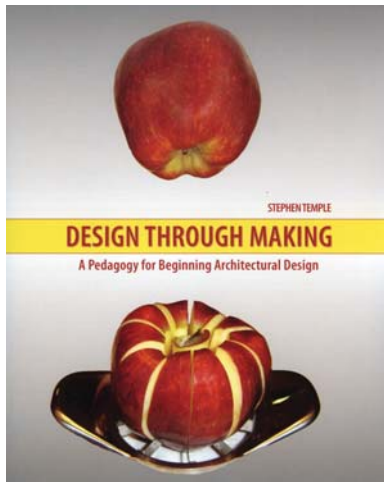


new book on Making by Stephen Temple



*Below is the transcript from the correspondence between **Stephen Temple**, Associate Professor in the Department of Architecture, and NewsLetter. He coordinates the Foundation Studios.*

NL: What was the motivation of writing this book?

ST: Writing "Design through Making" allowed me an opportunity to put in written form the teaching pedagogy used at the foundation of the design curriculum. Its chapters draw out a developmental pedagogy for student learning that supports engagement in making as a basis for emergent creative thinking. As it deals with ideas basic to architecture - with processes, materials, structure, detail, bodiliness, occupancy - the pedagogical perspective outlined in the book is influenced by authors who research education psychology, developmental learning theory (Piaget, Jung), experiential learning (Kolb), Constructionist theory, phenomenology (Merleau-Ponty) and theories of creative thinking (Gardner, Holt, Langer, Bruner).

NL: Can you describe the premise and the format of this book?

ST: "Design through Making" is put together as a series of short readings that intends students be let in on the methodology of their own learning. This is a fundamental premise of education psychology, in which learning is viewed as a developmental process ultimately resulting in a student self-initiating their own learning - a necessary precondition for designers on a path toward life long learning. The book contains readings on beginning to design, geometry, order, seeing, workmanship, and the value of inquiry. In consideration of beginning architectural design there are short readings and imagery on structure and surface, on mass and space, on light space and presence, and on the relationship between architecture and experience. Some of these are borrowed fragments of essays from authors such as LeCorbusier and Frank Lloyd Wright.

NL: How do you use this book in the context of your pedagogy in the studio?

ST: All student work correlated with this book in the beginning of the curriculum is in full scale and is non-representational, causing students to begin to think for themselves by asking questions, raising design inquires, and making design decisions directly through materials. Making decisions about materials is making decisions about design. Importantly, these decisions made in an encounter with material processes are necessarily self-initiated. Once the College of Architecture has a wood shop, this pedagogy can become even more active.

NL: What is your thought now you have this book?

ST: "Design through Making" was produced over about 9 months and exists right now as a 1st edition. Since the book was not properly printed, I have been working with the publisher to allow me the opportunity to look at the 1st edition as a draft for the second edition. So there is still a lot of writing and editing to be done based on an assessment of its use in the classroom over the next two years.

