




CLOSING THE ATTAINMENT GAP BY ENHANCING DIGITAL DESIGN

"The best portfolios bring together great ideas and exceptional presentation skills, showcasing a unique approach that delivers modern, progressive outcomes for the project."

ID Course Lider



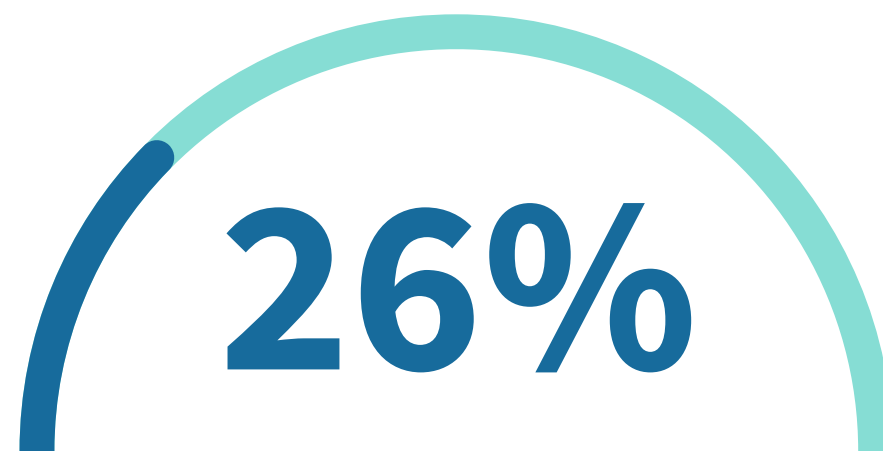
This research project aims to improve engagement and learning outcomes in digital design classes. And establish importance of the skills in the future carrier of spacial designer.

CHALLENGES

03

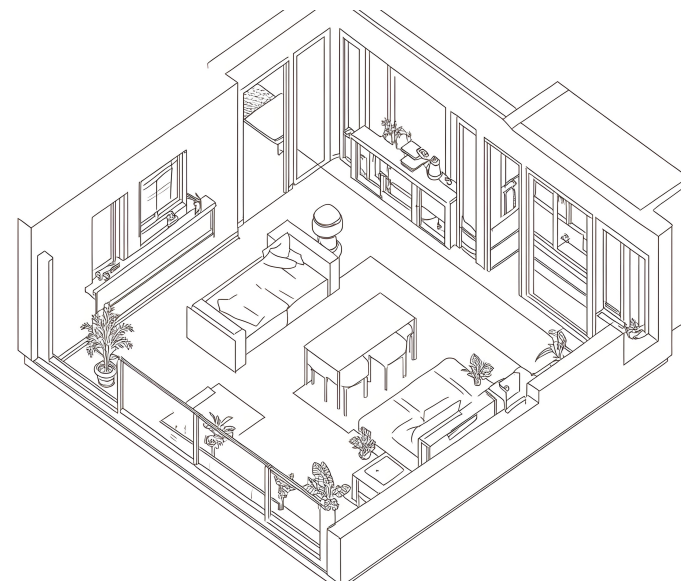
Connecting theory with practice

In the third year schedule, students are introduced to the site in week 20, giving them 7 weeks for design concepts and visualizing the design. However, it's important to note that research and writing do not equate to a design phase.



Curriculum

There is a lack of clear indication about the digital result. Although the portfolio is submitted digitally, the details of technical drawings or outcomes are not specified.



Keeping up with technology

Keeping up with the rapidly evolving tech industry poses a significant challenge. Constantly emerging new software, hardware, and design trends make it difficult to maintain an up-to-date curriculum, leaving students struggling to grasp the basics.



A close-up, shallow depth-of-field photograph of a white computer keyboard. The keys are slightly out of focus in the background, with some keys like 'G', 'B', and 'N' visible. In the foreground, a row of white, three-dimensional letter blocks is arranged to spell out the word 'RESEARCH' in a bold, black, sans-serif font. The blocks are standing upright on a light-colored surface.

