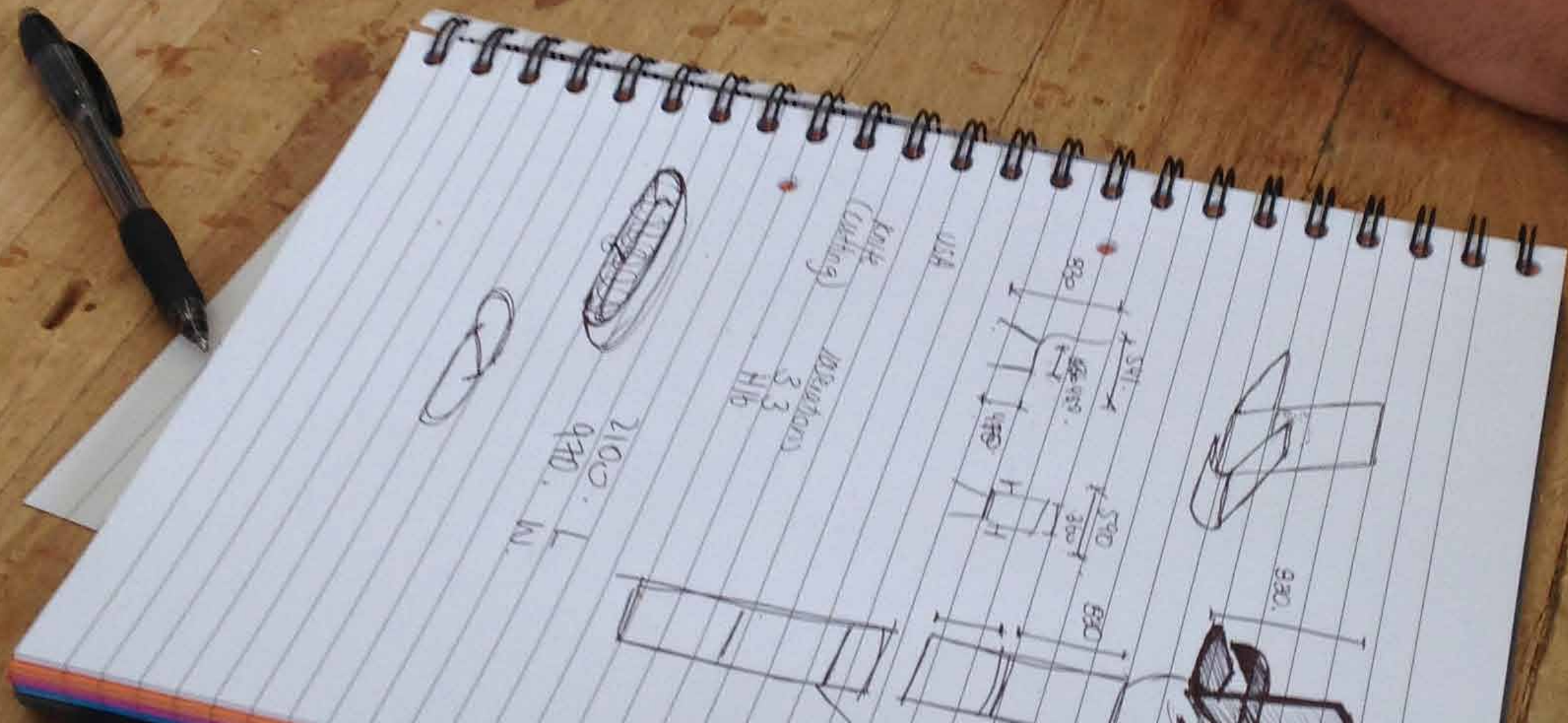
The School of ARCHITECTURE & DESIGN



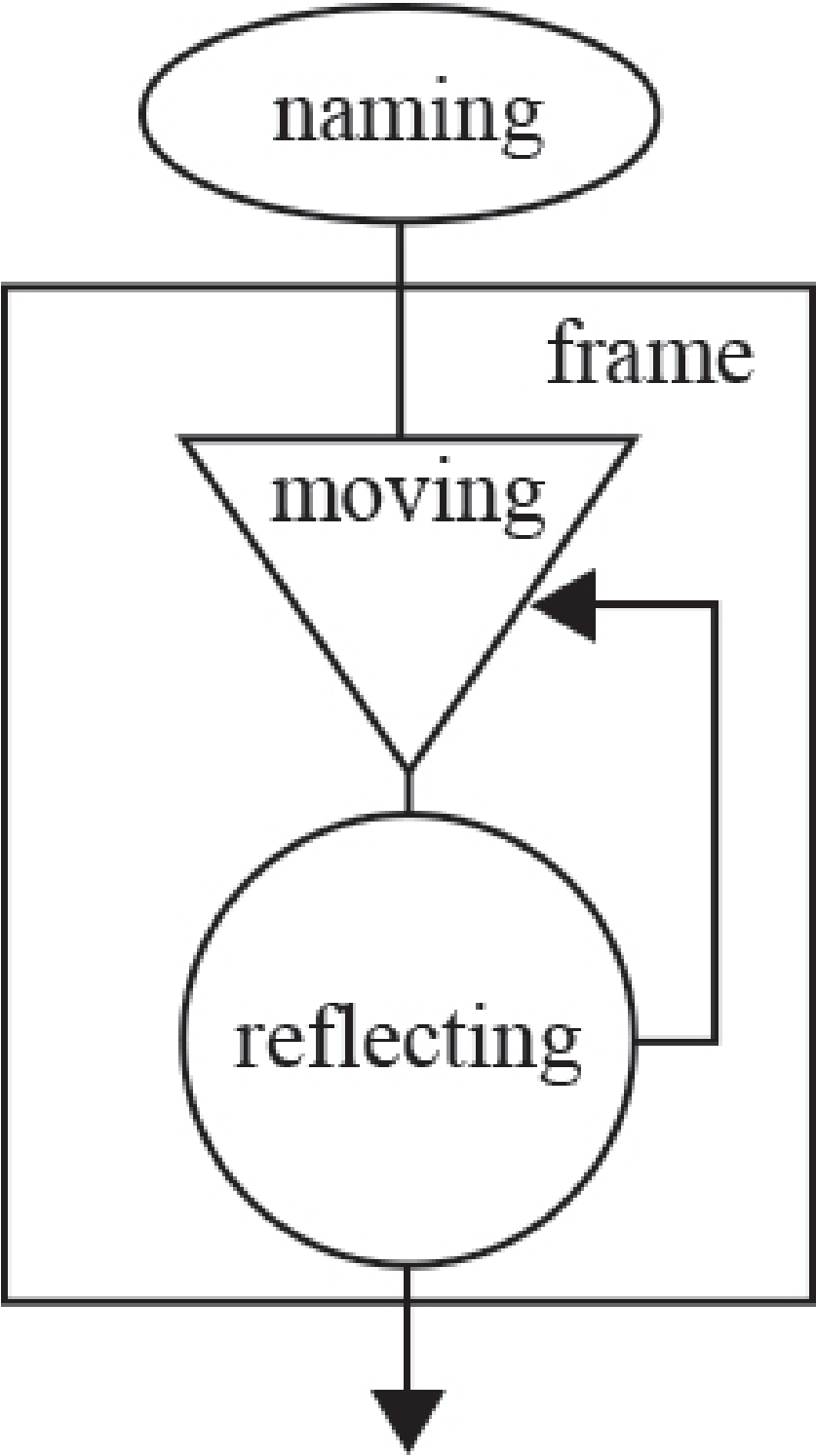






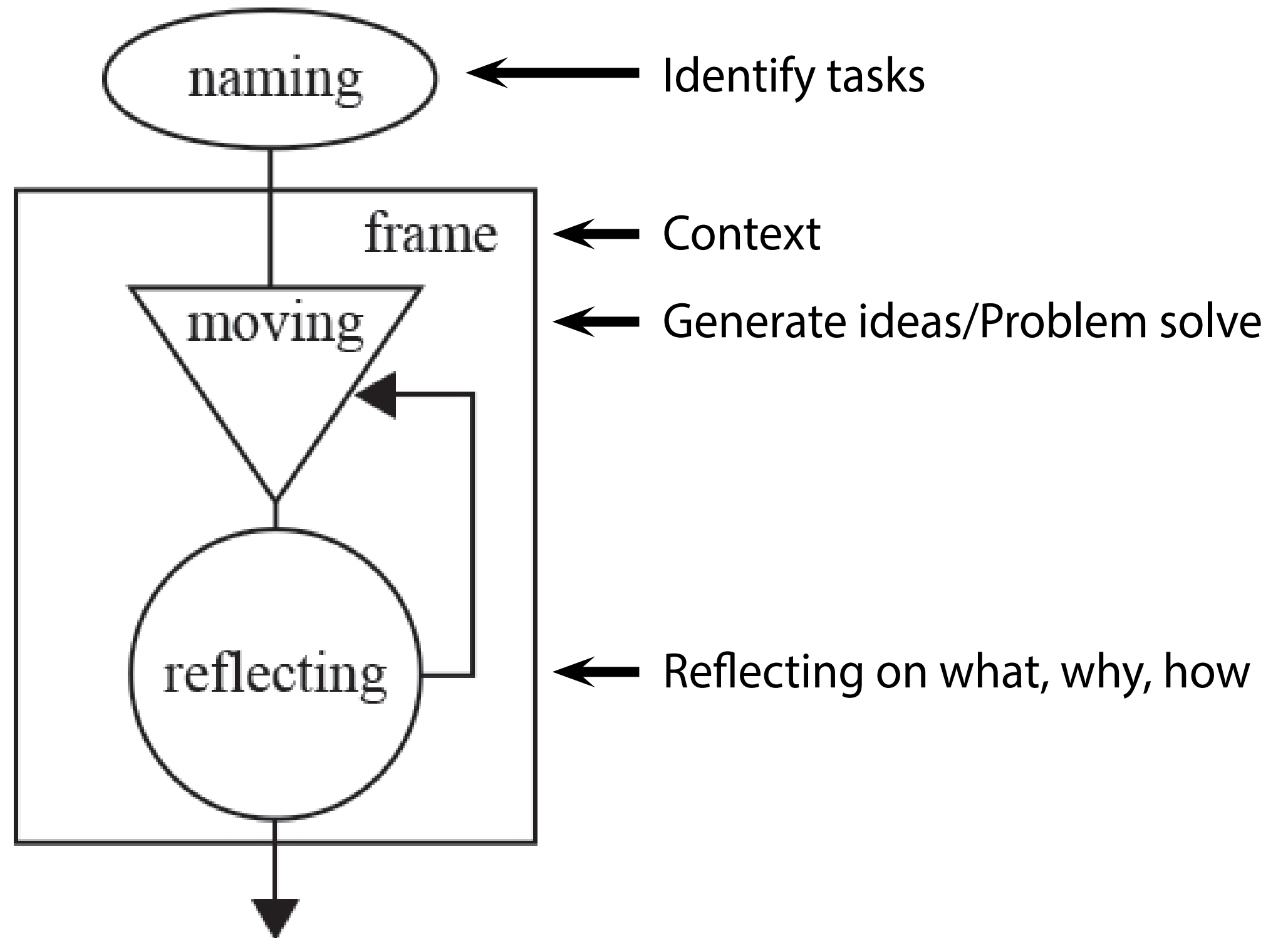


Schon, 1983
Valkenburg & Dorst, 1998



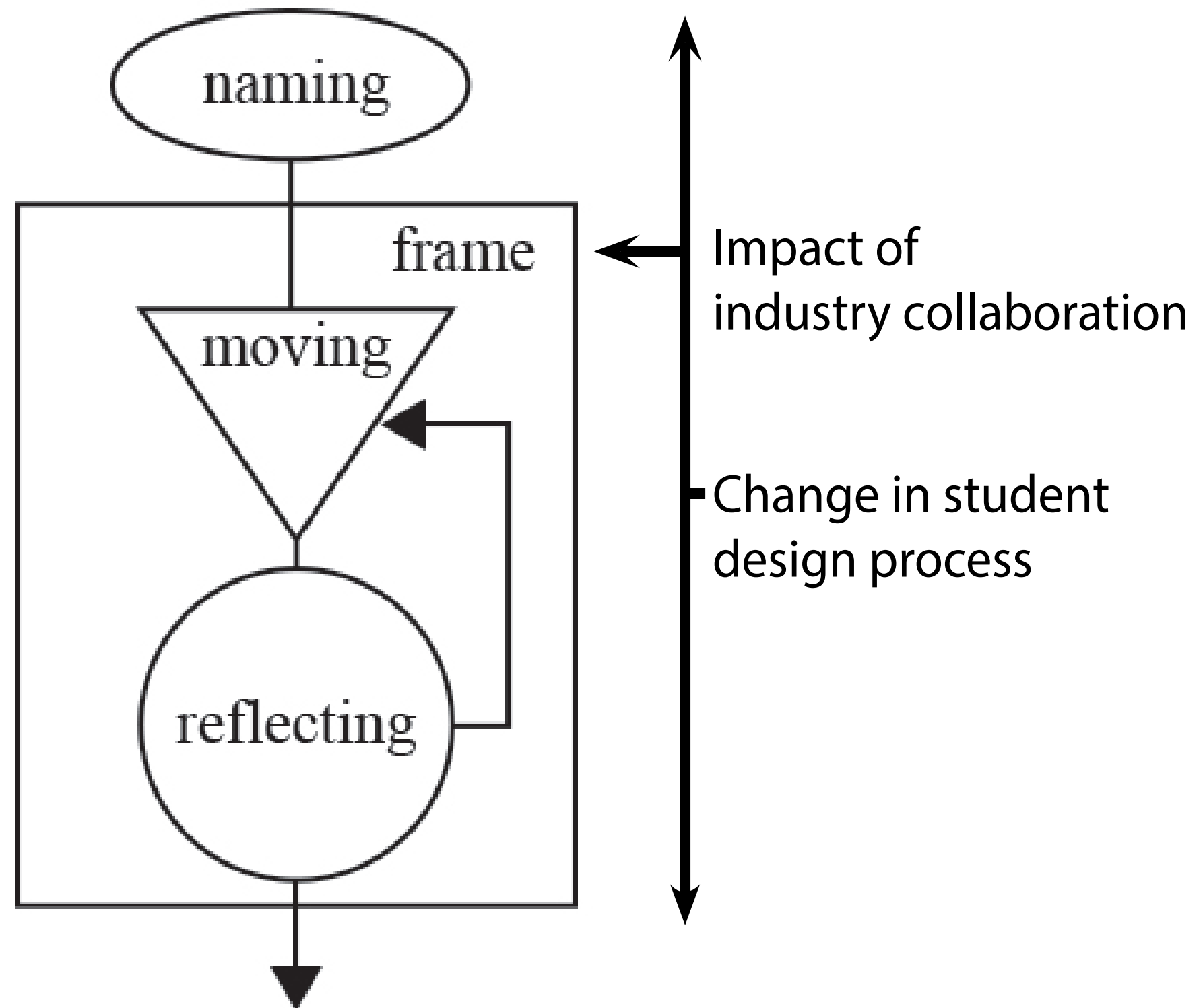
Schon, 1983
Valkenburg & Dorst, 1998

*The reflective practice
