

AIGA DESIGN EDUCATORS CONFERENCE

NEW CONTEXTS / NEW PRACTICES

Moderators and writers now
report out on trends, dilemmas,
and hotspots.

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NEW CONTEXTS / NEW PRACTICES

Moderator **Alice Twemlow** and
writer **Peter Hall** have a report
on **Social economies: Enterprise
and a new cultural geography.**

Social economies: Enterprise
and a new cultural geography

Crisis Points

- societies insulated from consequences of actions
- bewitchment with quality and performance
- do less bad is not good enough

Emerging Trends

- 9000 non-money trading models
- new is an old paradigm
- the art of hosting, to enable collective action
- as an antidote to wicked problem paralysis:
 - devise potential solutions
 - implement in prototype
 - watch

Social economies: Enterprise
and a new cultural geography

Dilemmas:

- **provisional interventions vs. total solutions**
- **local vs. exotic immersion**
- **social design vs. graphic design
(co-creation vs. self expression)**
- **real life time vs. semester time**
- **ethnography vs. ethnography lite**
- **networked connection vs. flesh disconnection**
- **fresh pedagogies vs. stale curriculum**
- **pedagogical needs vs. community needs**
- **curiosity & failure vs. spoon feeding**

Social economies: Enterprise
and a new cultural geography

Hotspots (Fudge it & Nudge it):

- **curricular work arounds**
- **mediating objects (prototype as provocateur)**
- **mapping as bridge between graphic design & wicked problems**
- **how stuff is made/ignorant school master**
- **research as portfolio piece**
- **study abroad/virtual corridor**
- **network to existing data-sets**
- **clarify learning outcomes/peer evaluation**
- **don't start from scratch(ings): piggy back on existing initiatives**
- **no more wham bam thank you ma'am**

Social economies: Enterprise
and a new cultural geography

Bibliography

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Jared Diamond, Collapse: How Societies Choose to Fail or Succeed, 2004

Horst Rittel, "The Reasoning of Designers"

Richard Buchanan, "Wicked Problems in Design Thinking," Victor Margolin and Richard Buchanan, eds. The Idea of Design, 1995

Adam Kahane, Power and Love: A Theory and Practice of Social Change, 2010

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Questions or comments?

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Moderator **Andrew Blauvelt**
and writer **Andrea Codrington**
have a report on Designing
for experience: Settings and
behaviors.

Designing for experience:
Settings and behaviors

Trends and areas of impact:

- The desire for multiple pathways into experiences
- Medium agnosticism
- Teaching observation and empathy
- Use of narrative
- Innovation for innovation sake
- “Churn and uncertainty” factor
- Cross- and Intra-disciplinary
- Co-production / crowd-sourcing
- The reality factor
- The lose of designer / authorial control
- Consideration of time and duration in XD

Designing for experience:
Settings and behaviors

Dilemmas:

- **XD resists convenient definition**
- **How do you teach for an emergent practice?**
- **What is the relevance of graphic designers in XD?**
- **What is the role of the object / artifact in XD?**
- **How do you make students reflective of their own emotions / experiences?**
- **Too much pressure to innovate?**
- **Too much emphasis on novelty?**
- **Which to prioritize breadth or depth in skills / knowledge?**
- **How can you teach mastery in an XD program?**
- **What's the role of aesthetics in XD?**

Designing for experience:
Settings and behaviors

Hotspots:

- **The space between disciplinary practices**
- **“Churn and Uncertainty” factor “uncodified practice”**
- **Cross- and Intra-disciplinary collaborations**
- **The synergy of cognitive and emotional**
- **Devising new programs of study**

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Moderator Anne Burdick and
writer Holly Willis have a report
on Shifting paradigms: Tools
and systems.

