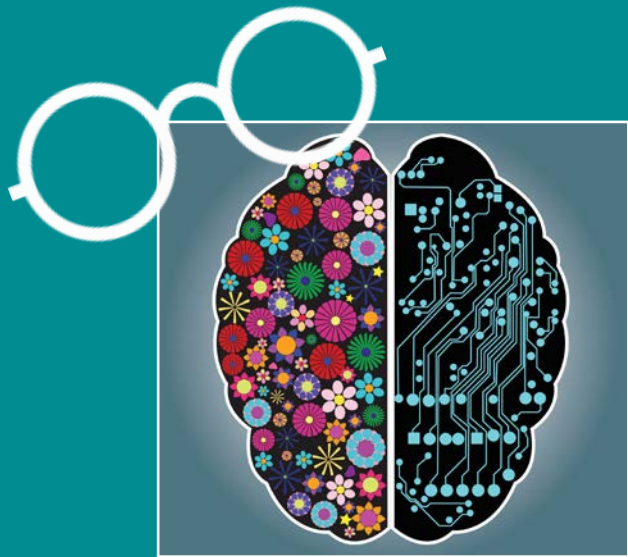


BLADE

NWO Comenius Leadership proposal on
Blended Academic Design Education



Pattern of reasoning	What	How	Outcome
Deduction	Known	Known	Unknown
Induction	Known	Unknown	Known
Normal abduction systems engineering approach	Unknown	Known	Known
Design abduction design approach	Unknown	Unknown	Known

Based on: Dorst, K. (2012) *Academic Design*.

DESIGN helps us to see our world better

Important **academic design skills** relate to:

1. the critical assessment of design situations,
2. the creative development of meaningful design alternatives,
3. the thorough ex-ante evaluation of the design product,
4. the andante evaluation of dynamic design processes,
5. positioning yourself as designer and your design work in the academic and professional debate, and
6. relating design to (methods of) scientific research.

A challenge for contemporary design-based education is to move beyond 'traditional' design education (i.e. physical design studios for 10-15 students supervised by one or more mentors) to new forms of blended/online learning with the use of all kinds of design (support) tools, such as virtual reality and design informatics.

Our Comenius Leadership project will help to improve the academic design skills of engineering students and to test innovative tools in the (online) design learning environment. We will do our interventions in five 'traditional' design studios in regular TU Delft bachelor and master curricula within the faculty of Architecture and the Built Environment.

The implementation and results of these studios will be monitored in close cooperation with the 4TU Centre for Engineering Education and the Delft University of Technology Extension School for online learning.

4TU. CENTRE FOR
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