of design teams*



Schon, 1983
Valkenburg & Dorst, 1998
Kotlarewski et al., 2017

*Collaborative design education
with industry: Student perspective
by reflection*



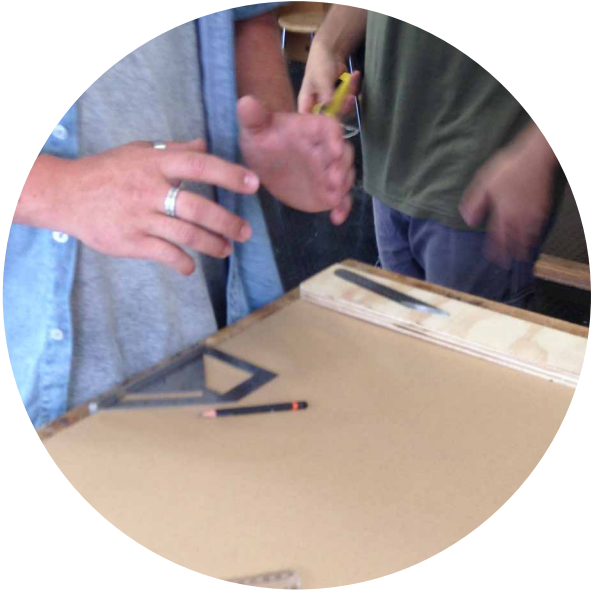


“Turn nothing into something”

Cardboard challenge:
Assessment task 1



naming



frame

p r o g r a m		
Week 1		
Day	Objective	
Day 1 (Monday 30 th January)	9:00 Welcome/Introduction (Megan La... 11:00 Coffee 11:15 Cardboard challenge: Briefing and... 12:00 Lunch 13:00 Concept development 14:00 Prototyping 14:30 Coffee 15:00 Presentation 16:00 Reflection	
Deliverable: Design Challenge 1		
Day 2 (Tuesday 31 st January)	9:00 Site visit to NSFP 10:30 Coffee 11:00 Attributes of Tasmanian oak (Mir... 12:00 Lunch 13:00 Concept development 14:00 Prototyping 15:00 Coffee 15:15 Presentation 16:00 Reflection	
Deliverable: Design Challenge 2		
Day 3 (Wednesday 1 st February)	9:00 Design process... 10:30 Coffee 10:45 Return... 12:00	

