Structuring an Instructional Model towards an Educational Approach

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Abstract

The design process is of great importance as a designer's working method that assures the right setting-up of a constructive learning environment.
Allen P.S et al (2000: 9) note that designers may use a variety of terminologies to describe the design process or the methods of completing a project. All terminologies or methods centre on the analysis and synthesis of the design solution. They further explain that: "Analysis focuses on discovery. Analysing a design project requires gathering information, understanding goals and objectives, researching related codes and other technical data, comprehending the design problem, and defining the design criteria. Once this information has been assimilated, designers begin to synthesize the solution." [1]
"The synthesis phase also requires an immense amount of contemplative thought. Designers stretch their imaginations and develop alternative solutions to the design problem. Only then does the designer return to the analysis phase to select the best solution and refine it to meet the client's needs. The designer creates, selects and produces design presentations by way of visual communications for the clients review. Based on the clients feedback, the designer will return to the analysis phase to rethink or retool the solution."[1]
This paper deals with the integration of the design process into teaching design education and the analysis of educational purposes. Our approach to teaching and learning with the use of the design process and technology as well, will be addressed through the adaptation of our suggested 'instructional model' that has been implemented and established through many years of teaching design.
The 'instructional model' is organized around three major parameters that are correlated with cognitive learning as presented by Bloom (1956): Theory, Practice and Composition, are merged along with the design process and is utilized as a practical tool for design teaching in our classes.
In order to approach those parameters we developed particular working practices: blended, problem based, experiential and cooperative learning.
Therefore, the adaptation of the design process in interior and graphic design programs is well embedded into the instructional model that our design courses require and lies within the design educational context that fosters students' interest, enhance students' learning and comprehension and facilitates a productive and creative learning environment.
In identifying the key pedagogical rational, it is further argued that the induction of the design process into the structure of the 'instructional model' can be promoted as a powerful tool that can provide cognitive learning and can integrate and flourish as a new cognition.

References

[1] Allen P.S., Stimpson M.F. and Jones L.M. (2000). Beginnings of Interior Environments, New Jersey: Prentice Hall