

A	Introduction	9
B	Comparing positions: What is considered as research in design?	17
	B1 Forms of scientific research	18
	B2 Learning by research	20
	B3 Artistic-scientific research	26
	B4 Forms of design research	27
	B5 Practice-based and practice-led research	29
	B6 Conduction of research	31
	B7 Standards of design research	32
	B8 Relationship of the research definitions to the schemes	33
C	Overall assessment of research in undergraduate design education	37
	C1 Students' experiences of research-led design studies	45
	C2 Experiences supervising practice-based design projects	48
	C3 Core learnings: Towards research-based undergraduate design education	50
D	RIDE project: Steps taken, trials, and learnings	57
	D1 Starting point (phase 1)	58
	D2 Linkage between the design studio and research-oriented course is lacking	59
	D3 Students were unsure how to integrate design research into their specific practical design project	61
	D4 Conclusion (phase 1)	67
E	Main competences in a design process (phase 2)	69
	E1 Quantitative assessment of design students' main competences: Questionnaire	74
	E2 Qualitative assessment of design students' main competences: Problem-centred interviews	77
	E3 Conclusion (phase 2)	80
F	Experiments (phase 3)	83
	F1 Experiment I – Patchwork kitchen (handgedacht)	84
	F2 Experiment II – Brown tulips (Kristin Weißenberger)	90
	F3 Learnings from the experiments in the RIDE project	94
	F4 Conclusion (phase 3)	96

G	Process guidelines	103
G1	Project planning: Orientation	105
G2	Applied research	107
G2.1	Examples of applied research	113
G3	Experimental development	124
G3.1	Examples of experimental development	126
G4	Contextualisation / reflection	141
H	Discussion	143
I	References	146
I1	Figures and Tables	151

