

6.3 Pedagogy

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One of the main concerns related to pedagogical approaches is the way new technology can be understood to be able to influence design thinking. Specialist software requires specialist knowledge, and designers now are exposed to a wide range of design techniques, i.e. the eco-system discussed in the previous section The challenge could be overwhelming for students who do not have prior experience. One possible first step to reduce the gap between technology and designers is by conducting introductory workshops or kick-off workshops.

... Burry illustrates the new approach of *scripting cultures* and highlights that scripting as part of architectural education might be deemed to be necessary but also to avoid over concern to teach coding skills so that we do not repeat the errors of the 1990s when CAD (Computer Aided Design) equals to drafting [24]. Case study #2 used kick off workshops and lectures throughout the year and emphasises the importance of building each phase of the studio on the core idea of transferable knowledge to the next phase [10]. ... If designers are hindered by the software, a fruitful learning process will also be compromised. ...

... With the rapid feedback cycle, for instance using immersive space sketching, knowledge transfer between design students and tutors is enhanced. To bring out the full potential of digital design tools, it is suggested that understanding of the digital design eco-system must be ameliorated. Prior experience of computer programming perhaps is important, to be point where basic knowledge is acquired.