Rather than having a clear research topic, the practice teacher operates in a field of both urge and fascination; (s) he follows a hunch, steering the design studio to a proper outcome. The difference between a hunch and a fully developed inquiry lies in an interest that either is not (yet) formally recognized to be lucrative—the hunch—or is approved by private, public or academic peers—the research topic. The hunch relates to intentionality and when consistently pursued across a series of projects that intentionality becomes clear and ready to be subjected to peer reviews. The hunch or intuition also acknowledges that a ‘premise’ is incomplete and can be understood as reaching for something not yet perfectly defined. Therefore, the hunch is absolutely critical in advancing both research and the education of practice. The quality of the teacher’s hunch thus accounts for both learning incentives and advancing the research of the faculty, thereby shifting the focus from ‘what can be done’ to ‘what ought to be done’.