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Grand Canyon University: 430-V

07/12/2013 Suneeta Sharma

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Currently, many states are adopting the Next Generation Science Standards (NGSS) or are revising their own state standards in ways that

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reflect the NGSS. For students and schools, the implementation of any science standards rests with teachers. For those teachers, an evolving understanding about how best to teach science represents a significant transition in the way science is currently taught in most classrooms

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and it will require most science teachers to change how they teach. That change will require learning opportunities for teachers that reinforce and expand their knowledge of the major ideas and concepts in science, their familiarity with a range of instructional strategies, and the skills

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to implement those strategies in the classroom. Providing these kinds of learning opportunities in turn will require profound changes to current approaches to supporting teachers' learning across their careers, from their initial training to continuing professional development. A teacher's

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Capability to improve students' scientific understanding is heavily influenced by the school and district in which they work, the community in which the school is located, and the larger professional communities to which they belong. Science Teachers' Learning provides guidance for

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Schools and districts on how best to support teachers' learning and how to implement successful programs for professional development. This report makes actionable recommendations for science teachers' learning that take a broad view of what is known about science education, how and when

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Teachers learn, and education policies that directly and indirectly shape what teachers are able to learn and teach.

The challenge of developing the expertise teachers need to implement the NGSS presents an opportunity to rethink professional learning for science teachers. Science Teachers'

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Learning will be a valuable resource for classrooms, departments, schools, districts, and professional organizations as they move to new ways to teach science.

No other book on teaching has excited me as much as this one. It should be

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the core text for prospective teachers in any field -- Jonathan Potter, English and Drama Teacher Camden Hills Regional High School, Rockport, ME -- VanDeWeghe presents powerful instructional practices to help students use both their hearts and their minds in learning -- Louann Reid, Professor

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Colorado State University To generate truly compelling learning experiences and increase retention of new information, educators need the knowledge and tools to engage students from both a neurological and humanistic perspective. Richard VanDeWeghe provides an inside look

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at what happens in students' minds and hearts when they are engaged and "in the groove." Based on Mihaly Csikszentmihaly's idea of "flow"--a state of intrinsic control, curiosity, interest, and inquiry that is the ultimate experiential goal for learning--this book provides holistic strategies for

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Action research, explored in this book, is a seven-step process for improving teaching and learning in classrooms at all levels. Through practical examples, research tools, and easy-to-follow

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Implementation strategies," Richard Sagor guides readers through the process from start to finish. Learn how to uncover and use the data that already exist in your classrooms and schools to answer significant questions about your individual or collective concerns and interests.

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Sagor covers each step in the action research process in detail: selecting a focus, clarifying theories, identifying research questions, collecting data, analyzing data, reporting results, and taking informed action. Drawing from the experience of individual teachers, faculties, and school districts, Sagor

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Describes how action research can enhance teachers' professional standing and efficacy while helping them succeed in settings characterized by increasingly diverse student populations and an emphasis on standards-based reform. The book also demonstrates how administrators

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and policymakers can use action research to bolster efforts related to accreditation, teacher supervision, and job-embedded staff development. Part how-to guide, part inspirational treatise, *Guiding School Improvement with Action Research* provides advice, information, and encouragement to

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Anyone interested in reinventing schools as learning communities and restructuring teaching as the true profession it was meant to be.

This book discusses four approaches

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to incorporating student achievement in teacher evaluation. Seven chapters discuss: (1) "Teacher Evaluation and Student Achievement: An Introduction to the Issues"; (2) "What is the Relationship between Teaching and Learning?" (e.g., whether teachers are responsible for student learning and

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Assessment System"; (5) "Assessing Teacher Performance with Student Work: The Oregon Teacher Work Sample Methodology"; (6) "Assessing Teacher Performance in a Standards-Based Environment: The Thompson, Colorado, School District"; and (7) Teacher Evaluation and Student

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Achievement: What are the Lessons Learned and Where Do We Go from Here?" (e.g., basic requirements of fair testing programs that are to be used to inform teacher evaluation). Chapters 3-6 include information on the purposes of the accountability system and how it was developed; student

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Assessment strategies; how the accountability system works; how the accountability system relates to teacher evaluation; the advantages and disadvantages of the accountability system for teacher evaluation; and results of implementation. (Contains 66

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Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of

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Young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children

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from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for

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The professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other

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Funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a

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Unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with

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Adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions

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to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the

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education that children receive, and ultimately improve outcomes for children.

