Design and communication

Using writing as a cognitive tool

Why integrating content and communication?

• To provide students with a good learning tool and a way to strengthening a cognitive approach to their own design process

• Different modes of communication: sketching, reflecting, modelling and presenting
How did we start?

“Communication skills important and something engineers need....”

from separate entities....
core contents *and* communication

to inclusive entities....
core contents *through* communication

Designing communication
Communicating design

The dual function of communication
- learning and presenting -

ITERATION - RECIPROCATION

Research
Formulating the “problem”

Formulating ideas
Trying out ideas
Re-formulating ideas

PEER RESPONSE
The outcome

More anxiety... (students and teachers!)
Uncertainty of the task – what to prioritise?
Qualitatively improved projects
Greater awareness of the processes
Tools for formulating ideas (writing and sketching)

So, what are the challenges?

Enforcing and clarifying the relationship between content and communication.

Making writing and communication an explicit part of learning.

Finding a balance - what skills are assessed and how?

Speaking in one voice – communicating across the disciplines...

Meeting student expectations – what’s in a grade...