

**ethics and sustainability
in design education**

may 15-16, 2010_toledo, ohio

sat. roundtable notes

table seven:

**hilary williams_ process(ing) :
cultivating reflection in the design classroom**

begin/end

How can we encourage our students to be mindful of their processes?

To this end, I have been establishing a reflective practice as a daily habit in my design courses. I begin every class with a five- to ten-minute period in which my students think and write online in response to a question that I pose. I consider this reflective practice to be a way in which I call for my students to engage not just in schoolwork but in experiential learning. The continuous and cumulative effect of this series of reflections is for my students to process their direct experiences of making and thereby to synthesize their learning for future understanding and application. This hearkens to John Dewey's notion of linking doing with knowing. Please join me for a discussion about ways in which we can develop reflective practices, frame leading yet open-ended questions, and respond to students' reflections.

Reflections: opening, answer an open question.

Students are busy, allow moments to breathe. Written or oral; allows for group feedback. Feedback for potential class content improvements. Reflection creates a human experience and understanding.

Collaborative learning; Reflective process: "they had discussions that they needed to and wanted to have." Makes students feel involved; they ask themselves why; more active participants; stress and tension with rapid curriculum: short video and discussion help, also breathing exercises.

1) final product, 2) creative process, types of reflection.

How to make students really reinforce thinking. Create motivation, a more thoughtful process. A journal is a missing piece; a reflection is also a dialogue between student and teacher. Blackboard personal journal function. Write for 5 minutes, share for 3 minutes. At the beginning or end, 1 participation point. Narrative design class: book, installation, reflective experience, assign 5 minutes of free writing and reading.

"Combination of theory and practicum classes."

Integrate multiple disciplines information; reflect in different areas and apply to design. Pick topics from other classes. Going outside the classroom for inspiration and reflection (walk), go to library. Become aware of surroundings and environment.

Narrow focus on a subject over a period of time, really get informed. It is important to be a model for students: write your own reflection. "You must model it."

Take a break from software.