Manifesto

Idea Presentation
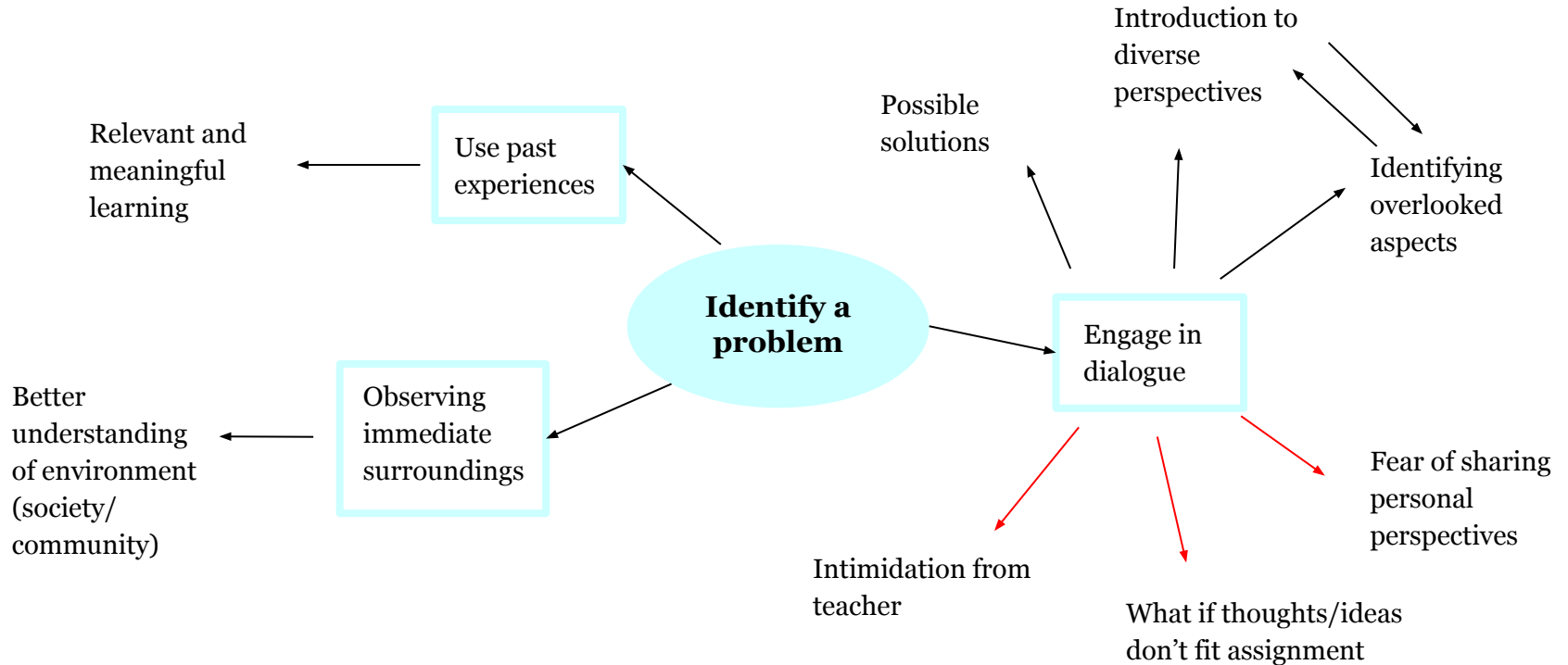
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My Ideas/ Philosophies

Based on *Design* education at undergraduate level

- Exploring the cyclical effect of society/environment and designer on each other

- Identifying a problem

- Generating meaningful learning

- Recognizing, exploiting, and celebrating diversity: *personalities, approaches, past experiences, interests, points of view*

- Utilizing the convenient and powerful nature of dialogue that takes place during "class participation"

- Finding the perfect balance between control and freedom in terms of classroom discourse

- Encouraging the notion of interchangeability between the terms learner and facilitator.

