

Design Student Survey

Facilitator:

Nancy Wynn:
educator, designer, artist, author.

I am conducting a survey on models of teaching that result in experiential learning or "Delta Knowledge." The survey is focused on collecting data on types of learning models you currently use at your institution. I would appreciate if you would please take a few minutes to complete this survey and email, fax, or mail it to the following address:

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Definitions

Professional design project: projects that have been completed by a designer having skill and experience in the field. These projects are for real clients and this activity is for payment.

Professional design simulation: a design project or assignment that is not real, it is not paid for and there is no real client. One participates in the experience to learn about the design industry and its processes.

Brief Introduction:

'Knowledge of doing' is a concept that was introduced by Gilles Paquet and Willem Gilles in their 1989 paper "On Delta Knowledge," in *Edging Toward the Year 2000: Management Research and Education in Canada*. 'Informance' is another learning model brought to light by Brenda Laurel in her book *Design Research*. Similar to Delta Knowledge, this learning model is broadened by the addition of

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1. What is your undergraduate program type:
 2 year Associates 4 year BA 4 year BFA Other:
2. Please provide your degree name (examples are degree in *Graphic Design*, degree in *Visual Communication Design*, or degree in *Industrial Design*, etc.)
3. When working on *professional design simulations* in your design courses, please identify a few pros and cons of this type of teaching model.
Pros:

Cons:

4. Did your design courses allow for *professional design project* integration along with *professional design simulations* and design exercises?
 Yes No (skip to question #6)
5. If you worked on *professional design projects* in your design courses, were regular client visits integrated? Yes No
Was the communication and critique your responsibility, the faculty, or shared, with final presentation to the client?
 Your responsibility Faculty responsibility Shared responsibility
6. Did your undergraduate program have a formal structure requiring internships or cooperative education? Yes No
If yes, how was it structured? Was credit received? Yes No

If no, please state if this had an impact on your education.
7. If not formally structured, does your undergraduate program try to help students secure internships and/or cooperative educational experiences?
 Yes No

If yes, how does your program do this?
8. Were design contests integrated into your design courses as assignments?
 Yes No (go to question #9)

If yes, how successful do you feel they are to the contest organizers?
 Very successful Somewhat successful
 Not very successful Not at all successful

To the participating students?
 Very successful Somewhat successful
 Not very successful Not at all successful

Please continue

empathy into the learning experience. Laurel specifically describes the goal of Informance as “to create, through performance, characters that can speak about their world, express informed opinions about product features, answer questions about design possibilities, and even design products.” Delta knowledge and Informance learning helps define the knowledge that is gained by the act of doing. There are many disciplines that require this type of learning to produce successful solutions to issues that require understanding context and specific market strategies.

Personal Data

Name

Email

Education Affiliation

Year of graduation

Number of years
in professional career

Career position

To your design courses as assignments?

- Very successful Somewhat successful
 Not very successful Not at all successful

9. Did your undergraduate design program have an in-house design firm where students were considered design interns and work on *professional design projects*?
 Yes No (*if no, you are finished thank you very much!*)

If yes, do they receive credits? Yes No

10. How is the in-house design firm structured?
 Student-run Student-run with a faculty advisor
 Faculty-run Other

11. If your in-house design firm is run by a faculty member? Please identify what type?
 Full-time tenured Part-time adjunct
 Full-time tenure track Outside professional
 Full-time instructor Staff

12. Please state what type of faculty member you think would be best for an in-house design program’s success and why?

13. How does your in-house design firm receive funding? (Mark all that apply)
 College or University funding Client donation or payment
 Public grants Private grants or sponsorship
 A special student tuition Other

14. For your in-house design firm, what year students participate? (Mark all that apply)
 Freshman Sophomore Post-bac or graduate
 Junior Senior

If there was a mix, was there a benefit or detriment to the learning experience?
 Benefit Detriment

15. If you participated in an in-house design firm, please mark all items that improved or provided a better learning experience—compared to a *design project simulation*.
 Collaboration skills improved Increased amount of pressure
 Presentation skills improved Class time scheduled
 Research skills improved Technical skills improved
 Writing skills improved Readings and discussions valuable
 Valuable client contact Fieldwork and/or field trips
 Responsibility to client Critical thinking improved
 Necessary client donation Leadership skills improved
 Participation in building program Supportive skills improved
 Vendor relations improved

Other comments: (*If you would like to attach a longer comment, please do so*)