Shifting paradigms:
Tools and systems

Trends and areas of impact:

From Thorburn:

- **Instability of Platforms**
- **Perpetual Flux (endless Phase I)**
- **Media Transitions have a history**

In the Design Classroom:

- **Tools are constantly changing and proliferating**
- **Platforms are constantly changing and proliferating**
- **Students are both authors and makers**
- **Students know more than instructors**

Shifting paradigms:
Tools and systems

Trends and areas of impact:

In the Design Culture

- **New Tools= changing values, practices, identities**
- **Dropping the “graphic” from graphic design**
- **Anxiety around tangible artifacts vs. intangible, experiential systems and the expertise of the designer**

Perceived shift from:

- | | |
|---------------------|-----------------------|
| • autonomous | networked |
| isolated | social |
| cohesive | open/permeable |

Shifting paradigms:
Tools and systems

Dilemmas:

- **What are the defining aspects of our professional and disciplinary identity? Tools? Processes? Outcomes?**
- **Does the studio classroom model of design pedagogy still fit?**
- **Can we imagine an emergent curriculum and learning situations built upon systems thinking?**
- **What will design workspaces and classrooms look like in a mixed digital/physical future? How does that change the relationship between student and teacher? What are the resource impacts: \$\$ and time?**
- **What does the digital divide mean for designers and design education?**

Shifting paradigms:
Tools and systems

Dilemmas:

- **What can we learn from other fields? Systems theory, HCI, anthropology, education theory, the Humanities, etc. (many are asking the same questions)**
- **How might we resituate communication design history from one of seemingly stable media forms to forms in flux that are always, already socially, politically, economically embedded?**
- **What other disciplinary histories are relevant to the work being practiced today?**
- **Consider design as “iterating in public” and see what happens.**

Shifting paradigms:
Tools and systems

Hotspots:

- **Experiment with teaching strategies; reexamine teaching philosophies**
- **Teach the flux, teach instability, identify and analyze forces, history**
- **Create projects without predetermined outputs or formats**
- **Create courses that recognize students' existing knowledge and reposition them as lifelong learners. Emphasize learning to learn and learning to be comfortable with unfamiliarity**
- **Consider how design can be used as a conduit to connect to community**
- **Consider both formal and informal learning strategies, learning that is engaged in the world and happens outside the classroom**

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Moderator Christopher Vice and
writer Jon Kolko have a report
on Changing conditions:
Emerging practices.

Changing conditions:
Emerging practices

Trends and areas of impact:

- **There is a need for systems thinking among designers**
- **Increasing complexity in the systems we are focusing on**
- **Large-scale social problems are increasingly on the radar of designers**
- **We don't make single "artifacts" anymore we design for systems (groups of artifacts, connected artifacts, branded artifacts, etc)**
- **User-centered design has increased in popularity**
- **"Regular" people demand to participate in the creative process and in the socio-economic narrative of life**
- **"Regular" people have found a voice, for better or for worse**
- **Democratization of authoring tools and technological empowerment**

Changing conditions:
Emerging practices

Dilemmas:

- **Old dog, new tricks: the educators will need to change.**
- **This stuff is hard, will take time, and is like pushing a rock uphill.**
- **The politics of accreditation drive towards non-controversial programming.**
- **The design educators are prone to inaction, and need to go back to school.**
- **The methods, tools and techniques are contextual and ever-changing.**
- **Differentiation implies that some schools, and some professors, will be... out of business.**
- **Differentiation implies that some professional organizations will be... out of business.**

Changing conditions:
Emerging practices

Hotspots:

- **There is an opportunity to train a different type of a designer - a more general designer.**
- **There is an opportunity to train a different type of a designer - a more specific designer.**
- **There is an opportunity to have longer educational programs (5+ years).**
- **There is an opportunity to re-evaluate our tried-and-true educational content - and remove things.**
- **There is an opportunity to broaden the view of research in practice.**
- **There is an opportunity to recognize the magic that makes design unique from other disciplines.**

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Questions or comments?

Moderator **Dori Tunstall** and writer **Julie Lasky** have a report on Interdisciplinarity: Making ourselves attractive to collaborators.