Learner Perspective

Relevant and meaningful learning

Use past experiences

Introduction to diverse perspectives

Possible solutions

Identifying overlooked aspects

Identify a problem

Engage in dialogue

Better understanding of environment (society/ community)

Observing immediate surroundings

Fear of sharing personal perspectives

Intimidation from teacher

What if thoughts/ideas don't fit assignment

Historical Influences

- Francis Wayland Parker

- John Dewey

- Walter Gropius

- Plato

- Reggio Emilia

Historical Influences

Philosopher/ Educator	Their Ideas	Idea's Influence
Francis Wayland Parker	Children learn what is most meaningful to them	Seemingly unrelated subject matter can be made relevant by linking it with experiences; old and new.
	Expression of learnings and understandings through art	Expression of learnings and understandings utilizing design elements and principles.
John Dewey	Students are not blank slates and walk into a classroom with preconceived notions and past experiences.	- previous knowledge and understanding of the world/subject become jumping off points. - Introduces diversity and perspectives

Historical Influences

Philosopher/ Educator	Their Ideas	Idea's Influence
John Dewey	Negotiation between individuality and society	- Individuality and society's effect on each other's development is cyclic - This is heavily applicable in design studies. - Environments/societies affect learners and design, and vice versa
Walter Gropius	Combination of varying philosophies can stimulate creativity	Combination of diverse personalities, experiences, and approaches can stimulate creativity.
	Artists and craftsmen with independent ideas worked toward a common goal	Learners and facilitators reach common goals through dialogue and discovery.

Historical Influences

| Philosopher/ Educator	Their Ideas	Idea's Influence
Walter Gropius	Keen on referring to people who worked for him as collaborators and not followers	- Design is an ever-evolving subject. - Through discussion and questioning, new information comes forth that even facilitators may be unaware of. - This turns facilitators into learners, diminishing the two terms and giving rise to collaborators. - Learning and facilitating becomes cyclic and not one-way.
Plato	The dialectical or Socratic approach	- Verbal back and forth actively engages learners in critical thinking. - the classroom experience is a shared dialogue between facilitators and learners. - Both are responsible for pushing the dialogue forward through questioning.

Historical Influences

| Philosopher/ Educator	Their Ideas	Idea's Influence
Reggio Emilia	learning is the product of the child's guided construction rather than simply the teacher's transmission	● No predetermined lesson plan ● Tasks and learnings are emergent and are a direct result of the unfolding dialogue
	Children are authors of their own learning	● Socratic questioning promotes independent thinking. ● Gives learners ownership of what they are learning

My Strategy

A new term for "class participation" would be the first step!

Current:

Class participation

Learnings/ Tasks

New:

Learnings/ Tasks

Class participation
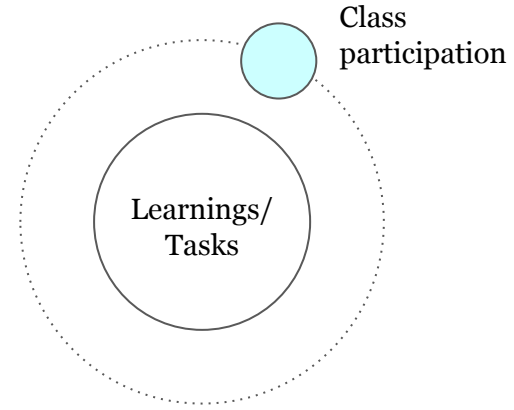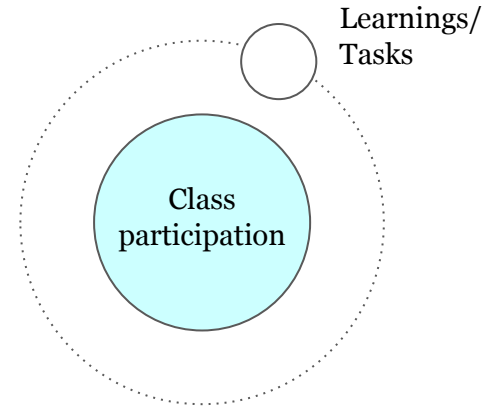
My Strategy

Application of the dialectic/Socratic method in learning environments

- Facilitator aims for "productive discomfort," not panic and intimidation.

- Probing questions asked in an effort to expose understandings that frame and support the thoughts and statements of the participants in the inquiry.

- Facilitator is as much a participant as a guide for the open-ended inquiry.

- Learners ask questions as well, from both the facilitator and each other.

- Facilitator actively seeks out and chases learner interests.

- Tasks and instructions are synthesized after.