

FOURTH YEAR DESIGN STUDIO

PROJECT STATEMENT

The fourth year design project requires a non-traditional studio approach to studio work. The studio integrates and extends previous projects across the semester and expands on previous design techniques. The fourth year design studio is an opportunity to apply and extend previous design techniques, building on previous research and developing new design ideas. The studio is a creative and collaborative environment that encourages students to explore and experiment with new design ideas.

CLASSROOM OF THE FUTURE

1. This is not a structure, this is a landscape. As a culture for change, it does not break, but adapts and grows.
2. This is an environment that encourages individualism, providing context and context to each other.
3. This is a podium-less environment, taking out hierarchy by creating a radial focus. The students input data and generate class content while forming meaning and significance.
4. This is a collective, encouraging individual interests while supporting the idea that we learn more together.
5. This is a blank slate to be filled with individual ideas and to create a canvas of community of learning.

OBJECTIVES

1. Knowing, making, and playing are the core of our human experience. In the digital age, knowledge is about understanding, not about finding facts. Making becomes assimilating our ideas, providing context and links to other sources. Playing brings all the ideas together in a social context with the purpose of refinement. This process brings up more questions, thus pulling us into a deeper engagement with the subject matter and the cycle of learning.
2. Learning as inquiry redirects the focus from answers to questions. With equality among students and the professors, we engage in a mutual learning process.
3. Learning is fused with the cognitive processes, molding the space into a motivating and propelling system. The effective learning environment has now become about immersion into one's own curiosity. Individual passions shape investigation of tacit knowledge. Learning as inquiry pulls us into a deeper engagement with the subject matter and the cycle of learning.

CONCEPT STATEMENT

This is a collaborative and flexible space that can be adapted to different needs. The space is designed to promote collaboration and creativity, providing a platform for students to explore and experiment with new design ideas. The space is a blank slate that can be filled with individual ideas, creating a canvas of community of learning.