RESEARCH

METHODOLOGY

DATA COLLECTION

Focus groups

Focus groups gather qualitative data through dynamic interactions, exploring diverse perspectives. Perfect for understanding students' experiences and their impact on attendance and engagement. The group format encourages open dialogue in a supportive environment.

Vaughn, S., Schumm, J. S., & Sinagub, J. (n.d.). Why use focus group interviews in educational and psychological research? In Focus group interviews in education and psychology.



DATA ANALYSIS

Thematic Analysis

I used Braun and Clarke's six-phase framework for Thematic Analysis to examine last year's questionnaire responses. After immersing myself in the data, I systematically coded key phrases, grouped these into themes such as organizational challenges and practical skill gaps, and refined them to ensure clarity. Each theme was clearly defined to reflect its significance, and the findings were synthesized into actionable insights to guide my research project.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.



REFLEXION AND POSITIONALITY

BIAS OF MY OWN

Reflecting on my positionality as a researcher, I recognize the influence of my dual role as a facilitator and investigator on the data collection process and its interpretation. As an educator conducting research with students, there is an inherent power dynamic that could affect how participants engage with methods like focus groups or questionnaires.

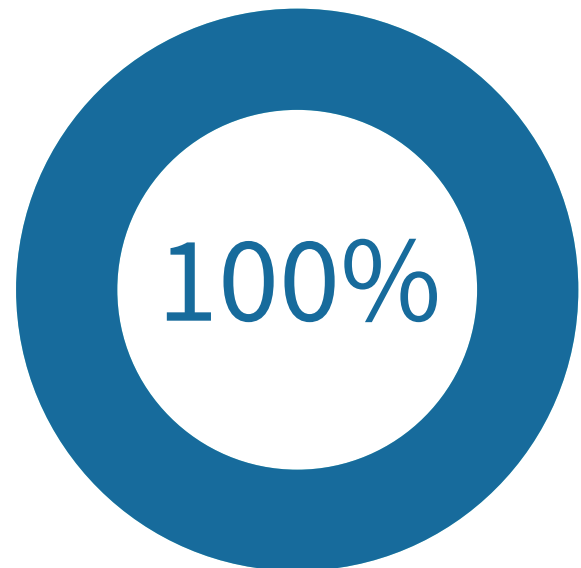
Harris, R. (2023). An Eye for Detail – The Tyranny of the Transcript [Podcast Episode]



