

Teaching Pedagogy for Design Education: Connection between Gestalt Theory and Personal Experientiality

Ryadi Adityavarman

Colorado State University

Abstract

The study proposal will investigate the cognitive embodiment as an integral part of teaching strategy on the abstract visual concept of *parti* in architectural design education. The paper will apply a combined theoretical framework between Gestalt theory and the student's personal experience for teaching design composition fundamentals.

Architectural *parti* is a conceptual visual diagram, as derived from the Beaux Arts tradition, and has been used extensively as a fundamental learning methodology in design education. An additional layer of experientiality, based on the recent trend in phenomenology and contemporary education philosophy, is part of an attempt to find the underlying integration between the abstract nature of the composition, visual perception process and personal knowledge as part of creative design process.

Subsequently, learning visual aspects of the concept of *abstract visual parti* could transcend into a higher realm as an *embodied parti*. In this ideal realm, the students will be able to utilize creative empathy as the additional strategy to create spatial composition of the *parti* together with the imagined lived experientially.

Keywords: Teaching Pedagogy, Design Education, Visual Concept, Personal Experience, Composition Fundamentals