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Talk The Talk, Walk The Walk. Challenging the perception of the value of verbal tools within design education environments

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Abstract: The scholars enrolling in design schools today are a whole new 'breed' of student fixated with a desire for achievement. Yet, success is not so easily attainable without great effort, application and exploiting all of the resources available to us. The current students' eagerness to reach victorious targets can cause them to pack their design toolboxes with kindred instruments – namely visual tools. While these types of tools are highly valuable to the student, verbal tools remain imperative to design thinking, communication, professionalism and industry. Consequently, an inadequate perception of the value of verbal tools and this thirst for expeditious success can be somewhat detrimental to the development of a callow designer's skillset. Students must be encouraged to talk the talk, write the words, and keep talking while they walk the walk. Therefore, in order to fully nourish and catalyse a design student's capability, designers-in-training must be equitably exposed to – and make full use of – all of the tools available to them.

Keywords: Design Pedagogy, Verbal Tools, Design Studies, Design Practice, Design History