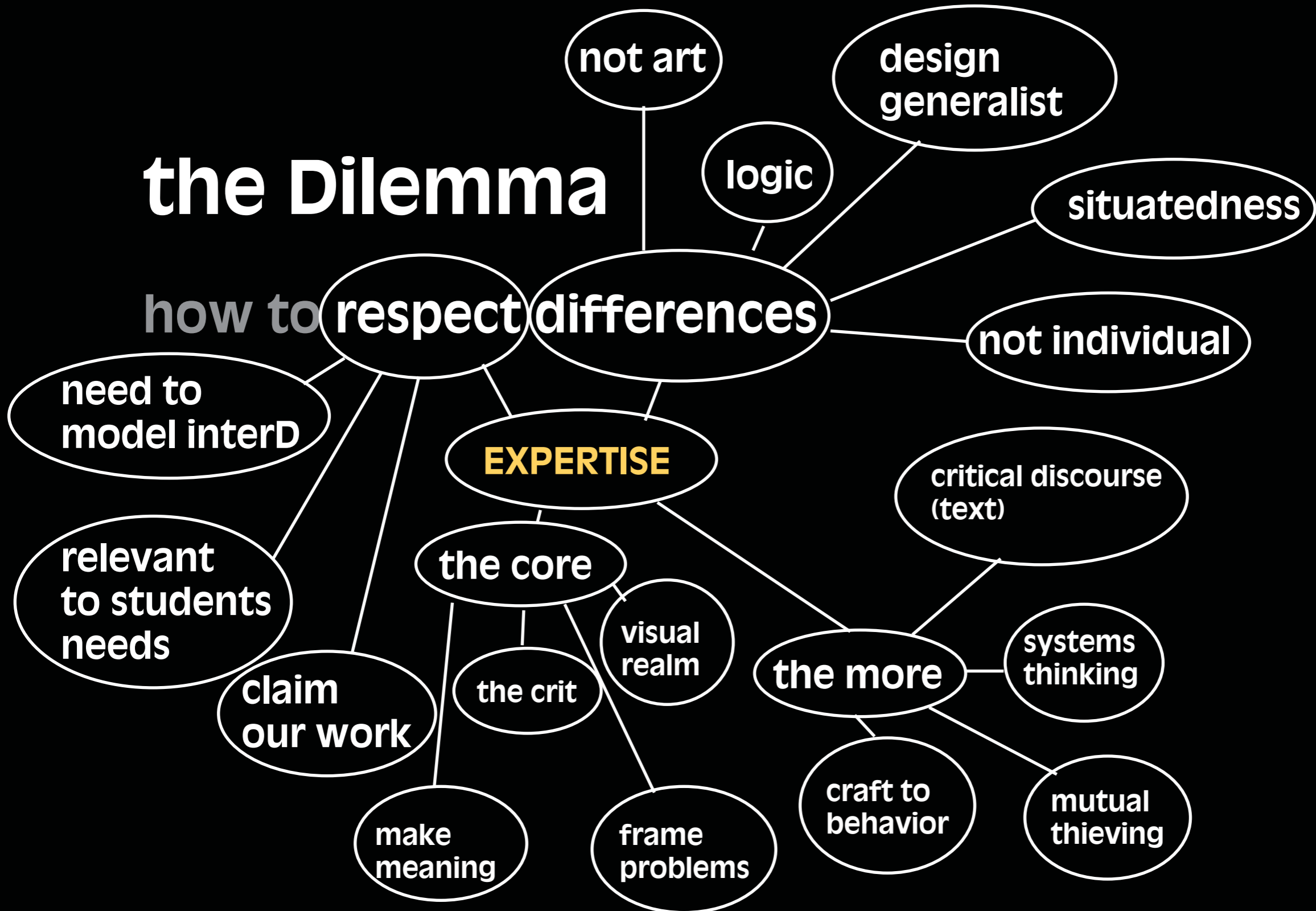
Interdisciplinary
is not a course or a class.

