

CLASSROOM REFLECTION

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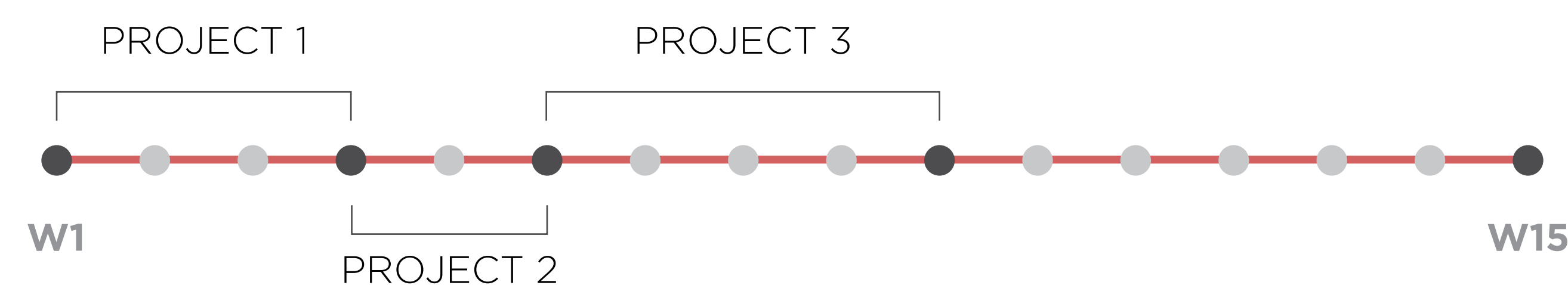
A TOOL TO EXTERNALIZE CONCEPTIONS OF DESIGN

OVERVIEW

Reflection is a common educational practice that encourages synthesis and evaluation of learning in a self-directed manner. In this study, I use Schön's conception of reflection-on-action to analyze pictorial and textual reflections collected from beginning design students in an intensive interaction design course. Analysis of these reflections shows that students externalize their tacit conceptions of design, and highlight a variety of barriers they pass through as their conceptions of design shift.