Clearly babies come into the world remarkably receptive to its wonders. Their alertness to sights, sounds, and even abstract concepts makes them

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Inquisitive explorers--and learners--every waking minute. Well before formal schooling begins, children's early experiences lay the foundations for their later social behavior, emotional regulation, and literacy. Yet, for a variety of reasons, far too little attention is given to the

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Quality of these crucial years.

Outmoded theories, outdated facts, and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country. What will it take to provide better early education and care for our children between the ages of two and

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five? Eager to Learn explores this crucial question, synthesizing the newest research findings on how young children learn and the impact of early learning. Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators: findings about the

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interplay of biology and environment, variations in learning among individuals and children from different social and economic groups, and the importance of health, safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life

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Learning really begins. Valuable conclusions and recommendations are presented in the areas of the teacher-child relationship, the organization and content of curriculum, meeting the needs of those children most at risk of school failure, teacher preparation, assessment of teaching and learning,

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and more. The book discusses:
Evidence for competing theories,
models, and approaches in the field
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in preschool. The role of the teacher,
the importance of peer interactions,
and other relationships in the child's

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life. Learning needs of minority children, children with disabilities, and other special groups. Approaches to assessing young children's learning for the purposes of policy decisions, diagnosis of educational difficulties, and instructional planning. Preparation and continuing development of

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Teachers. Eager to Learn presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.

The future of learning depends absolutely on the future of teaching. In

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and shows us how to change them by
demanding more of the teaching
profession and more from the systems
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to ignore. This book features: (1) a powerful and practical solution to what ails American schools; (2) Action guidelines for all groups--individual teachers, administrators, schools and districts, state and federal leaders; (3) a next-generation update of core themes from the authors' bestselling

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Nancy Perry describe the characteristics and the developmental milestones of the major developmental periods -- infancy and toddlerhood, early childhood, middle childhood, and adolescence -- and discuss the implications and applications of research in child development. The

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Best situate students to align design thinking and learning with future foresight. Here we present a pilot test and evaluate how a university-level Design Futures course content, approach, and scaffolded instructional materials can be adapted for use in K-12 Design Learning Challenges. We

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Describe the K-12 design-based learning challenges/experiences developed and implemented by the Design Learning Network (DLN). The Design Futures course we describe in this paper is a required course for third-year undergraduate students in the School of Design at Carnegie Mellon

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University. The \square signifies a different type of design that aligns short-term action with long-term goals. The course integrates design thinking and learning with long-horizon future scenario foresight. Broadly speaking, we ask how might portions of a design course be taught and experienced by

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Teachers and students of two different demographics: within the university (Design Undergraduates) and in K-12 (via DLN). This pilot study is descriptive in nature; in future work, we seek to assess learning outcomes across university and K-12 courses. We believe the approach described is

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relevant for lifelong learners (e.g., post-graduate-level, career development, transitional adult education). Re-Clarifying Design Problems Through Questions for Secondary School Children: An Example Based on Design Problem Identification in Singapore Pre-Tertiary Design

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Education Paper Wei Leong, Leon Loh,
Hwee Mui, Grace Kwek, Wei Leong

Lee It is believed that secondary school students often define design problems in the design coursework superficially due to various reasons such as lack of exposure, inexperience and the lack of research skills.

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Questioning techniques have long been associated with the development of critical thinking. Based on this context and assumption, the current study aimed to explore the use of questioning techniques to enable pre-tertiary students to improve their understanding of design problems by

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Using questions to critique their thinking and decision-making processes and in turn, generate more effective design solutions. A qualitative approach is adopted in this study to identify the trajectories of students during design problem identification and clarification process. Using

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Student design journals as a form of record for action and thoughts, they are analyzed and supplemented by hearing survey with the teacher-in-charge. From the study, the following points can be concluded: (1) questions can be a useful tool to facilitate a better understanding of the design

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problem. (2) The process of identification and clarification of design problem is important in the development of critical thinking skills and social-emotional skills of the students. (3) It is important that students are given time and opportunity to find out the problems by

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Themselves. (4) Teachers can be important role models as students may pick up questioning techniques from teacher-student discussions. (5) Departmental reviews and built-in professional development time for weekly reviews on teaching and learning strategies are necessary for

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the continual improvement D&T education. Surveying Stakeholders: Research Informing Design Curriculum