moving

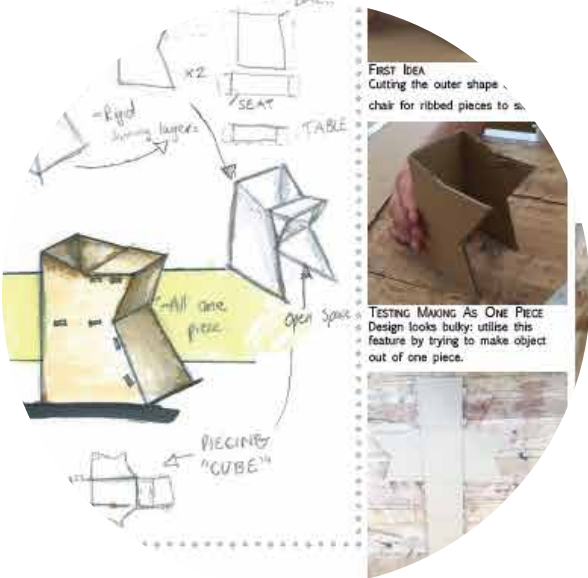


reflecting



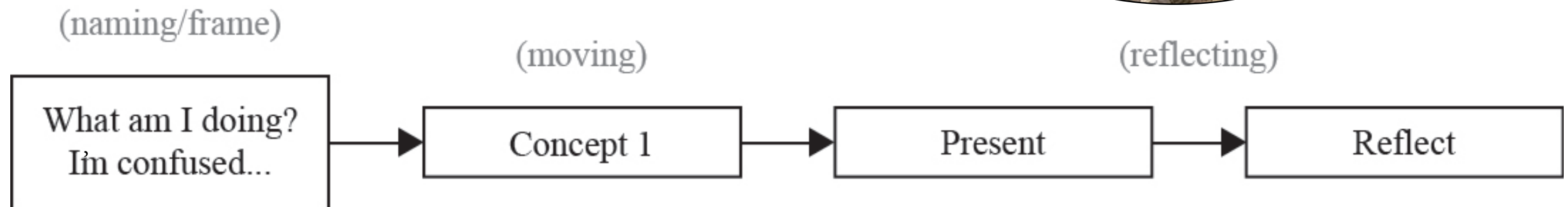
"used a weak material like cardboard to create a 1:4 scale model of a stage of the structural pattern of the cardboard it could eas"

"assemble the model means that"



Assessment task 1 student reflections:

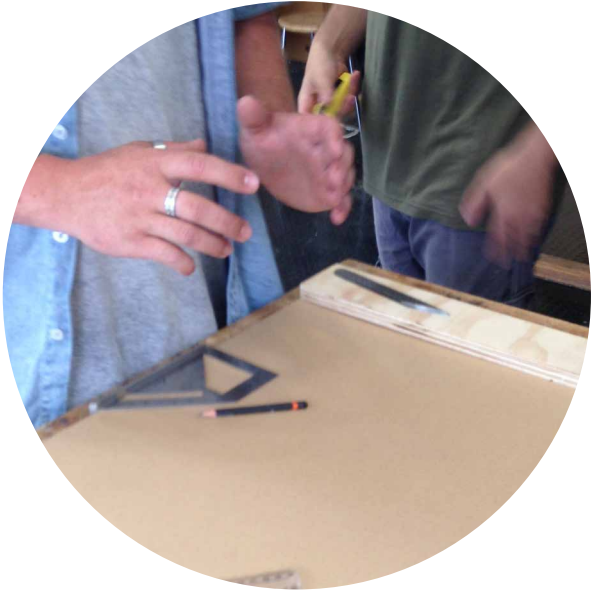
- What was the context of this activity?
- Generate and prototype
- Present
- Reflect



