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## Editorial: Futures of Design Education

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## Editorial: Futures of design education

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The effects of dominant curricula in design education are now being recognised in education practice and research, in particular global approaches to design education that demonstrate a displacing effect on other forms and modes of learning (Šobánová, 2019; Al-Amri, 2019; Cornú, 2020). As we continue to face local and global challenges of unprecedented scale and complexity, discipline-bounded design curricula demonstrate certain limitations in developing students' needs for emerging contexts (Pontis and van der Waarde, 2020).

These challenges force us to ask what the future of design education should, or could, be. This can be problematic since it is often only a trivial exercise of speculation (Swanson, 2020), and, critically, it avoids questioning *how* change to design education takes place (Noel, 2020). In particular, future speculation often misses the opportunity to recognise the plurality of current practices. Hence, in considering Futures of Design Education, it is quite obvious that there remains a lot of work to do in simply recognising Past and Present practices.

The Futures of Design Education track continues to explore alternative and diverse design education pasts, presents and futures. This is reflected in the range of papers in the track. Design research and teaching have always had a close (and difficult) relationship in most contemporary educational settings and this was obvious in the submissions received. The 14 papers accepted can be further organised by themes that emerge between them, reflecting contemporary considerations in design education as well as the track theme itself.



### *Positionality and representation*

The first theme, around positionality and representation, is one that has been a focus for EdSIG over the past couple of years, reflected in the Futures of Design Education series. The case for decolonising design curricula has been argued for decades and there is still a lot to do to represent a plurality of design practices, cultures and approaches. Design education has a particular historical role in global projects to universalise, both in terms of subject (such as modernism and internationalism) as well as in curriculum (such as in the dominance of the Western 'Bauhaus model').

Contemporary and emerging awarenesses of these issues are now emerging regularly in literature, some of which are reflected in the papers for this track. These include *A Place We Call Home: Curriculum for Land-based Education* by Adolfo Ruiz; *Australian Architectural Education in the Pluriverse* by Daniel Huppertz and Kirsten Day; *North-South Design Education: Integrating Māori Knowledge in Design Using the Blend Approach* by Luke Feast and Kei Hoshi; *Towards Responsible Interaction Design Education* by Alma Leora Culén and Amela Karahasanovic; and *(Anti)Dialogical Reflection Cards: Politicizing Design Education Through Paulo Freire's Critical Pedagogy* by Marco Mazzarotto and Bibiana Oliveira Serpa.

### *Transdisciplinarity*

The second theme that emerged was that of transdisciplinarity, again reflecting trends in wider design research and especially education research responding to challenges that are slowly being recognised as fully global in nature, scale and complexity. In parallel with this is a recognition that traditional subject silos are far less useful to higher education graduates than more active and constructivist opportunities for learning. Design is often argued to be a necessarily transdisciplinary subject because of its need to operate across many aspects of any system or setting, but these have always met limitations in both higher education and the subject itself. As design education expands to include critical, inclusive, and systemic tools, its potential in education as both a discipline and a mode of learning teaching is now starting to emerge.

These ideas are reflected in the papers *By Invitation Only: A Multidisciplinary Framework for Industry-led Design Approach* by Clara E. Fernandes, Yasser Suratman and Nur Hidayah Abu Bakar; *Explore Industrial Design Pedagogy Under the Pandemic in the U.S.* by Jinlong Yuan, Yumeng Xie and Kenneth R. Brooks; and *Exploring Bio-based Materials in An Interdisciplinary Learning Environment – Outlining the Design Inquiry Cycle* by Tarja-Kaarina Laamanen and Pirjo Kääriäinen.

### *Working across modes*

Understandably, there are many studies that continue to explore different modes of learning and teaching in design given the impact of the Covid-19 pandemic over the past few years. This is likely to have lasting impacts on design education and, yet again, educators are faced with decisions about how to transition modes of learning and teaching. What is becoming

clear is that, for many, simply going back to what was normal is not possible or even desirable. Hence it is critical that design education research contributes rigorously to our knowledge and there are signs that emerging work is beginning to lead to new thinking around when, where and how design education takes place.

Contributing to this work are the papers *Performance of Virtual Reality Tool for Personal Sketch Modeling* by Ming-Huang Lin, I-Chen Chiang, Ling Lee, and Hao-Xuan Lu; *Workgroup Curriculum: Design Students & Teachers Co-designing New Ways of Learning* by Michael Hohl, Brigitte Hartwig, Uwe Gellert, Klaus Pollmeier, Vanessa Enigk, Tom Gernegross and Lean Kozig; and *Spatialized Video Communication Platforms - Applications in Design Education and Conferencing* by Bjorn Sommer, Ayn Sayuti, Zidong Lin, Shefali Bohra, Emre Kayganaci, Jenny Hu, Caroline Yan Zheng, Chang Hee Lee, Seán O'Donoghue, Ashley Hall and Paul Anderson.

### *Curriculum and methods*

Finally, no design education conference would be complete without papers that reflect teaching practices and the design of learning. As noted, recognising and sharing contemporary (past and present) practices has always been a significant part of both the DRS conference and the biannual Education Special Interest Group conferences.

Contributing to this aspect of the track theme are the papers *Research on the Doctoral Consortium Structure of Design* by Fan Chen; *Making Posters to Understand Statistics: Towards a Didactical Approach in Communication Design* by Michele Mauri, Simone Vantini, Beatrice Gobbo, Tommaso Elli, Elena Aversa, Andrea Benedetti, María de los Ángeles Briones Rojas and Gabriele Colombo; and *Master's in Industrial Design Theses at U.S. Land-Grant Universities: A Systematic Literature Review* by Byungsoo Kim and Hernan Gregorio.

Overall, the papers in the Futures of Design Education track demonstrate the ongoing value and importance of this area of research. As we transition from emergency teaching it is vital that we learn lessons from recent experiences, continue to respond to other challenges and, above all, do this with high quality, inclusive and creative inquiry and scholarship

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