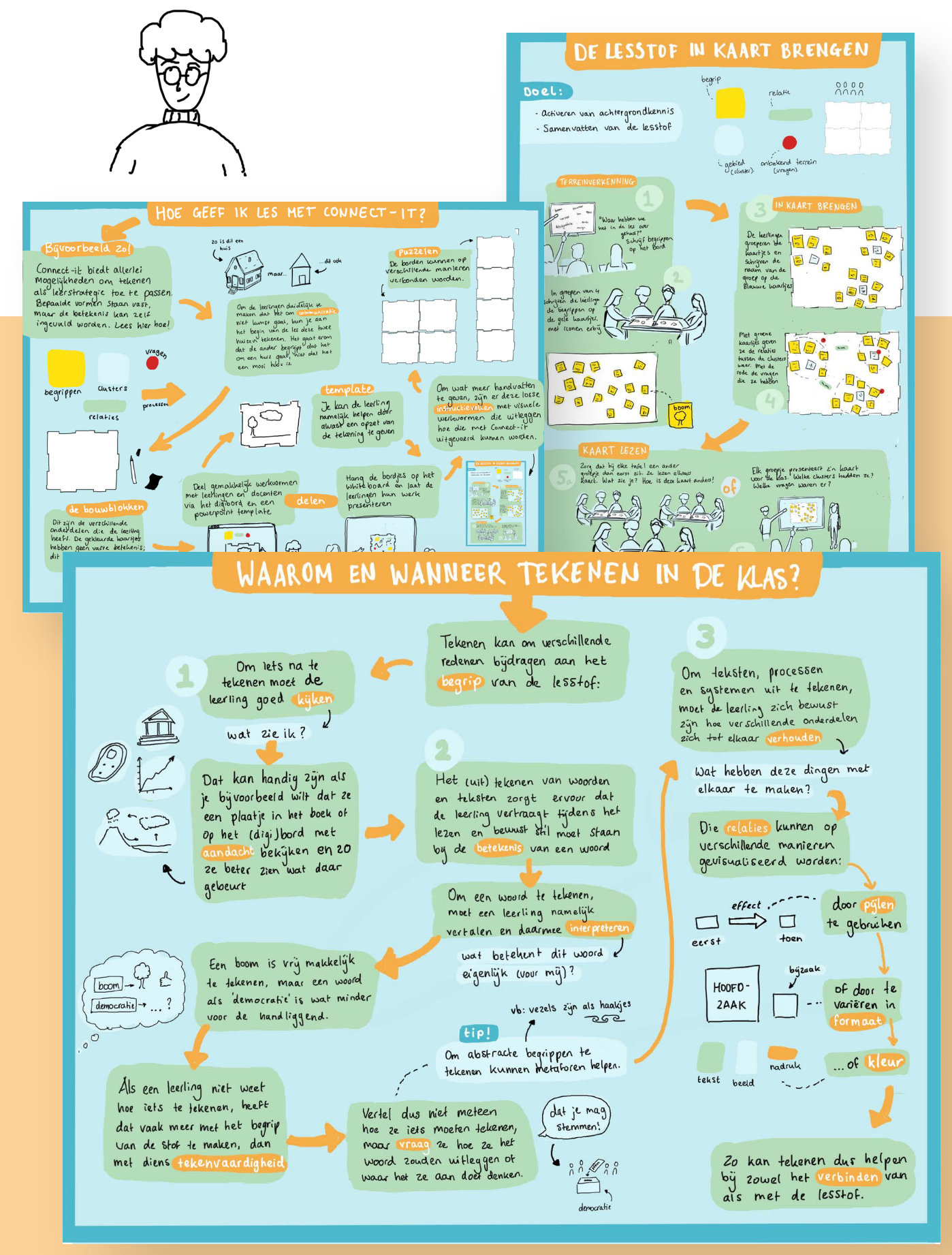
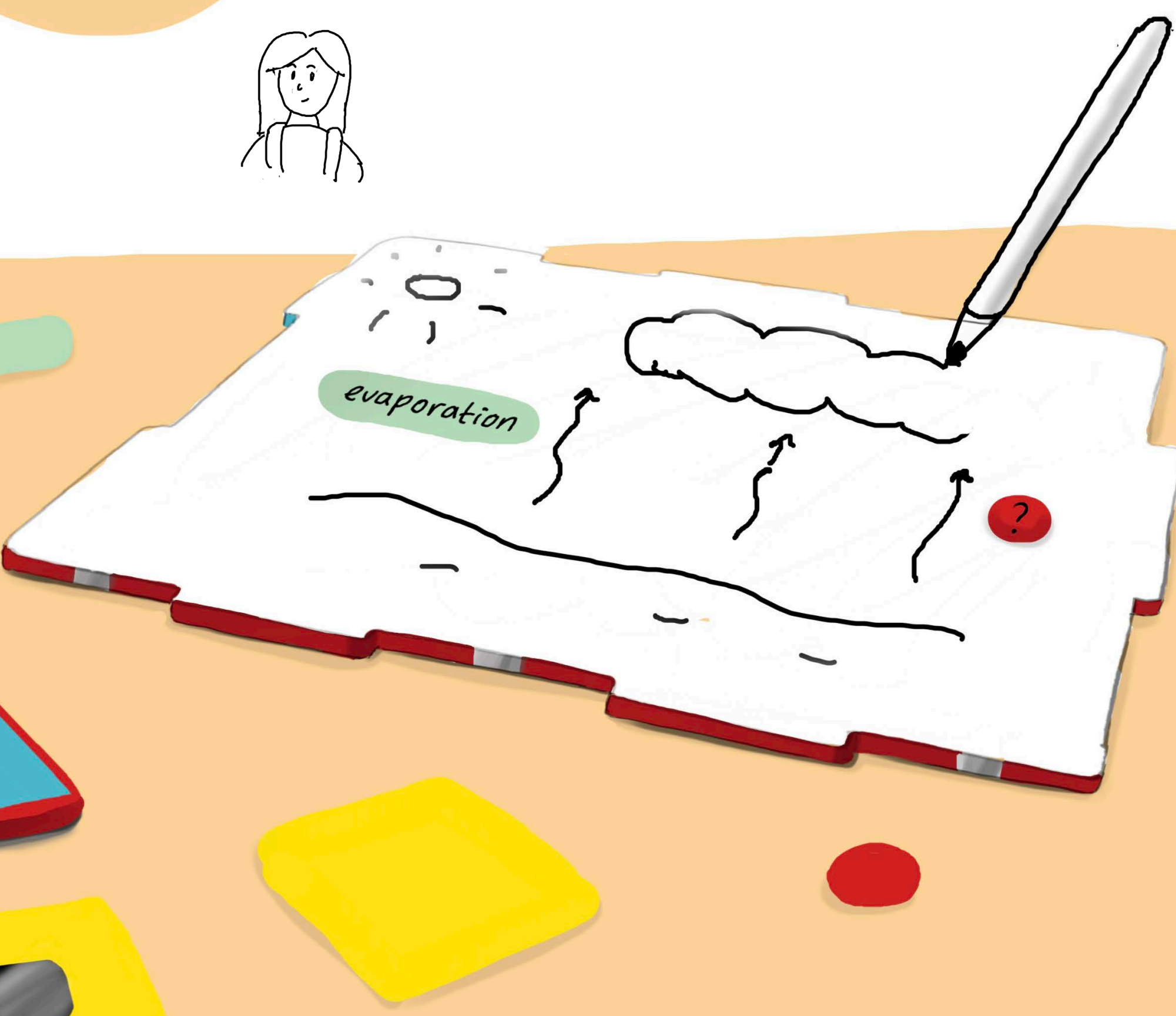
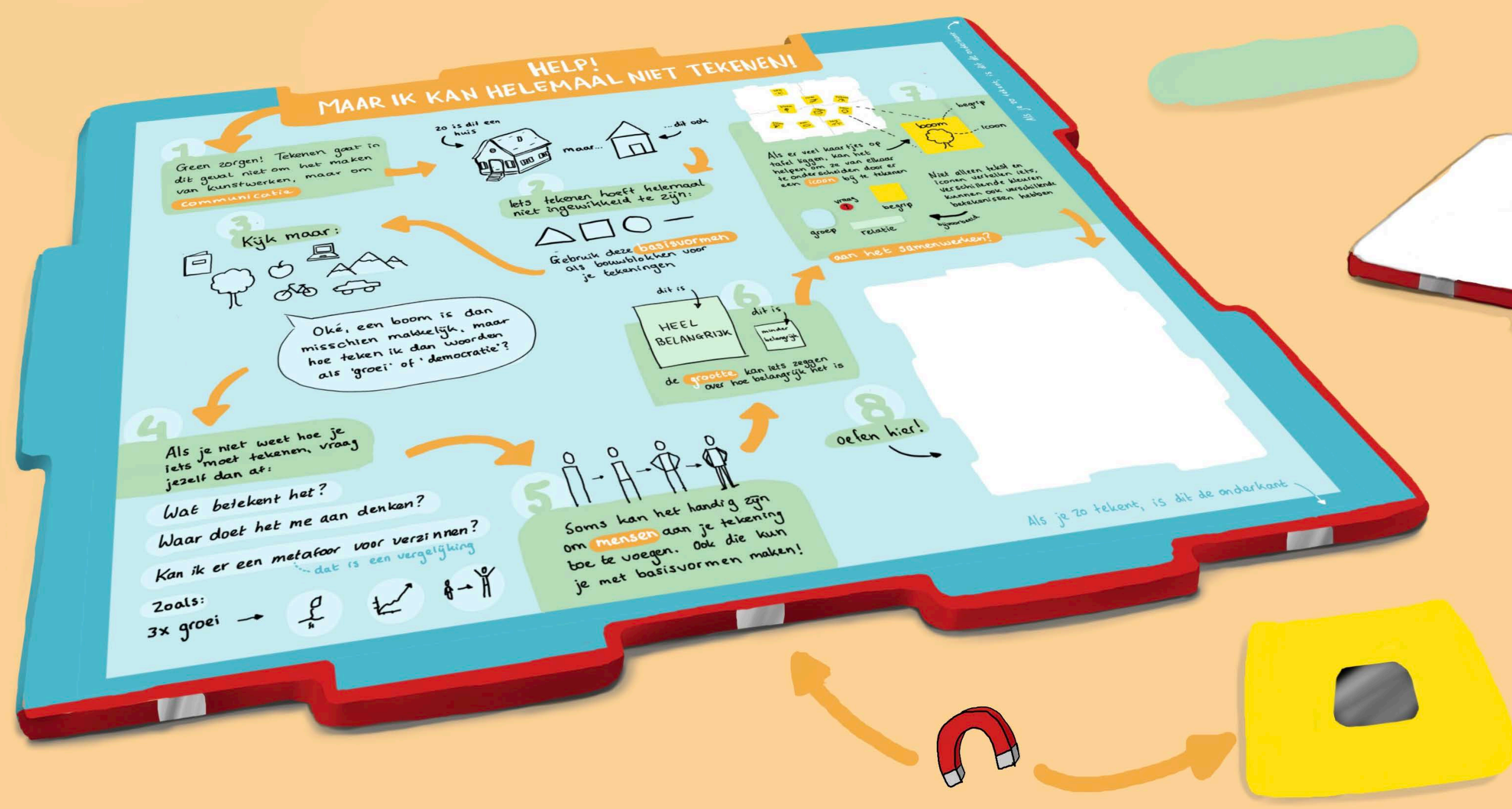
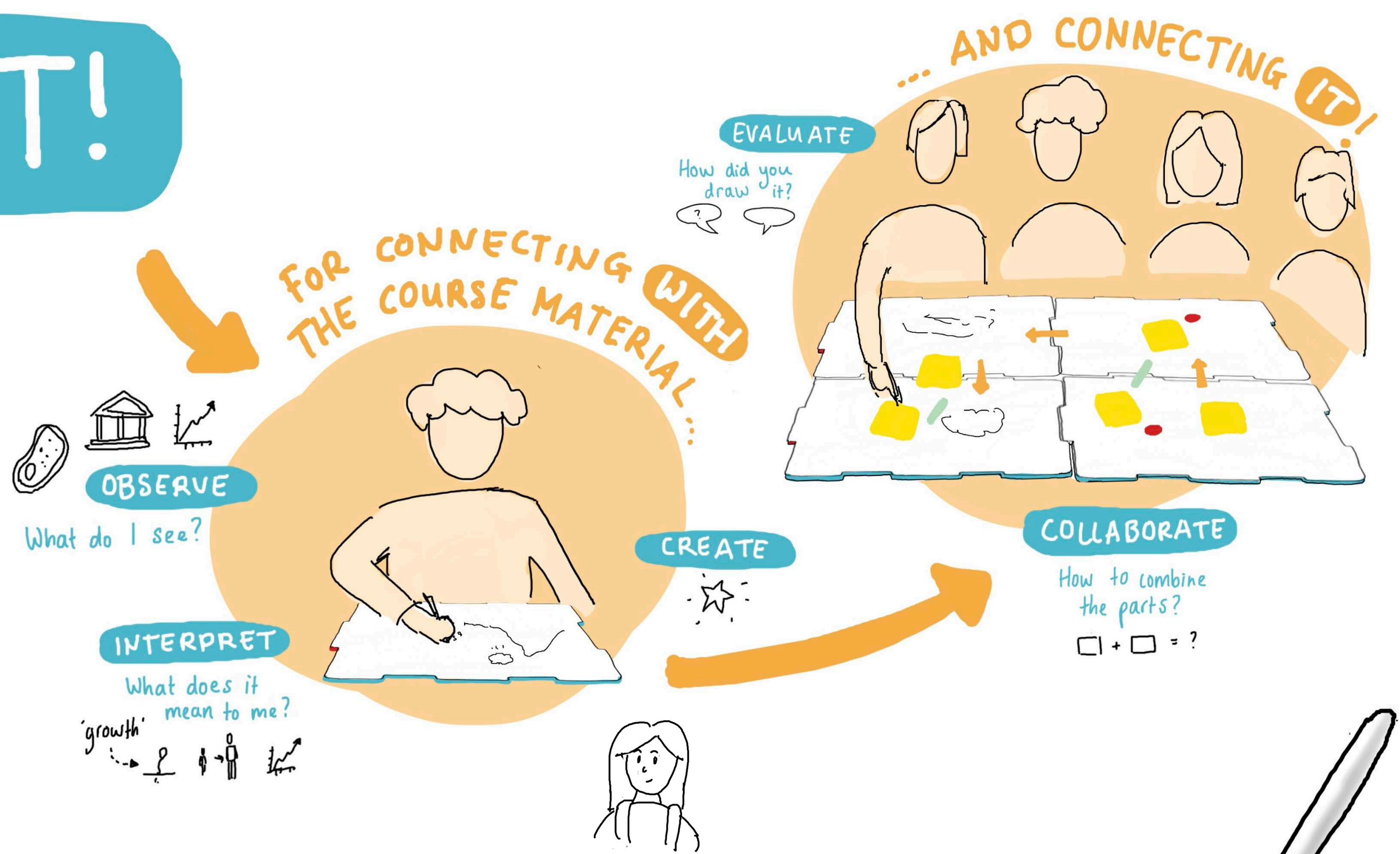
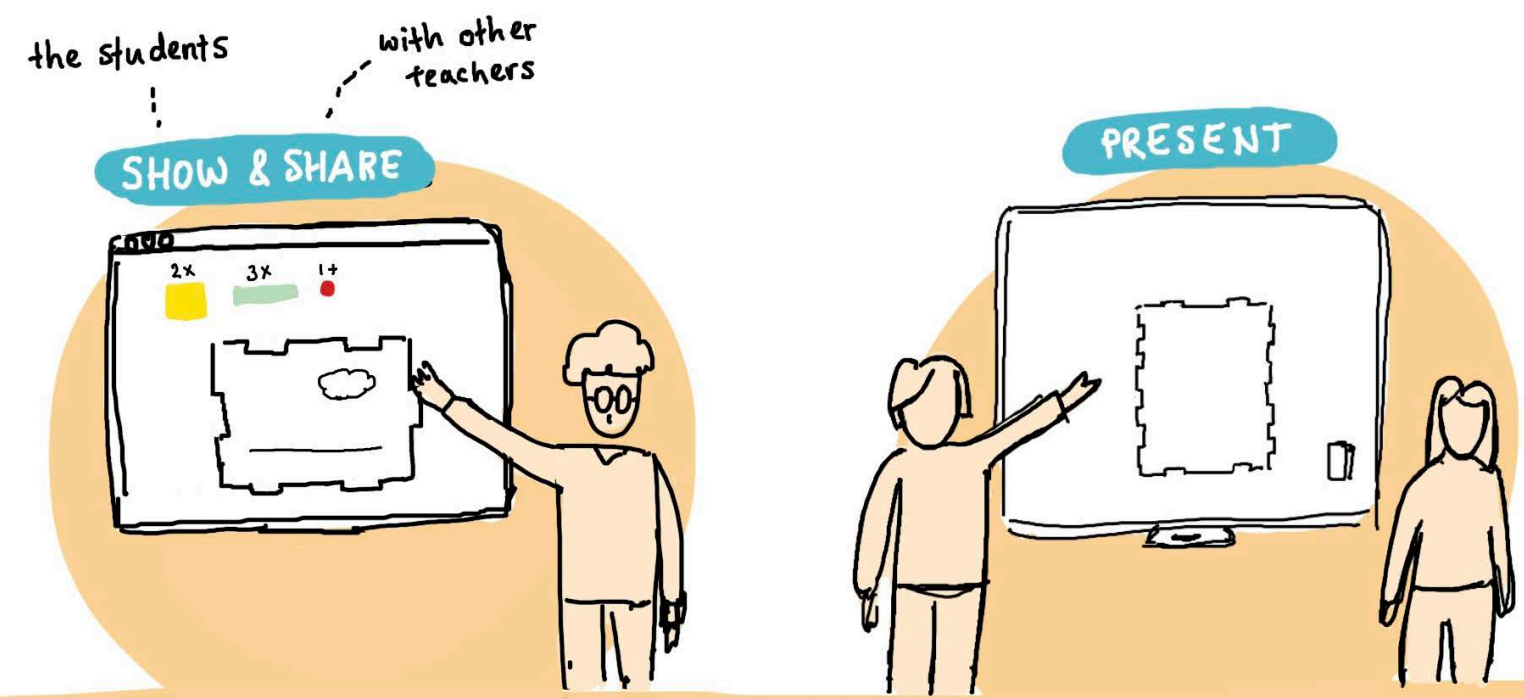


CONNECT-IT!

DRAW TO LEARN IN CLASS



This project focuses on the research as well as design aspect of the question "How to integrate drawing as a learning strategy in the classroom, such that it contributes to the student's understanding of the course material of subject-based courses?" The starting point of this project has been the