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Note generali	The outcome of DTRS 10 held at Purdue University in 2014.
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Nota di contenuto	Cover; Copyright; Table of Contents; Acknowledgments; Analyzing Design Review Conversations; 1. Inquiry Into Design Review Conversations; 2. Design Review Conversations: The Dataset; 3. Making Gestural frequencies; 4. Research-to-Practice Workshop: Design and Experience; Design Inquiry; 5. Robust Design Review Conversations; 6. Navigating Boundaries: Moving Between Context and Disciplinary Knowledge When Learning to Design; 7. Dimensions of Creative Evaluation: Distinct Design and Reasoning Strategies for Aesthetic, Functional, and Originality Judgments 8. Exploring the Role of Empathy in a Service-Learning Design Project 9. Piecemeal Versus Integrated Framing of Design Activities; 10. Exploring the Design Cognition of Concept Design Reviews Using the FBS-Based Protocol Analysis; Design Discourse; 11. Learning From Expert/Student Dialogue to Enhance Engineering Design Education; 12. A Discursive Approach to Understanding Dependencies Between Design Acts; 13. Normative Concerns, Avoided: Instructional Barriers in Designing for

Social Change; Design Interactions

14. "Wait, wait: Dan, your turn": Performing Assessment in the Group-Based Design Review15. Articulation of Professional Vision in Design Review; 16. Design Grammar-A Visual Tool for Analyzing Teacher and Student Interaction; Design Being; 17. Taking a (Design) Stance; 18. Becoming a Designer: Some Contributions of Design Reviews; 19. Multiple Means Through Which Design Identities Are Communicated During Design Reviews; Design Coaching; 20. A Quantitative Exploration of Student-Instructor Interactions Amidst Ambiguity; 21. Directing Convergent and Divergent Activity Through Design Feedback 22. Making Visible the "How" and "What" of Design Teaching23. Three Studio Critiquing Cultures: Fun Follows Function or Function Follows Fun?; Author Biographies and Contact Information; Index

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