

**Research Project
Survey Report**

FutureDesignEd

**Innovation in Design Education
Innovation in Education by Design**

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Elena Formia
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AND THE RESEARCH OBJECTIVES**

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**THE RESEARCH PROCESS:
A SNAPSHOT OF CHANGE
IN PROGRESS**

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**SURVEY OF EMERGING
CONTEMPORARY
PHENOMENA**

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THE FUTURE OF FDEd

I **THE PREMISES, THE CONTEXT AND THE RESEARCH OBJECTIVES**

Context and the necessity/ relevance of a reflection

- Design has been the centre of attention of educators for nearly four decades without any sign of crisis.
- It is not a transient phenomenon, but rather has been confirmed to be a central theme on which critical, scientific and economic attention is focused.
- The methods and processes used in higher education – not only in design but also in other areas – change because the resources available, the needs of society and the markets have changed.

What can be more strategic and far-sighted than investing in increasing design skills and awareness, management of the future, continuing education?

What do we mean by FutureDesignEd?

- Breaking the name into its parts – into the words Future, Design and Ed(ucation) – reveals the primary interests of this exploration of the future of the design school and the future of education in a broader sense through design.

The articulation of research and objectives

- How is the world of design education changing?
- How is design (as in design doing, design thinking and design cultures) influencing educational processes and systems?

Research objectives

- Explore the role of design education in the context described above.
- Identify emerging innovative phenomena.
- Activate a network of experts and others interested in the topic in the form of a permanent international observatory.
- Offer a first interpretation of the data collected.

What do we mean by innovation?





THE RESEARCH PROCESS: A SNAPSHOT OF CHANGE IN PROGRESS

The methodology

The data collection stage

PROCESS

Ideation stage

October 2016

3
UNIBO
CURATORS

Development stage
(data collection)

300
NATIONAL AND
INTERNATIONAL
OBSERVERS
INVITED

Analysis and synthesis stage

February 2017

Dissemination stage
(symposium)

September 2017

The analysis and synthesis stage

PROCESS

Ideation stage

October 2016

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NATIONAL AND
INTERNATIONAL
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INVITED

Analysis and synthesis stage

February 2017

125
REPORTS OF INNOVATIVE
EDUCATIONAL EXPERIENCES
COLLECTED

7
SYMPOSIUM
SPEAKERS
INVITED

Dissemination stage
(symposium)

September 2017

PROCESS

Ideation stage

October 2016

3
UNIBO
CURATORS

Development stage
(data collection)

