

NUS DESIGN EDUCATION LECTURE SERIES:

DESIGN EDUCATION IN UNCERTAIN TIMES (1)

STRATEGIES, RISKS & OPPORTUNITIES

This inaugural NUS Design Education Lecture Series is presented by the newly established Design Education Research Cluster at the Department of Architecture. We can forecast the future and yet there are situations that catch us off guard, requiring us to respond, survive and for some to thrive exceedingly well. How do we begin rethinking about our design education to prepare for uncertainty, dealing with the challenges of climate change, pandemics and global turmoil? This lecture series will host designers, educators, thought leaders, strategists and mavericks to seed our thoughts for transforming design education.

Design Strategies for the Future

13 Oct 2020 Tuesday

Zoom time: 8.00pm (Singapore time)

SYNOPSIS

Today, the subject of design takes on new meaning. Design is as much a craft of making as it is thinking, doing and innovating. We are witnessing the expansive need for design to solve some of the world's most critical problems: climate change, crime, population density, transportation and the outcomes of pandemics, fires, draughts and wars. Design has never been more essential. For you, the design student, this shift is significant. Now, the question is not: what can I do with a design education? Instead, it is: what can't I do? Understanding how design has moved from a subject of form and beauty to an analytic and human-centered thinking process is the subject of Cindy and Alice's presentation.

Cindy Coleman: Design Director, Gensler

Cindy is a strategic planner with more than 30 years in the design industry. She has achieved a diverse range of experience from serving as project designer for Skidmore, Owings & Merrill and ISD Incorporated to positions in design publishing as an editor and writer. In 2001, McGraw-Hill published her first book, the Interior Design Handbook of Professional Practice.

As a strategist, Cindy's role at Gensler is to steer effective alignment of a client's organizational goals to a well-informed design response. Cindy's collective experience as a designer, writer and researcher enables her to synthesize and disseminate complex information emanating from research, stakeholder needs and business goals into concise reporting to ensure the design Gensler delivers is informed by research and strategy.

Cindy holds a faculty position in the department of Architecture and Interior Architecture at the School of the Art Institute of Chicago. In 2010, Cindy was named a Design Future Council Senior Fellow.

Alice Davis: Senior Analyst, Gensler

Alice is a real estate advisory professional with extensive experience translating data from the broader market into actionable project-specific recommendations.

As part of the Gensler Analytics team, she helps clients accurately interpret a wide spectrum of data and information to ultimately develop meaningful project directions based on objective fact. This often takes the form of market analysis, economic or financial modeling, program development, benchmarking, and case study research. She also has extensive experience in deal structuring and public-private partnerships.

Alice holds Master degrees in Real Estate Development and City Planning from MIT and holds an undergraduate degree in architecture, positioning herself as a conduit between quantitative analysis and design.

Green Studio for Uncertain Times

29 Oct 2020 Thursday

Zoom time: 12 noon (Singapore time)

SYNOPSIS

Professor Kwok will introduce a number of resources that she uses in teaching to address sustainable design, such as her recent, co-authored book, *The Green Studio Handbook* an essential resource for design studios and professional practice; and the AIA Framework for Design Excellence comprised of 10 principles and questions to guide students and practitioners toward a zero-carbon, equitable, resilient, and healthy built environments. With continuing challenges of anthropogenic global warming and uncertainties like the pandemic, fires, and our health, Professor Kwok will share thoughts, ideas, and values about architectural education for the future.

Prof Alison Kwok PhD, FAIA, LEED^{AP}, CPHC

Professor Kwok is Director of the NetZED Lab and the Technical Teaching Certificate Program at the School of Architecture & Environment, University of Oregon. Her teaching and research focus is on adaptive and mitigation strategies for climate change, comfort/health in schools, net zero energy design, building performance, and curricular innovation. She is co-author of Mechanical and Electrical Equipment for Buildings (affectionately known as "MEEB") a reference for building environmental control systems; *The Green Studio Handbook* with step-by-step procedures for integrating strategies; and *Passive House Details: Solutions for High Performance Design*, which contains numerous clearly drawn construction details, construction images, and case studies. She advises the student branch of ASHRAE and is a registered architect and a Fellow of the American Institute of Architects and the American Solar Energy Society.

The Power of Project-Based Learning

4 Nov 2020 Wednesday

Zoom time: 9am (Singapore time)

SYNOPSIS

In these challenging times of pandemic, climate change and global turmoil, preparing our students requires more than our traditional coursework. How do we teach our students to handle the ambiguity and uncertainty they will face? How do we empower students to see themselves as agents of change, able to make a difference? How do we convince them that their education is an important step on the road to making that difference? I will share our experience with using interdisciplinary, project-based courses in the first year as an answer to these questions.

Prof Kristin Wobbe PhD

Professor Kristin Wobbe is director of the Center for Project-Based Learning and of the Great Problems Seminar program at the Worcester Polytechnic Institute. She has a long history with project-based learning, having introduced projects into her biochemistry classes early in her career as a professor over two decades ago. She has given workshops and seminars on project-based learning at conferences and several colleges and universities. Her teaching awards include the Moruzzi Prize for Innovation in Undergraduate Education, and she is a co-recipient of the 2016 Bernard M. Gordon Prize for Innovation in Engineering and Technology Education awarded by the National Academy of Engineering. She received her BA in chemistry from St. Olaf College and her PhD in biochemistry and molecular biology from Harvard University. Recent publications include *Project-Based Learning in the First Year* (Stylus Publishing) and articles that appear in *Change: The Magazine of Higher Learning* and *Diversity and Democracy*.