

## CHAPTER 5

### CASE STUDIES

Case studies are often utilized to examine in detail a unique phenomenon of interest. In a study of the very individualized design processes of students the case study is a good tool to use for an in-depth view of that process. These cases were selected to illustrate that uniqueness.

#### Introduction

Three student examples from project twelve were selected for further evaluation of the role of sketches in the design process. The three cases were selected based on the differences in processing styles. The first case study exhibits many different sketches in the pursuit of two separate design solutions. The second case study contains several pages of written thought and then sketches were utilized in the final development. The third case study utilizes art as further inspiration and sketches in the process of developing the final product.

After the case study examples were selected, the students were asked in an interview setting to talk about their process for solving this particular design problem. The researcher brought photocopies of the journal entries and slides of the students' final products. Specifically, the students were asked the following question. "I have brought a copy of your journal from last semester, could you walk me through your design process?" The students were also asked specifically about their age, academic level and whether or not they had ever taken any kind of drawing class including both fine art and technical or architectural drawing.

Interviews for each case study will be reviewed at the beginning of each case study. The students' description of the process included a sequential accounting for sketches and ideas that allowed the researcher to follow the order of creation for further discussions in the case studies. In addition to the reporting of the interview, a discussion and analysis of the case studies follow. The discussion shed light on the communication process of "mark / interpret / mark" during the design process. Once the evidence of communication was described the researcher followed the students' process discussing each sketch as to what kind of communication is occurring. Finally, the researcher discussed what kind of information was communicated and with what graphic language the student communicated.

### **Understanding Figure Notations and References**

All sketches and annotations are noted within the figures as a box drawn around the sketch letter. Example: The symbol, , refers to the sketch it is beside and that sketch is referred to in the text as Sketch A. Where possible, the boxed letter identifying the sketch is located to the upper left of the sketch. The letters were added in an effort to ease and clarify discussion of each sketch individually. Sketches were labeled in the same order in which they occurred during the process. This "order" was verified during the student interview.