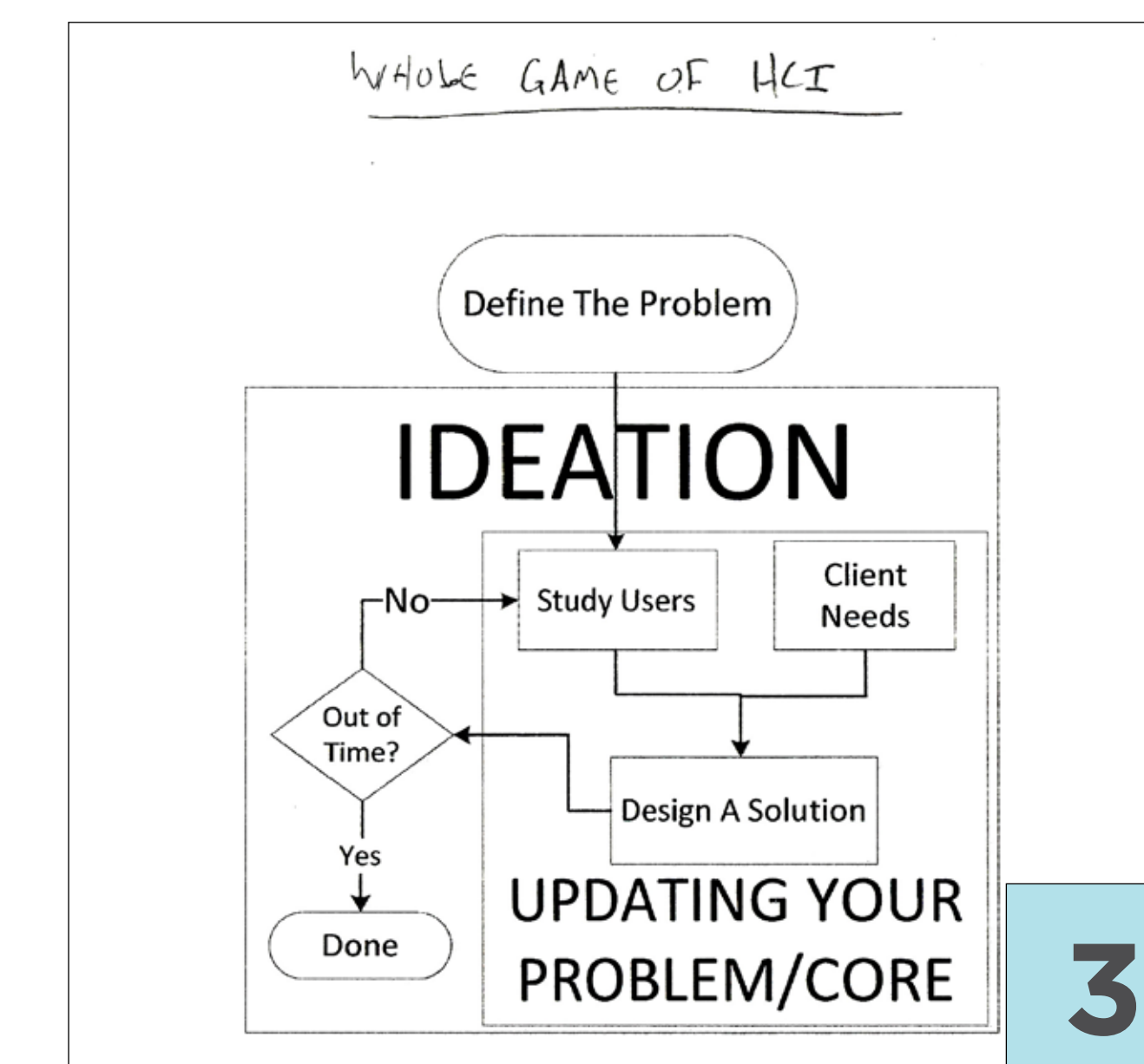
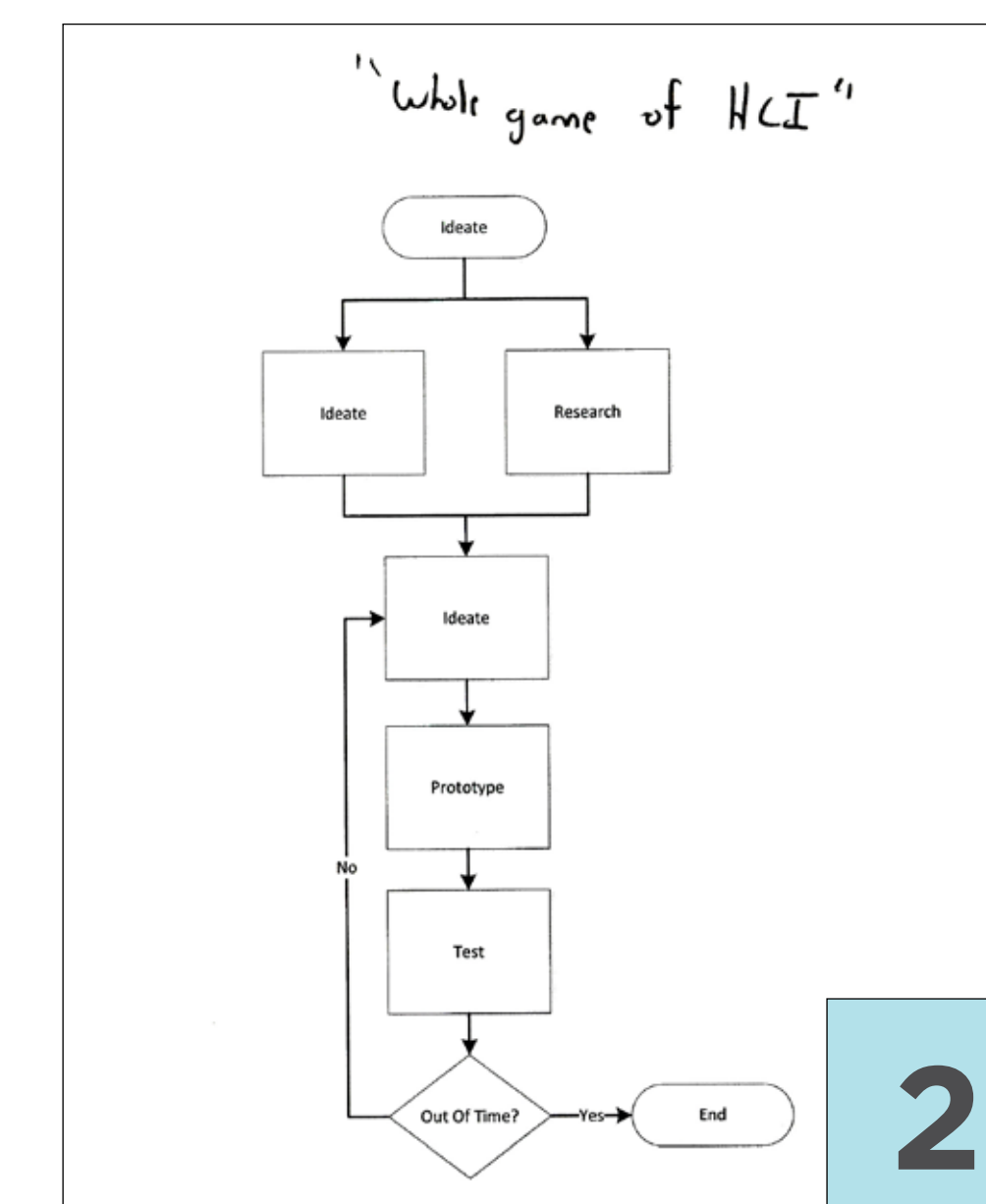