□ Andrea Quam Fundamental to design education is the creation and structure of curriculum. Neither the creation of design curriculum, nor the reevaluation of existing curriculum is

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well documented. With no clear documentation of precedent, best practices are left open to debate. This paper and presentation will discuss the use of a survey as a research tool to assess existing curriculum at Iowa State University in the United States. This tool allowed the needs and

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Term Paper perspectives of the program's diverse stakeholders to be better understood. Utilizing survey methods, research revealed the convergence and divergence of stakeholders' philosophies, theories and needs in relation to design curriculum. Accreditation and professional

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Licensing provide base level of guidelines for design curriculum in the United States. However, each program's curricular structure beyond these guidelines is a complicated balance of resources, facilities, faculty and the type of institution in which it is housed. Once established, a

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Programs curriculum is rarely reassessed as a whole, but instead updated with the hasty addition of classes upon an existing curricular structure. Curriculum is infrequently re-addressed, and when it is, it is typically based on the experience and opinions of a select group of faculty. This paper

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Term Paper presents how a survey was developed to collect data to inform curricular decision-making, enabling the reduction of faculty bias and speculation in the process. Lessons learned from the development of this research tool will be shared so it might be replicated at other institutions, and

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be efficiently repeated periodically to ensure currency of a program's curriculum. New Challenges when Teaching UX Students to Sketch and Prototype □ Joep Frens, Jodi Forlizzi, John Zimmerman In this paper we report on new challenges when teaching User Experience (UX)

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Students how to sketch and prototype their designs. We argue that UX students sketch and prototype differently than other design students, and we discuss how changes in the field necessitate a response in education. We describe sketching and prototyping as a continuum that

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Students successfully traverse when they follow a process of "double loop learning." We highlight three new challenges: (1) New computational design materials, (2) new maker tools and (3) changes within the tech industry. We explore these three challenges through examples from our

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Students, and we outline strategies for sketching and prototyping in this new reality. We conclude that this is a starting point for further work on keeping education up to speed with practice. How to Teach Industrial Design?: A Case Study of College Education for Design Beginners □

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Joomyung Rhi Industrial design education has existed for a long time as part of the university system, but the curriculum and contents of each subject vary considerably from school to school. In recent years, the introduction of new concepts that change the definition of design has

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blurred the boundaries of design, making the curriculum different. Establishing a standard curriculum to address these challenges is an important task, but it is necessary to fully understand how design education actually takes place and to share content with educators. This paper

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aims to contribute to the debate on industrial design education by fully disclosing the process and results of the first stage of industrial design education of a university by autobiographical method. The first course, Product Design Practice 1, is a studio class based on a task feedback

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Iteration Paper. Students are required to submit assignments showing weekly progress. The instructor reviewed the assignments submitted before the class and gave written comments in class. In addition, details of the design process and method that are difficult to identify as novice students are learned

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Through twelve case studies and applied to the project. This Task Feedback Repeating Class system gives students the opportunity to implement design ability while gaining detailed skills with a comprehensive view. Through this process, the researcher got a reflection on the class

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and implications for the improvement of the class. Preliminary Study on the Learning Pressure of Undergraduate Industrial Design Students - Wenzhi Chen Learning pressure affects students' learning process and performance. Industrial design education emphasizes that operations

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on real design problems that have heavy working loads may cause learning pressure. The purpose of this study is to explore the issues causing learning pressure and the pressure management strategies of undergraduate industrial design students. There were 297 students

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who participated in the questionnaire survey. The main findings are as follows: First, learning pressure includes academic pressure, peer pressure, self-expectations, time pressure, financial pressure, pressure from instructors, external pressure, future career, pressure from parents,

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Resource pressure, achievement and situational pressure. In addition, the main learning pressure is caused by finance, time, resources, external issues and future career. Second, the pressure management strategies include problem solving, procrastination and escape, help

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Seeking, leisure, emotional management and self-adjustment. The most useful strategy for managing pressure is leisure, and procrastination and escape is the least useful strategy. Third, all learning pressures are significantly correlated with procrastination and escape strategy,

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but the coefficients are low. The results can be a reference for industrial design education and related research. Rewarding Risk: Exploring How to Encourage Learning that Comes from Taking Risks □ Dennis Cheatham High-stakes testing that became the norm after the □No Child