Interdisciplinary
is the opportunity for an
inquiry into how to respect
differences.

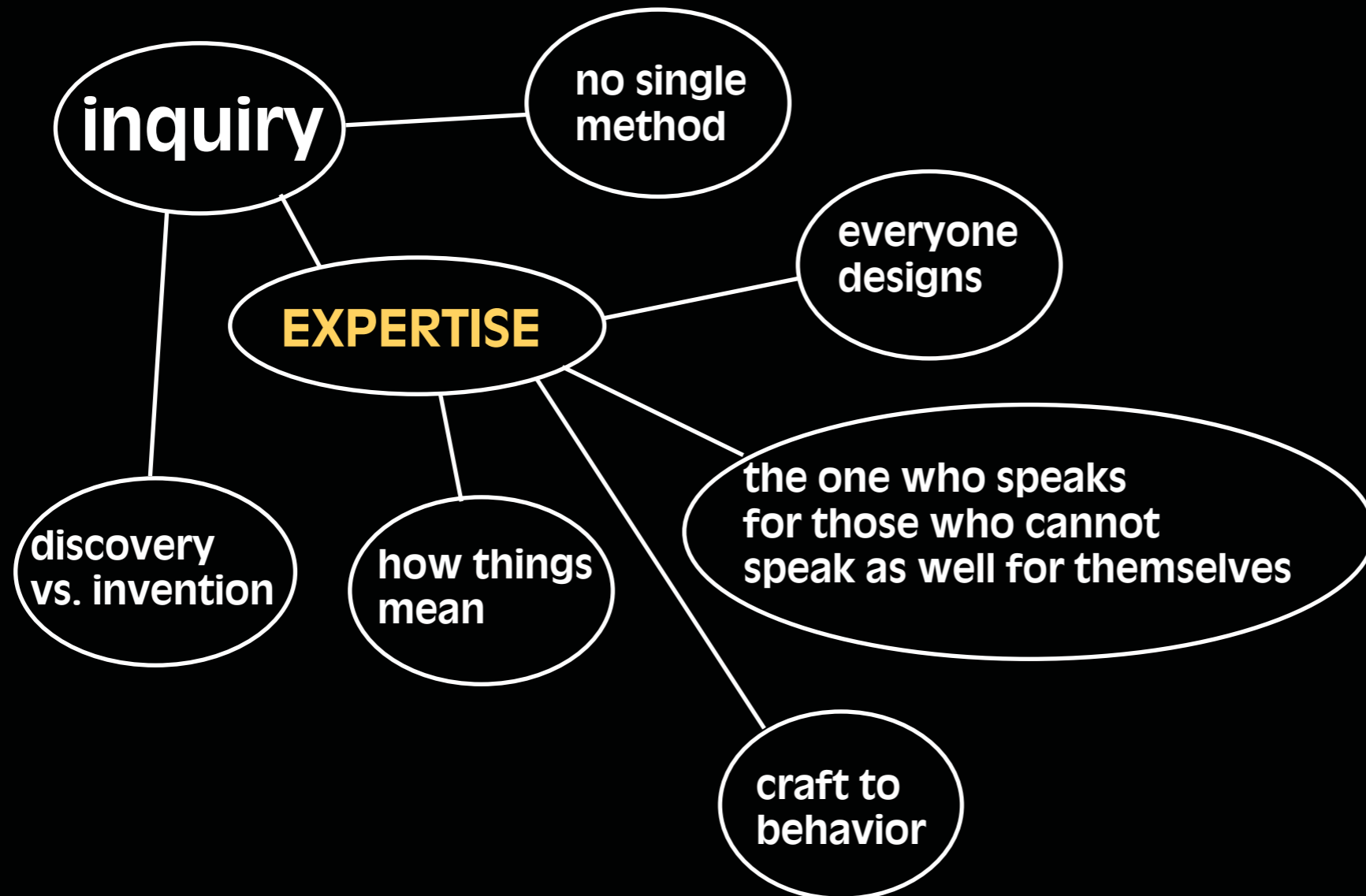
Interdisciplinary
is the opportunity for an
inquiry into how to respect
differences.