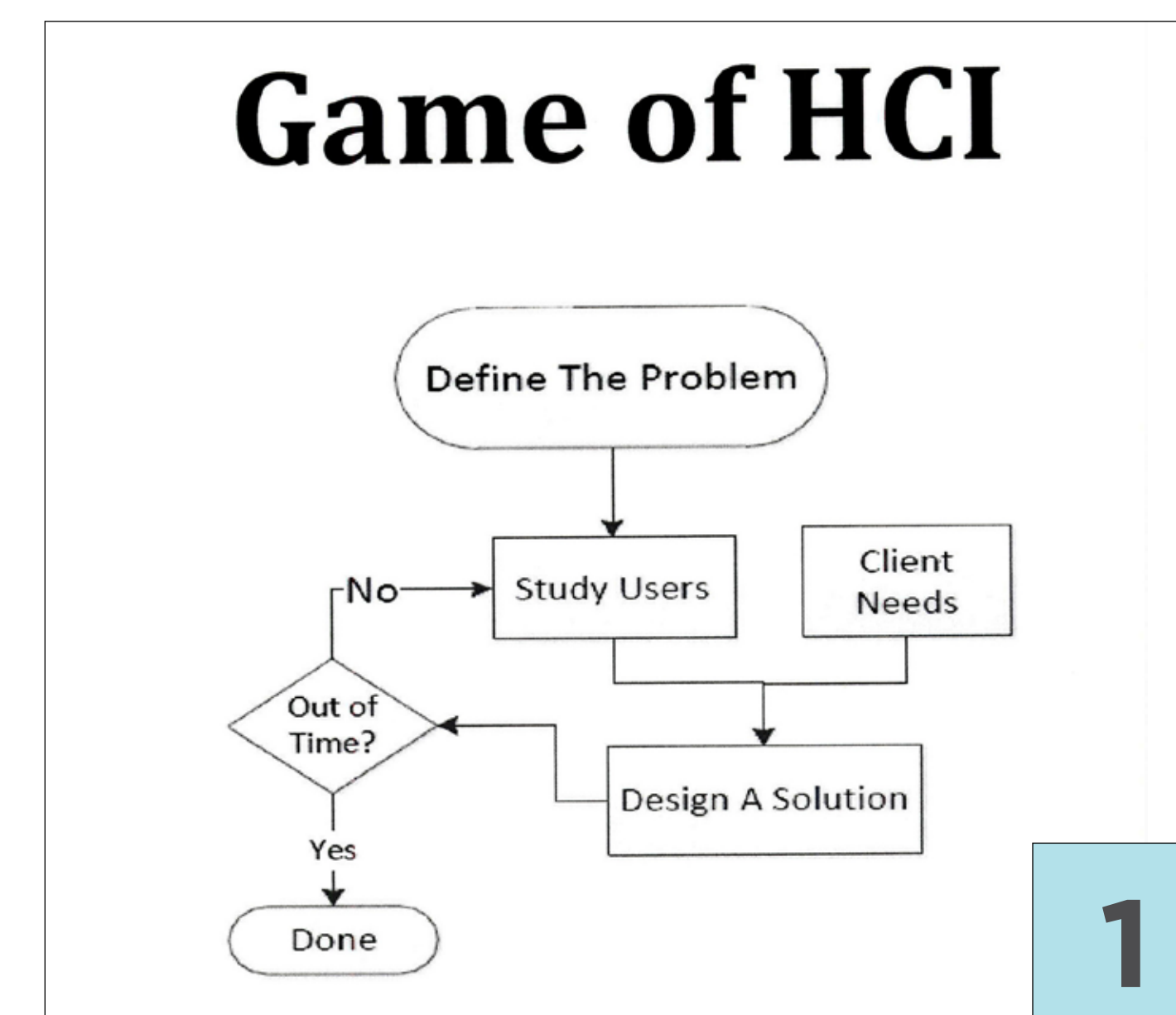
1 graduate design course
43 students
109 sketches 513 posts

