Course Tag Reflection Exemplar
Scientific Inquiry & Research Skills

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EDI 452: Environmental Design Capstone Project

Identify the course learning objectives <u>in the syllabus</u> that are clearly aligned to <u>Scientific Inquiry & Research Skills</u> and respective assignment(s).

*Conduct residual research that defines a design problem and apply precedents to inform design solutions
*Resolve an original, contextually-responsive, local interior design solution
*Document a rich, iterative, and analytical design process.

Explain the connection between specific assignment(s) and <u>Scientific Inquiry & Research Skills</u>. At least 30% of the course grade must engage students in <u>the selected competency</u> for the course to be tagged.

Participation / Process Binder 10%
Research | Prog | Schematics 20%
Design Development 20%

50% of the course grade relates to these competencies.

Describe in detail the <u>instructional strategies</u> faculty use to intentionally teach <u>Scientific Inquiry & Research Skills</u> in the course.

The goal of the course is to resolve a contextually-responsive design solution that addresses a well-informed, student-articulated design problem. Students explore and research a design topic of their choice and use it to synthesis findings that clearly guide the design decisions inherent to solving a local problem. At a minimum, supportive evidence includes details about the existing site interior and its construction, as well as geographically-, culturally-, historically-, socially-, and theoretically-relevant information.
An immersive design development process promotes rich, iterative, and analytical methods of working that respond to spatial, organizational, cognitive, material, environmental, performative, technological, phenomenological, and theoretical aspects of design.

Describe the feedback tool(s) faculty use to support students' competency development on <u>Scientific Inquiry & Research Skills</u>.

Students receive feedback verbally from in-class presentations and written comments on the submitted work and on the rubrics. The student meet with the professor to discuss their research interest, question, and proposal. At the end of the semester, students will be able to exhibit their final thesis products receiving feedback from the entire EDI faculty and academic partners within the School.