the Dilemma

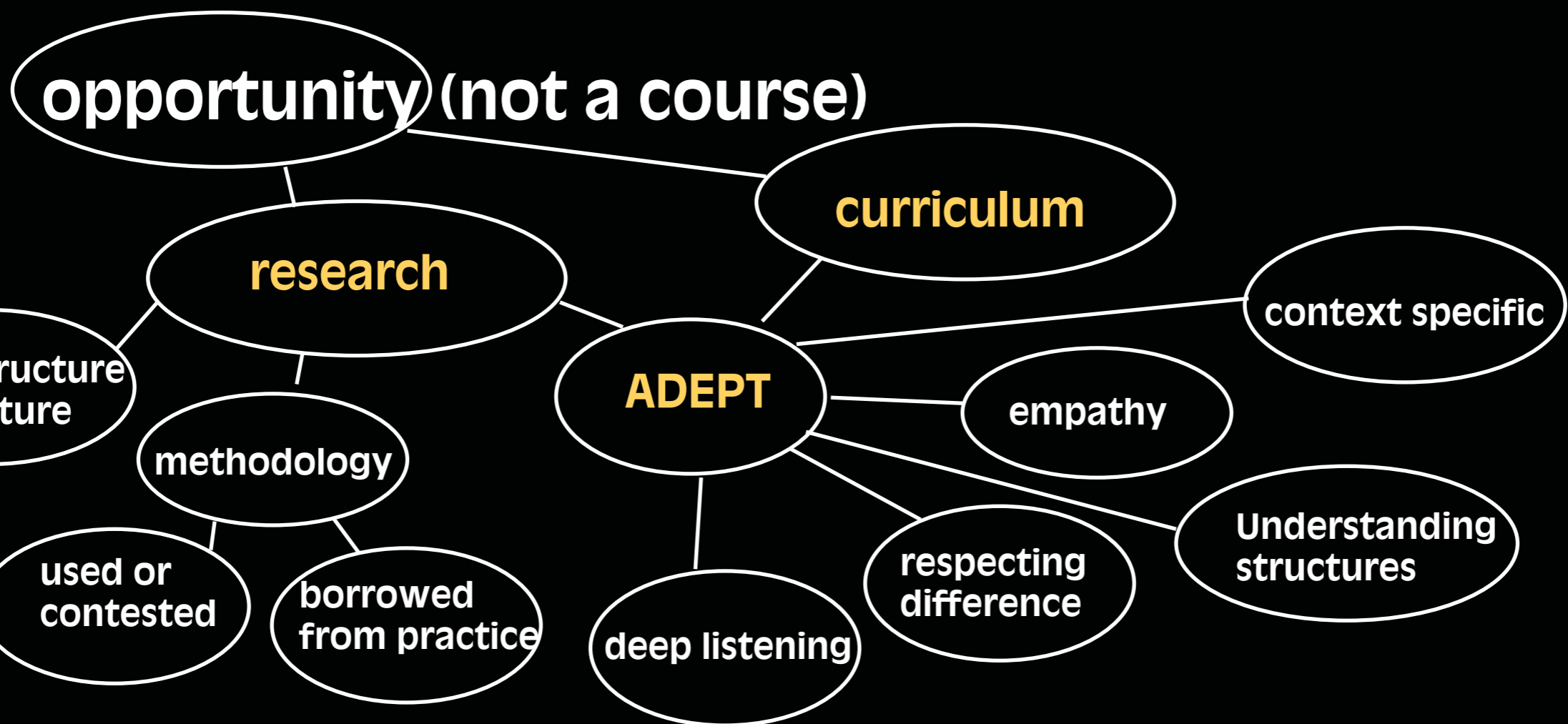
how to respect differences



the Trends



the Hotspots



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Moderator Judith Gregory and
writer Deborah Littlejohn have
a report on Design research:
Building a culture from scratch.