CONTEXT



The context of this study was an introductory design course in interaction design. Students came from a wide variety of fields, and almost none had any formal design training. One sketch was completed at the conclusion of each project. In addition, students were asked to post a reflection to a course blog once per week throughout the semester.

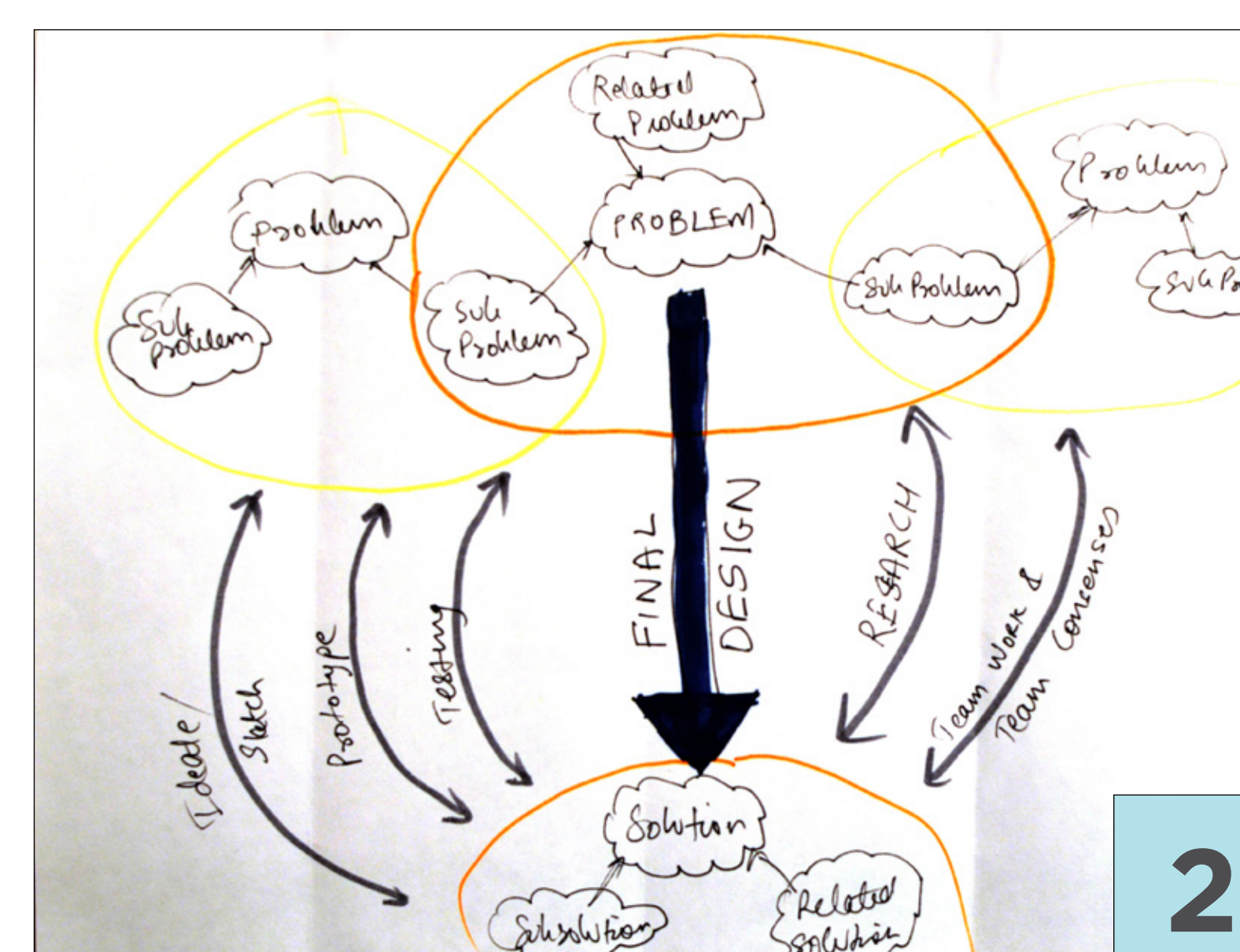
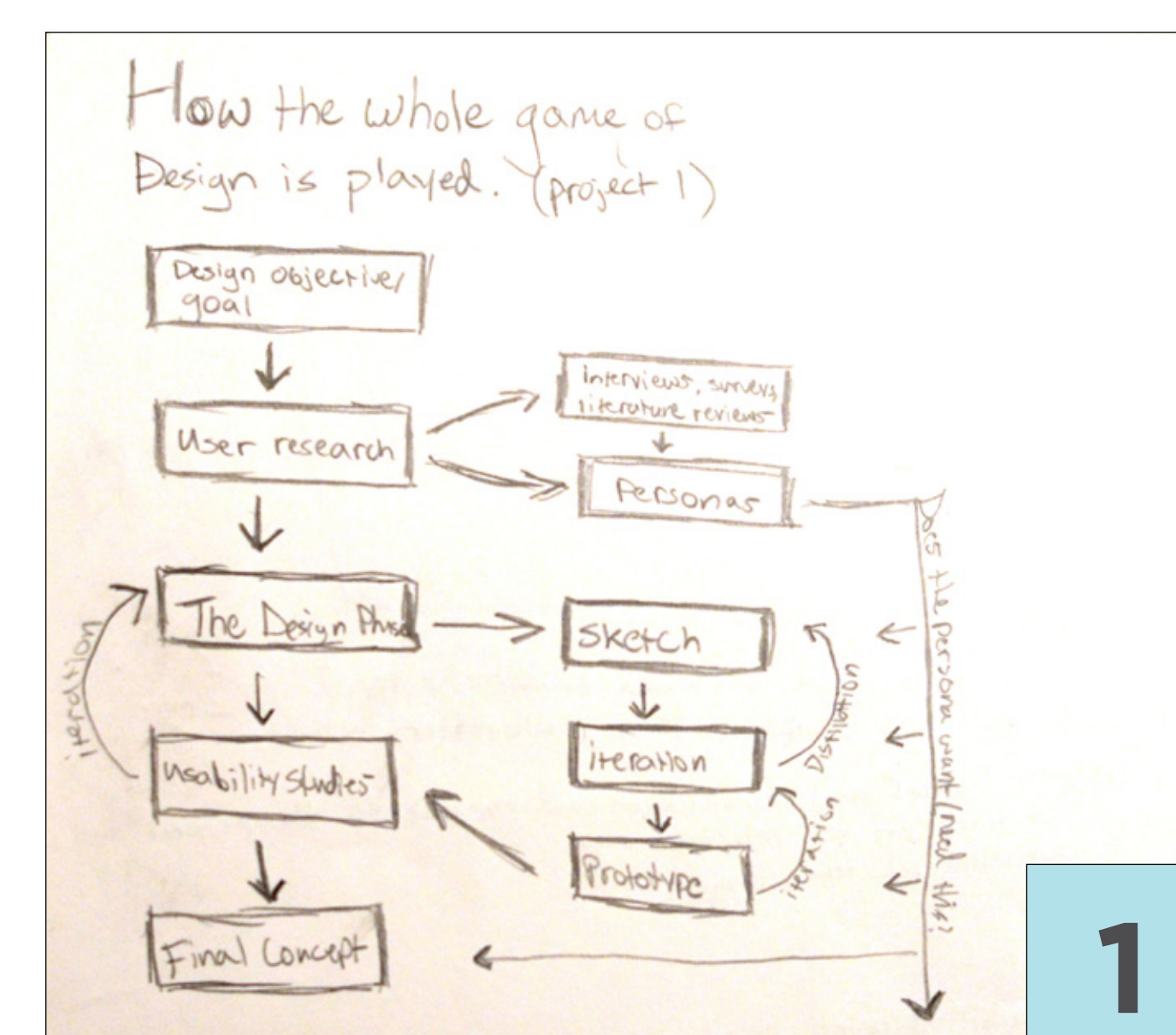
PARKER computer science



"the design process seemed like a flowchart"

"I had a little breakdown in how I was prioritizing my life...so I was a little distant."

