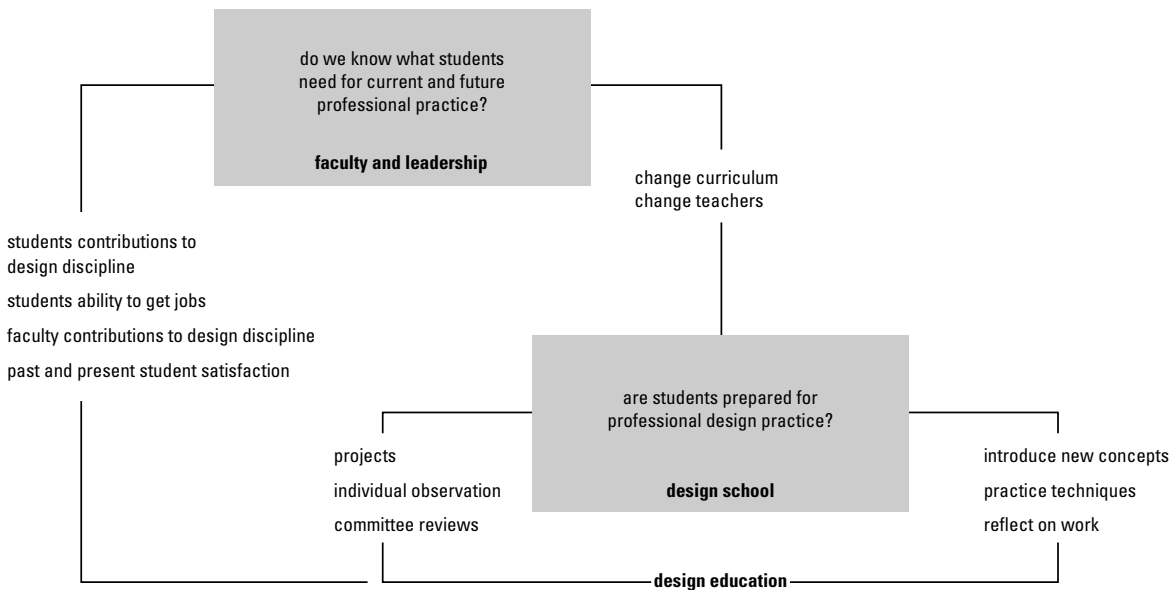


# Second-order Learning in Design Education

Kyle Vice  
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Study  
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Proposal



## Why model design education?

I am proposing a model for design education based on ideas of double-loop learning and second-order cybernetic systems. In her recent article that appeared in *Interactions*, Meredith Davis questioned many of the assumptions underlying design education today. Davis compared these assumptions to the trends that are driving much of design practice and discussed ways to reconcile them. My aim in constructing a model of design education is not to repeat Davis' claims, but to bring them down to questions of how design education itself learns.

Both double-loop learning and second-order cybernetic systems address goal fulfillment as well as goal setting. This behavior is implicit in much of design — each possible solution implies a particular framing of the problem — but I see value in making these activities explicit within design education. My aim is that such a model will be the beginning of a conversation about the goals of design education, the actions taken to achieve those goals, and the feedback loop(s) within this process.

Hugh has more than once mentioned that design doesn't seem to learn very well. This paper is in my beginning to wrestle with the assumptions that underly design education and how both students and teachers could engage with those assumptions more directly to move design education forward.

My own model will be put into context through analysis of the models put forth by Meredith Davis, the Double-loop learning of Schön and Argyris, and the Case method of professional practice commonly used in business and law schools.