

Reflection on didactic practice in discipline of Project and its impact on teaching and learning

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This article comes from the reflection and need for improvement on the teaching practice of architectural design education, focusing on autonomy and student learning. It is based on research on the curiosity that moves teachers and students as well as the reflective practice, discussed by John Dewey and later rediscovered by Donald Schon. To this end, it proposes a case study of practical activity in the design discipline, with all its processes. From there, it proposes a reflection on the whole teaching practice, verifying its repercussions in teaching and learning through the experience with the new proposal for the discipline.