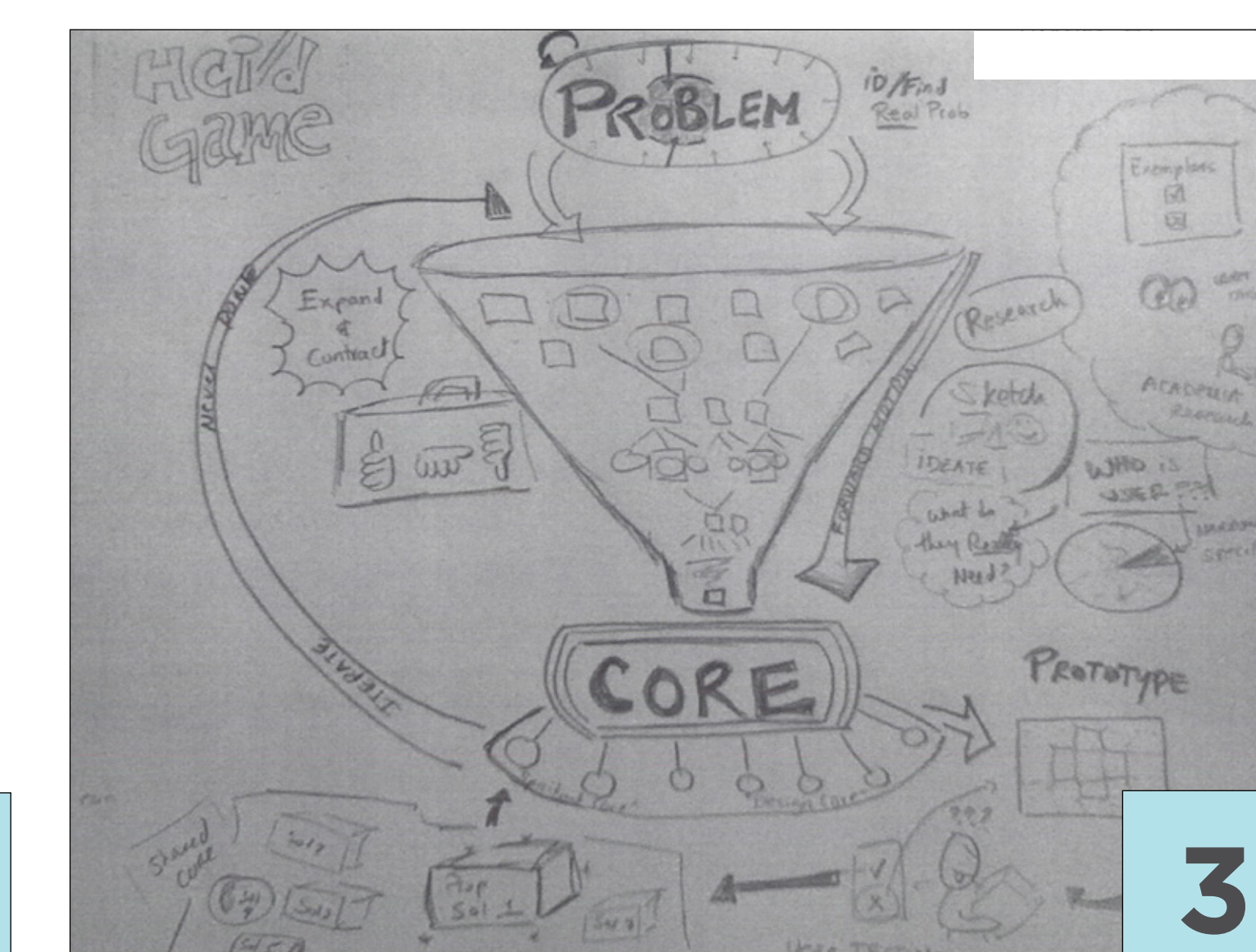
NAVEEN engineering



"[you] shouldn't be attached to your design ideas"

"[the professor] wants us to feel exhausted and suffocated by the way 'we think' design work is done"

ISABELLA computer science



"what will design mess up?"

"Oh, there will be blood on room 150 by the end." She also noted the difficulty in "kill[ing] the babies," or letting design concepts go.

Her process should not take into consideration her personal feelings—"I didn't thinking how I felt mattered."