

# Teaching Collaborative Design

## - Design as an Adult such as You Did as a Child -

### / CONTEXT OF THE RESEARCH

The problem today in the building industry is that the client and the society do not get the values they want. The building design is an addition instead of an integration of design results.

One of the underlying problems is that there is a lack of specific competences by expert designers such as listening to the client, formulating questions, creative thinking, reflecting on experiences and working with one another. Expert designers are architects, urban designers, structural engineers, contractors, installers and building physicists.



Expert designers actively busy in a design meeting in which the Handstorm® teaching tools are used.

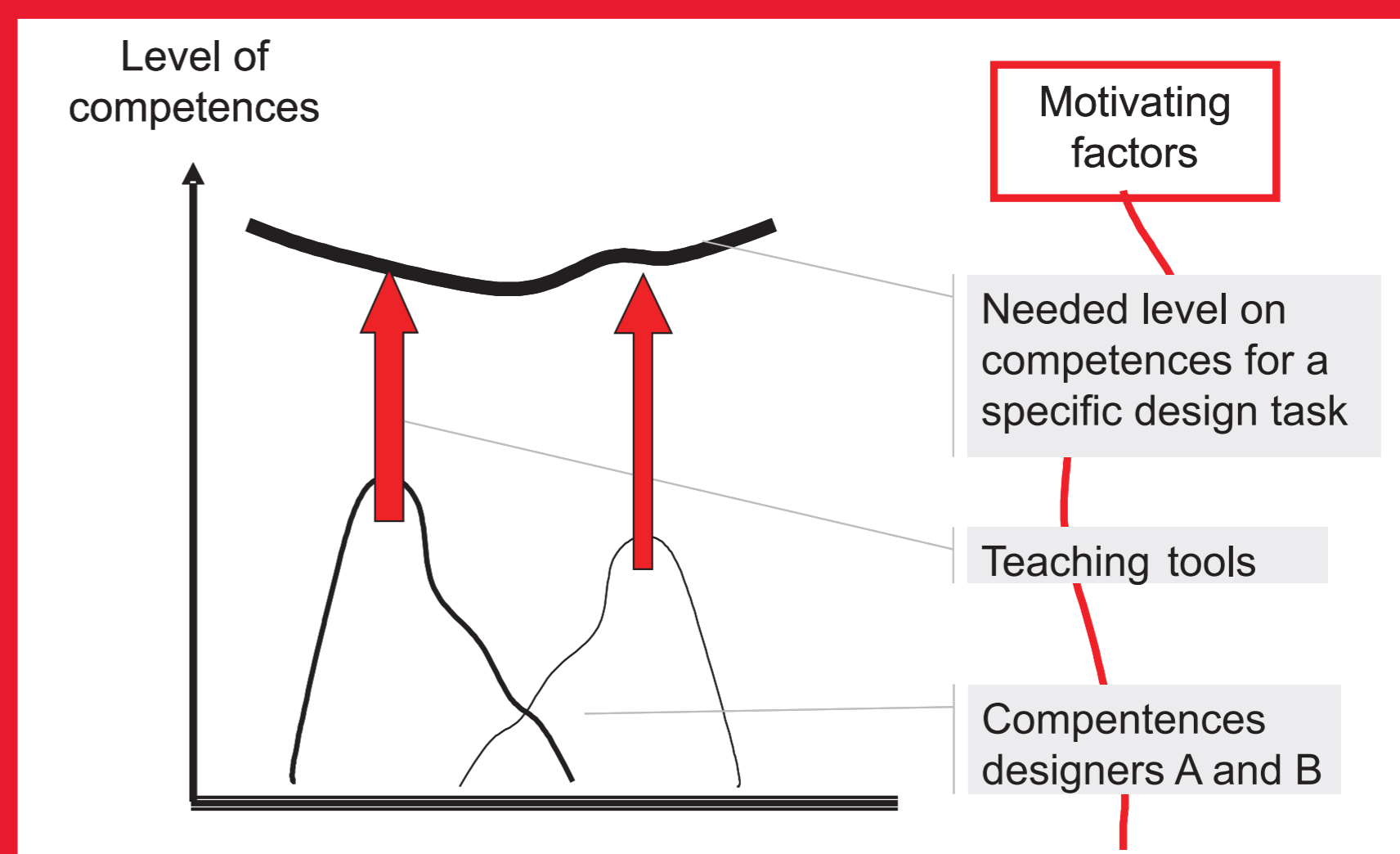
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### / AIM OF THE RESEARCH

The aim of the research is designing and validating innovative teaching tools for expert designers who will organize and lead face-to-face design meetings. These tools have been based on the following motivating factors:

- Failure stress
- Socio-emotional interaction
- Creativity and self-regulation
- The hands as an extra language

These motivating factors tempt designers into more knowledge productivity.



The teaching tools improve the competences of the different designers to a level which is necessary.

### / RESULTS OF THE RESEARCH

Four validated Handstorm® teaching tools:

- Modular Building System (MBS)
- Simulation Game Partner Selection (SGPS)
- Creavation in Design Teams (CDT)
- Constructing Metaphoric Objects (CMO)

These teaching tools make the expert designers more aware of the motivating factors.

### / KEYWORDS

Collaborative design, Design didactic, Serious play, Knowledge productivity, Construction education, Teaching tools.

