

COOP
DESIGN
RESEARCH

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PROGRAM

THINKING THROUGH MAKING

EXPLORING THE STAGES AND SEQUENCES IN
'MAKING' AS AN EMBODIED WAY OF THINKING IN
DESIGN STUDIO PEDAGOGY

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ABSTRACT

A review of architectural education today shows that in its efforts to respond to various challenges, education is gradually losing its central focus. The design studio itself, considered as the core element of the architectural curriculum, is now observed to have lost a sense of its own core methods of inquiry. This is due to the complex nature of the design studio in which students, not only design, but also learn how to design.

This thesis explores the expanding possibilities and multiple meanings of 'making', as an embodied way of thinking and core part of the working process in the design studio. The explorative act of 'making' grounds itself in the very nature of the design studio: drawing on experiential learning, reflection, and exploration. Hands-on 'making' can be said to act as an anchor between the mind, the body, and the materials at hand. This thesis describes the various stages and divisions that occur when one engages in the act of 'making' and argues for the reinstatement of making as a core heuristic method within design studio pedagogy.