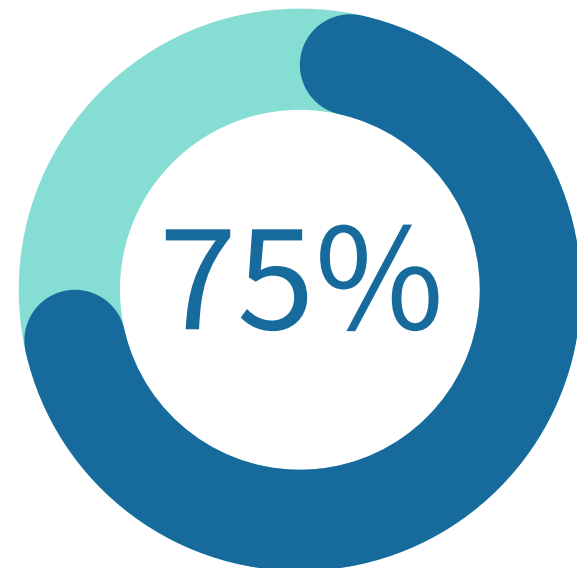
KEY FINDINGS

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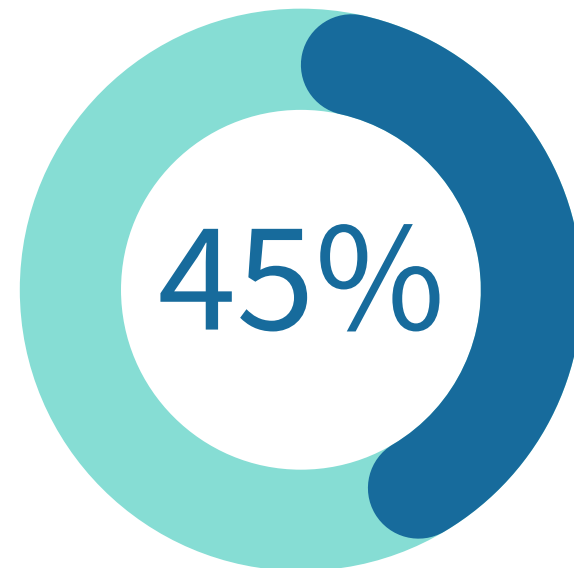
RECORDINGS OF
THE SESSIONS



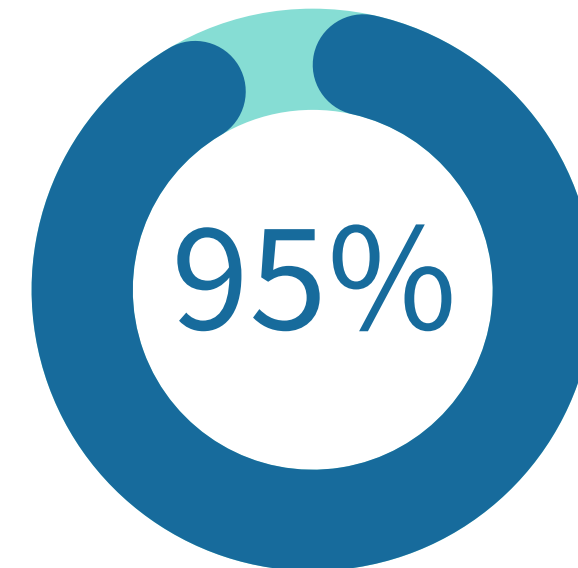
LACK OF EMPHASIS
AND INTEGRATION
INTO STUDIO



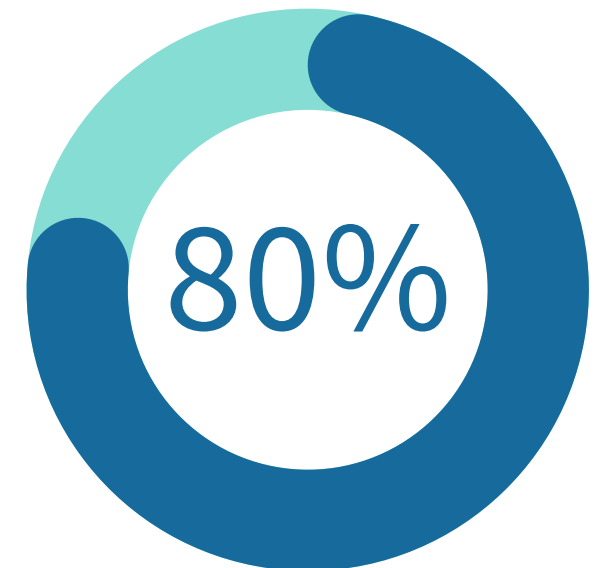
RESEARCH NOT
INCLUDING DESIGN
APPROACH



SMALLER TEACHING
GROUPS



THE CURRICULUM
DOESN'T
ADEQUATELY
PREPARE STUDENTS
FOR PROFESSIONAL
PRACTICE.



ACTION

LIVE PROJECT

Establishing partnerships with educational institutions like V&A, TATE focused on practical learning can provide students with opportunities to participate in real-world projects. These experiences allow students to collaborate with clients, develop design proposals, present their ideas, and see their work brought to life. Such initiatives demonstrate the critical role of digital design in turning concepts into tangible outcomes, emphasizing its importance in professional practice and preparing students for industry demands.

Named Urban Room, the pavilion is the third structure created by Invisible Studio and students at the University of Reading



REFERENCE

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