Timber challenge:
Assessment task 2



naming



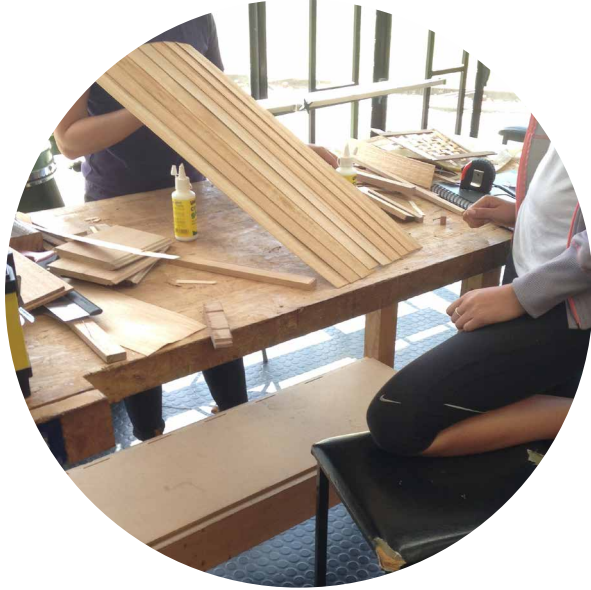
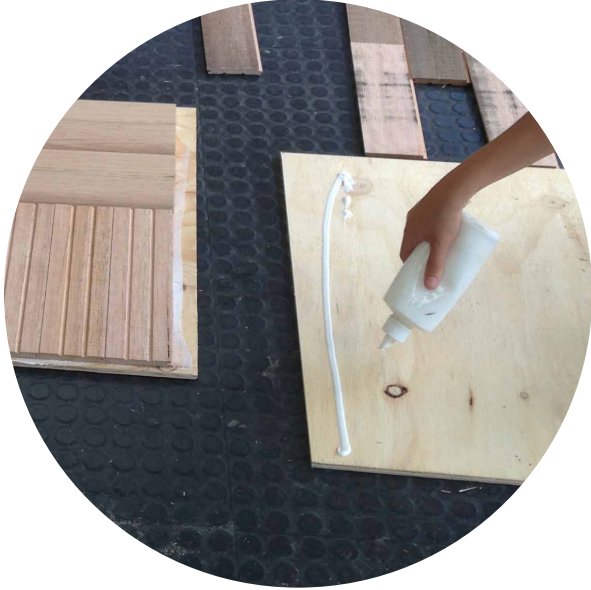
frame

p r o g r a m		
Week 1		
Day	Objective	
Day 1 (Monday 30 th January)	9:00 Welcome/Introduction (Megan La...)	
Deliverable: Design Challenge 1	11:00	Coffee
	11:15	Cardboard challenge: Briefing and
	12:00	Lunch
	13:00	Concept development
	14:00	Prototyping
	14:30	Coffee
	15:00	Presentation
	16:00	Reflection
Day 2 (Tuesday 31 st January)	9:00 Site visit to NSFP	
Deliverable: Design Challenge 2	10:30	Coffee
	11:00	Attributes of Tasmanian oak (Mir...
	12:00	Lunch
	13:00	Concept development
	14:00	Prototyping
	15:00	Coffee
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	10:45	Return
	12:00	

moving



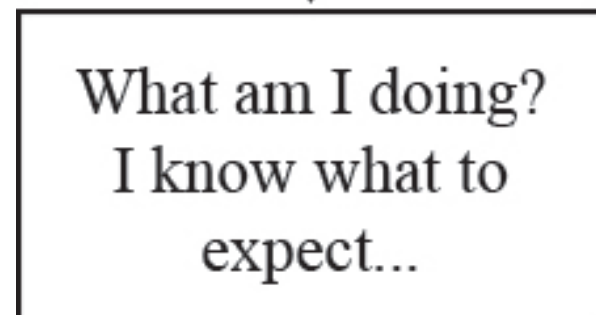
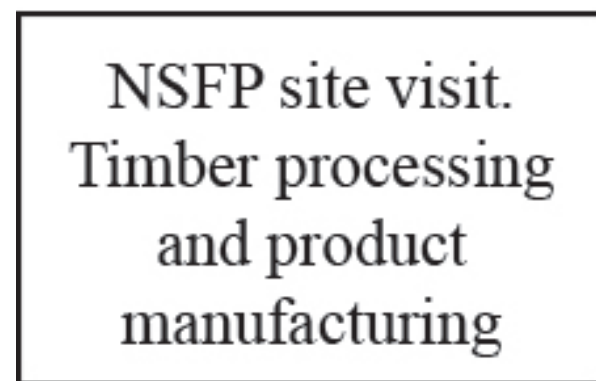
reflecting



Assessment task 2 student reflections:

- Timber, products, value
- NSFP industry problem
- Generate, develop, refine
- Present, reflect

(frame)