Design research: Building
a culture from scratch

Design as a Discipline: We're ready!

- Multiple meanings of design research
- Pre-paradigmatic stage
- Little infrastructure
- Overcome isolationism
- Flipping the curriculum

TODAY	TOMORROW
Year 1: Design skills	Year 1: Design thinking
Year 2: Design thinking	Year 2: Design skills

Design research: Building
a culture from scratch

Trends and areas of impact:

- Other disciplines are questioning themselves and looking at design as a way of getting out of their boxes
- Other disciplines are looking at the same issues that interest us
- Other disciplines have changed
- Reading and learning have changed
- Other disciplines are entering design schools
- Other disciplines want to collaborate with designers
- Sustainability and complex social problems have become important concerns in design research and other fields
- The emergence of different design programs

Design research: Building
a culture from scratch

Dilemmas: definitional

- Lack of clarity in our definitions of research (and design research)
- Inconsistent use of terminology (within and across texts)

Design research: Building
a culture from scratch

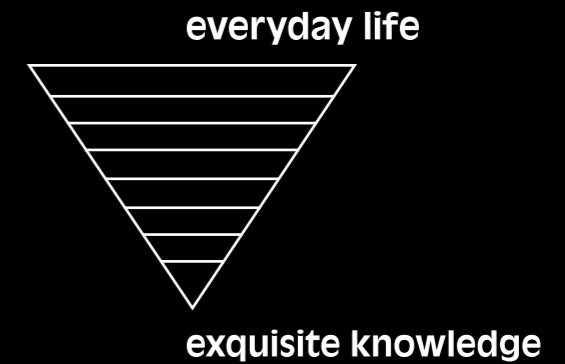
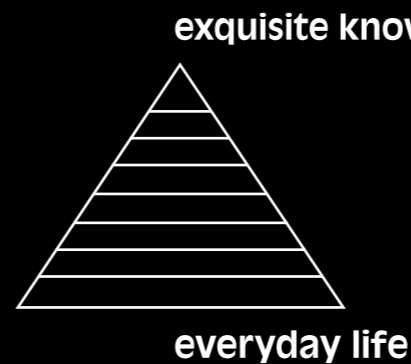
Dilemmas: teaching & learning

- **Designers don't learn to read critically**
- **Lack of faculty who can teach design research**
- **Lack of reflexivity in our educational and professional practices**
- **Constraints of courses and curriculum**
- **Little consistency, continuity and distinction between graduate and undergraduate degrees**

Design research: Building
a culture from scratch

Dilemmas: knowledge(s)

- **Doing vs. inquiring**
- **Creativity vs. research**
- **Pure vs. applied**



- **Few peer-reviewed design journals to disseminate knowledge**
- **Awareness of the dialogues taking place & how to find out about them**

Design research: Building a culture from scratch

Hotspots:

- **AIGA can provide leadership in developing design research resources including a flagship peer-reviewed journal and mentoring systems**
- **AIGA can develop a framework for curating and publishing design cases that highlight empirical research and methods**
- **Invite 'Knowledge Buddies' in design collaborations for complex social problems**
- **We are ready to begin operationalizing design methodologies e.g. prototyping is a point of access for what design uniquely offers**
- **Allow students in other disciplines to take our courses**
- **Partner with other disciplines, organizations, and institutes to apply for cross-disciplinary grants**
- **Pose design questions that are important to society as well as research questions fundamentally important to design**

Design research: Building a culture from scratch

Entry points:

- **Provide a research tool kit**
- **Be a research partner**
- **Read other disciplines' literature to get familiar with their vocabularies**
- **Rethink current graphic design forms and tools in learning fields to move towards designing dynamic learning experiences**
- **Identify how design can open up other disciplines' assumptions and research practices**
- **Establish 'the visual' as a space for analyzing and articulating research questions and inquiry**
- **It's about us knowing them... and them knowing us**