Aug 11th, 12:00 AM

DRS2020 Editorial: Design Pedagogy

Derek Jones  
*The Open University, UK*

Liv Merete Nielsen  
*Oslo Met, Norway*

Ingvild Digranes  
*Western Norway University of Applied Science, Norway*

Nicole Lotz  
*The Open University, UK*

Lesley-Ann Noel  
*Tulane University, US*

*See next page for additional authors*

Follow this and additional works at: https://dl.designresearchsociety.org/drs-conference-papers

Citation


This Miscellaneous is brought to you for free and open access by the Conference Proceedings at DRS Digital Library. It has been accepted for inclusion in DRS Biennial Conference Series by an authorized administrator of DRS Digital Library. For more information, please contact DL@designresearchsociety.org.
Authors
Derek Jones, Liv Merete Nielsen, Ingvild Digranes, Nicole Lotz, Lesley-Ann Noel, and Naz A G Z Börekçi
Editorial: Design Pedagogy

Derek JONES\textsuperscript{a*}, Liv Meret NIELSON\textsuperscript{b}, Ingvild Digranes\textsuperscript{c}, Nicole LOTZ\textsuperscript{a}, Lesley-Ann NOEL\textsuperscript{d}, Naz A G Z BÖREKÇI\textsuperscript{e}

Co-conveners of the DRS Design Pedagogy Special Interest Group (PedSIG)

\textsuperscript{a} The Open University, UK
\textsuperscript{b} Oslomet, Norway
\textsuperscript{c} Western Norway University of Applied Science, Norway
\textsuperscript{d} Tulane University, US
\textsuperscript{e} METU, Turkey
\textsuperscript{*}derek.jones@open.ac.uk
doi: https://doi.org/10.21606/drs.2020.123

The number of DRS 2020 paper submissions relating to design education reflects the ongoing and active engagement of the design education research community. 2020 will, of course, be remembered for the Covid-19 pandemic and its impact on design education programs and colleagues around the world. The rapid shift to new and unfamiliar modes of delivery has been a challenge for teaching colleagues and design students and looks likely to have further longer-term impacts over the next years.

The pandemic has highlighted a number of issues in design education. Colleagues have had to be far more explicit and articulate about design education and confront a number of assumptions taken for granted in proximate and synchronous teaching settings. For many, this has been a particular challenge: our (design) knowledge is often experiential making it exceptionally difficult to communicate. But this is part of the ongoing maturation of design education research as its own area of inquiry, reflected in many of the papers submitted this year.

A particularly strong theme in papers this year is the continuing debate around the purpose of design education. In particular, whether its value should be the induction of students towards a profession or the development of individual learners’ general design competencies and abilities (papers 120, 193, 386). Another theme is that of the relationship between student and teacher and its importance in design learning. The complexity of what is a complex and nuanced relationship like this is explored in terms of how this can be reconsidered and reshaped (papers 157, 194, 315).

And, of course, there are many papers describing case studies of design instruction, studios, curricula, and courses. These give a sense of the contemporary landscape of design
education and highlight the importance of sharing knowledge in the community of design educators.

Some institutions have seen the pandemic as an opportunity to rethink approaches: to explore critical pedagogy and ideas. For others, the necessity of physical learning in proximity to experts has been more challenging to replicate. And, for yet others, the uncertainties of unpredictable learning contexts and unreliable technologies are simply an everyday reality. The exposure of these challenges has highlighted the importance of having an inclusive design education research community that recognises and values all design education colleagues.

The DRS Pedagogy SIG Convening Team.

About the Authors:

**Naz A.G.Z. Börekçi** received her BID from METU Department of Industrial Design (1995); MFA from Bilkent University IAED (1997); PhD from University of Kent at Canterbury / KIAD (2003). She is currently Associate Professor at METU Department of Industrial Design.

**Lesley-Ann Noel** is Associate Director of Design Thinking at the Phyllis M. Taylor Center for Social Innovation and Design Thinking at Tulane University. She received her PhD from NCSU, MBA from the UWI and BID from UFPR.

**Derek Jones** is a Senior Lecturer in Design at The Open University (UK), part of the OU Design Group, and the Convenor of the DRS Pedagogy SIG. His research interests are: the pedagogy of design, embodied cognition in physical and virtual environments, and theories of design knowledge.

**Liv Merete Nielsen** has her PhD from Oslo School of Architecture, Norway (2000) and teacher training from Konstfack University of Arts, Crafts and Design, Sweden (1978). Professor at Faculty of Technology, art and design, OsloMet, Norway since 2003.

**Nicole Lotz** is a Senior Lecturer in Design at The Open University, UK. Nicole is interested in design processes across cultures and levels of expertise and she has studied co-located as well as distance designing across Europe, USA, Africa and South East Asia.

**Ingvild Digranes** is a Professor in Art and Design Education at Western Norway University of Applied Science. Ingvild was a lead organiser for the first Learn X Design conference in Oslo, 2013.
For more information on the Design Pedagogy SIG, please visit the SIG’s webpage at http://drs.silkstart.com/cpages/design-pedagogy-sig. To find out whether the SIG is organising a satellite event to the DRS2020 conference, or just to get in touch with members and see news on the SIG, please visit the SIG webpage.