(naming)



(moving)

Concept 1



Concept 2



Concept 3



Present



Reflect

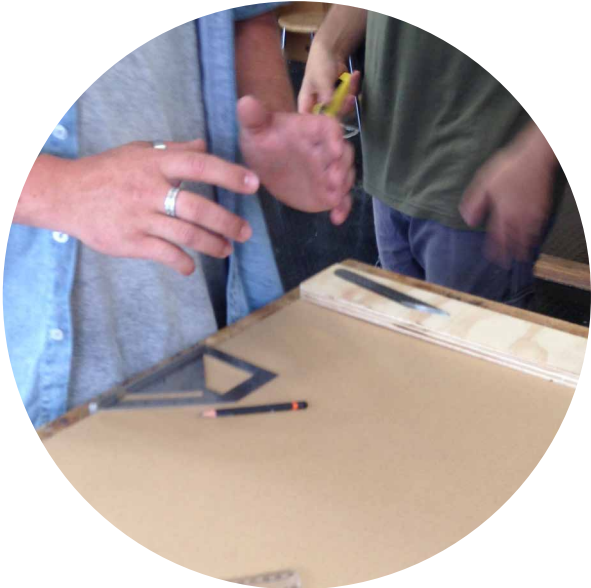
(reflecting)



NSFP design brief:
Assessment task 3



naming



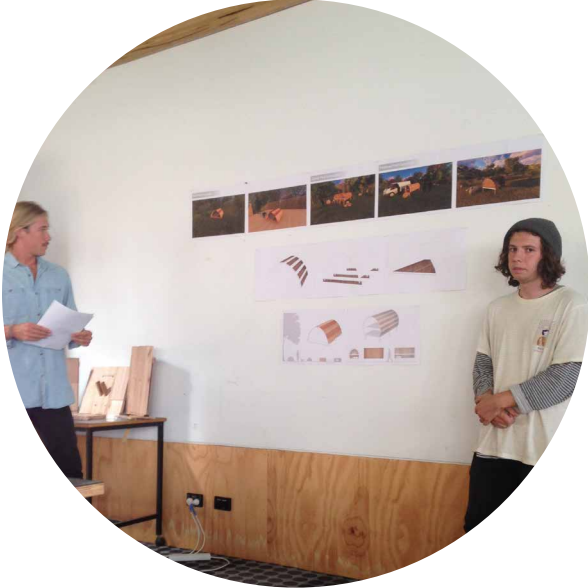
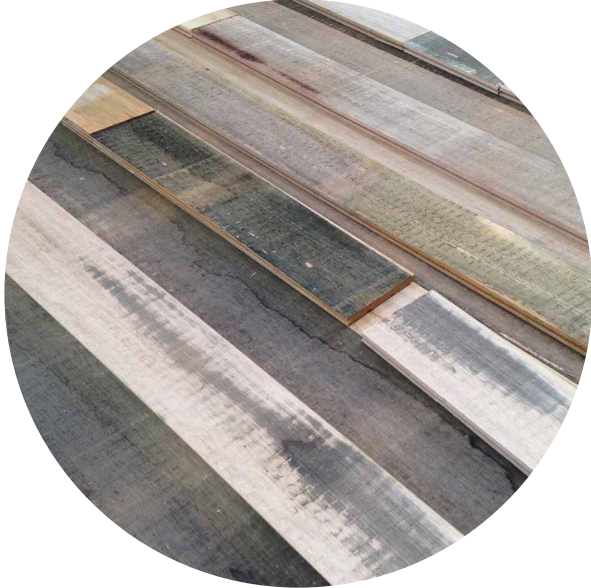
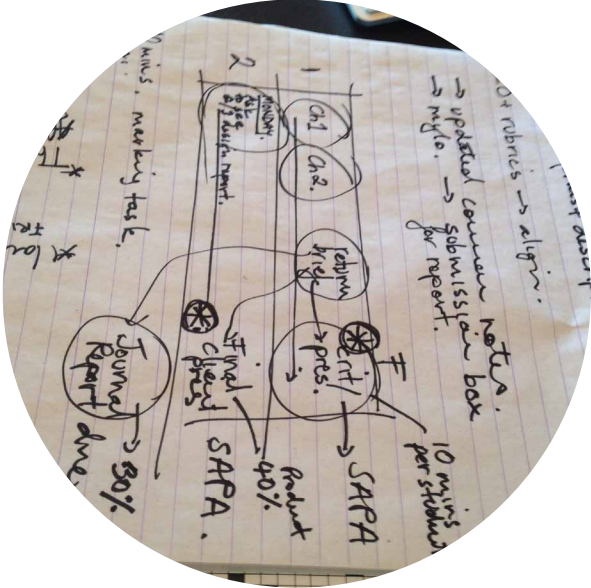
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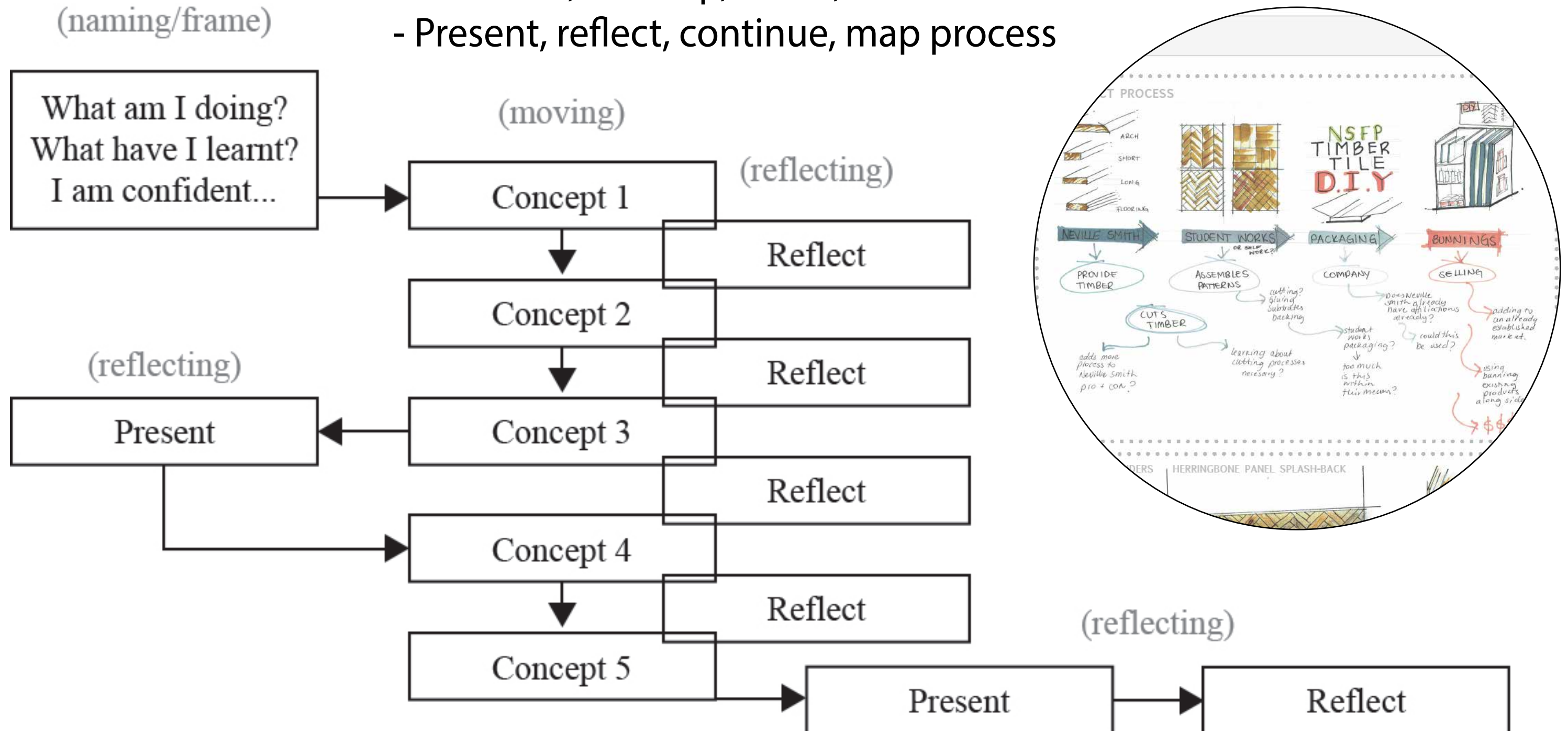


reflecting



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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The School of
ARCHITECTURE & DESIGN



Centre_For_Forest_Value
CSAWUTAS
utasarchitecturedesign



ARC Centre for Forest Value
School of Architecture & Design, University of Tasmania
CSAW - Centre for Sustainable Architecture with Wood