alarming sounds that have been heard concerning the reading abilities of Dutch 15-year-olds, as results from a European-wide research show (PISA, 2019). While scoring high on looking up information in a text, the Dutch students score far below average when it comes to text comprehension and evaluating and reflecting upon a text. One could say that they struggle with making connections on two different levels: on the one hand, with connecting the course material to themselves, so understanding how the material relates to their prior knowledge and their own beliefs. On the other hand, with connecting the different elements within the course material, so understanding how these relate to each other. Even though these concerns might at first instance be associated with a language course like Dutch, these lacking skills are also a challenge when it comes to subject-based courses taught at

secondary education like history, geography, economics and biology, where text plays a major role in conveying the story that is being told. This project argues that these textual challenges might profit from a visual solution. Drawing, namely, could be used as a learning strategy to contribute to the reinforcement of both connections, since the translation from word to image requires interpretation while connections between different elements can literally be drawn. Though research shows the benefits of drawing as a learning strategy, the subsequent question is how to integrate it in the classroom. 'Connect-it!' is the physical translation of this question and is designed to give teachers and students the necessary guidance and tools to implement drawing in class, such that it contributes to connecting with the course material, while also connecting it. By focusing on the communicative rather than artistic aspects of drawing, it lowers the threshold for implementation and emphasises that students already possess the basic skills needed. This project aims to show how drawing can contribute to, not replace, textual understanding of subject-based courses, thereby putting the textual and visual on a more equal footing

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