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Left Behind Act of 2001 helped condition students to strive for correct answers for clear problems, all on the first try. However, the iterative process inherent in designing requires risk-taking to conduct a trial-and-error process of defining problems and exploring possible solutions. This

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Design research project was operated with Miami University Graphic Design students to test their willingness to take risks in their coursework to achieve their self-defined measures of success. Students identified that improving their skills was how they defined success. An interaction design

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Assignment involving front-end coding was modified to test students' comfort taking risks to grow their skills. Most students took risks in the assignment to grow their interaction design skills. The project revealed that closer attention to student motivation when developing learning experiences could

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Help students make the transition to practicing design as an iterative process fraught with risk. An Analysis of the Educational Value of PBL Design Workshops □ Ikjoon Chang, Suhong Hwang The purpose of this study is to plan and operate design-workshops based on project-based

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Learning (PBL), and examine their educational value for students. The PBL workshop encourages direct participation from students and produces educational value, and it is important to raise the interest level of workshops to elicit proactive participation. The workshop in this

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Study was carried out over 2 weeks in January 2017 at Korea's Yonsei University. The workshop was composed of eight teams of students from three countries, including Korea, China and Japan, and the course was primarily divided into two sessions. The workshop participants examined

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In this thesis were notably satisfied with the elements of the course meant to garner interest. In the questionnaire results, participants also indicated that they obtained ample educational value through the workshop. An important element of the workshop was to connect the participants with

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Businesses, which is also an important component of design education.

Despite this, participants expressed a relatively lower level of satisfaction compared to other elements of the workshop. The results and analysis of this study will hopefully become a meaningful resource for educators

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When Designing Workshops in the
future. Collaborative Design Education
with Industry: Student Perspective by
Reflection - Nathan Kotlarewski,
Louise Wallis, Michael Lee, Gregory
Nolan, Megan Last This study
suggests that student reflection on
academic and industry collaborative

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Projects can enhance student's understanding on the design process to solve live industry problems. It contributes to the body of design literature to support students learning of explicit and implicit knowledge. A 2017 learning by-making (LBM) unit in the School of Architecture and Design,

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at the University of Tasmania, Australia, developed a unit for students to collaborate with Neville Smith Forest Products Pty. Ltd (NSFP). NSFP is a local Tasmanian timber product manufacturer who currently stockpiles out-of-grade timber that has limited market

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applications. Undergraduate design students from second- and third-year Furniture, Interior and Architecture degrees collaborated with NSFP to value-add to their out-of-grade resource in the LBM unit. A series of design challenges, observations of industry practice and access to out-of-

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Grade timber from NSFP exposed students to live industry problems and provided them the opportunity to build professional design skills. Students reflected on the collaborative LBM unit in a reflection journal, which was used to provide evidence of their learning experiences. The collaborative

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Environment between academia and industry allowed students to acquire an understanding of timber product manufacturing that helped them develop empathy toward the industry problem and influence the development of new products. This study presents how student reflections

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influenced a change in their design process as they progressed through sequential design challenges to address an industry problem by adopting Valkenburg and Dorst reflective learning framework.

Interdisciplinary Trends in Design Education: The Analysis of Master

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Dissertation of College of Design and Innovation, Tongji University □ Lisha Ren, Yan Wang This paper expounds the background of Chinese design education as well as the orientation of the design education of Tongji University in the new times, it also collects 458 Master Thesis of College

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of Design and Innovation during
2010–2016 as analyzed sample.
Based on the coding of subject
classification, quantitative analysis and
content analysis are made in order to
understand the interdisciplinary
education status of College of Design
and Innovation from the two

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Term Paper: the overall cross-disciplinary performance and the relationship between different cross-disciplinary directions. From ANT to Material Agency: A Design and Science Research Workshop □ Anne-Lyse Renon, A. De Montbron, Annie Gentes, Julien Bobroff This paper

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Through a design workshop that investigates complex collaboration between fundamental physics and design. Our research focuses on how students create original artifacts that bridge the gap between disciplines that have very little in common. Our goal is to study the micro-evolutions of

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Term Paper. Elaborating first on Actor Network Theory we study how students' projects evolved over time and through a diversity of inputs and media. Throughout this longitudinal study, we use then a semiotic and pragmatic approach to observe three 'aesthetical formations': translation,

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Composition and stabilization. These formations suggest that the question of material agency developed in the field of archeology and cognitive science need to be considered in the design field to explain metamorphoses from the brief to the final realizations.

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