Analysis and

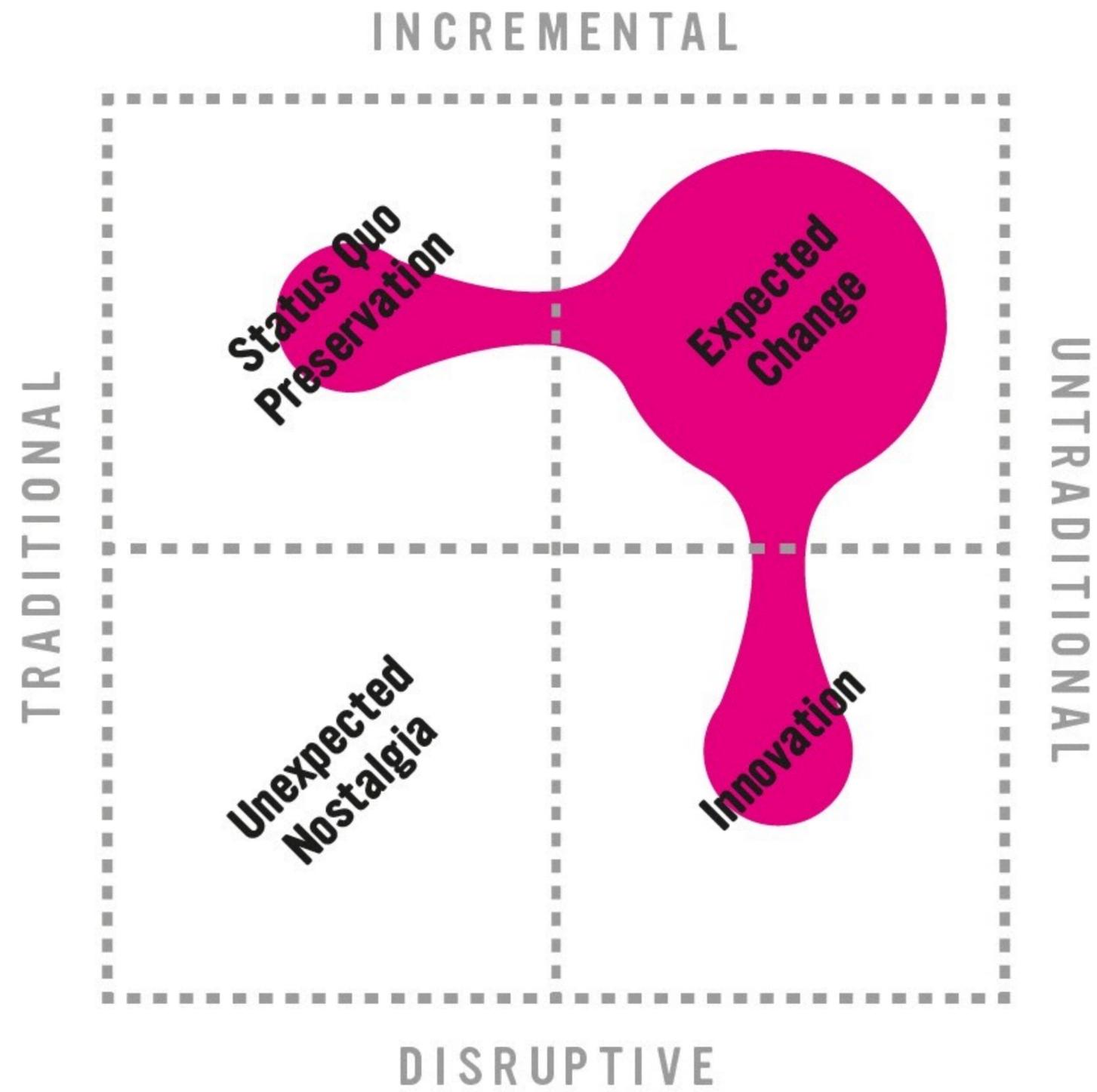
January 2017

Dissemination
(symposium)

October 2017

- The institutional nature of the observed entity, agencies.
- The type of activity reported including the nature of the results produced, the disciplinary areas, the activities and the tools and methods adopted.
- The main factors of innovation in terms of research topics, processes and methodologies, theoretical underpinning, and impact on students.

PERCEPTION OF CHANGE



*NOT a ranking
or a taxonomy distinguishing
excellence and non-excellence.*

The results dissemination stage





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REGISTRATION DEADLINE
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5,0 ★★★★★

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Piace a 474 persone

Seguito da 488 persone

Piace a Matteo Di Iorio e altri 288 amici



Informazioni

Mostra tutto

Chat (185)

PROCESS

Ideation stage

October 2016

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INTERNATIONAL
OBSERVERS
INVITED

Analysis and synthesis stage

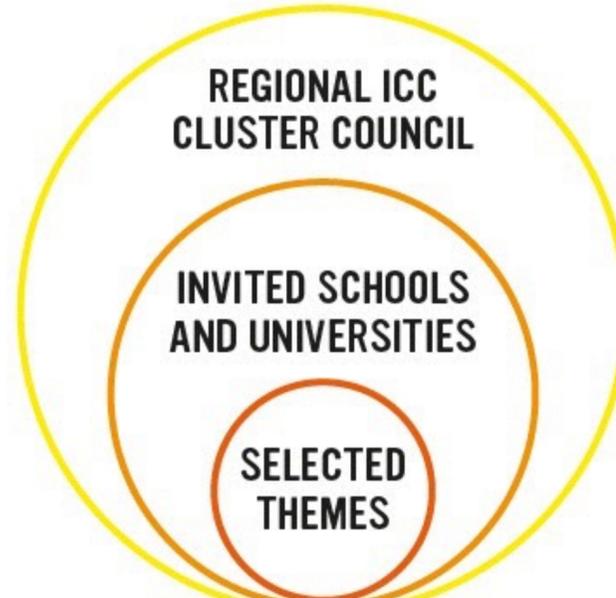
125
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(symposium)

September 2017

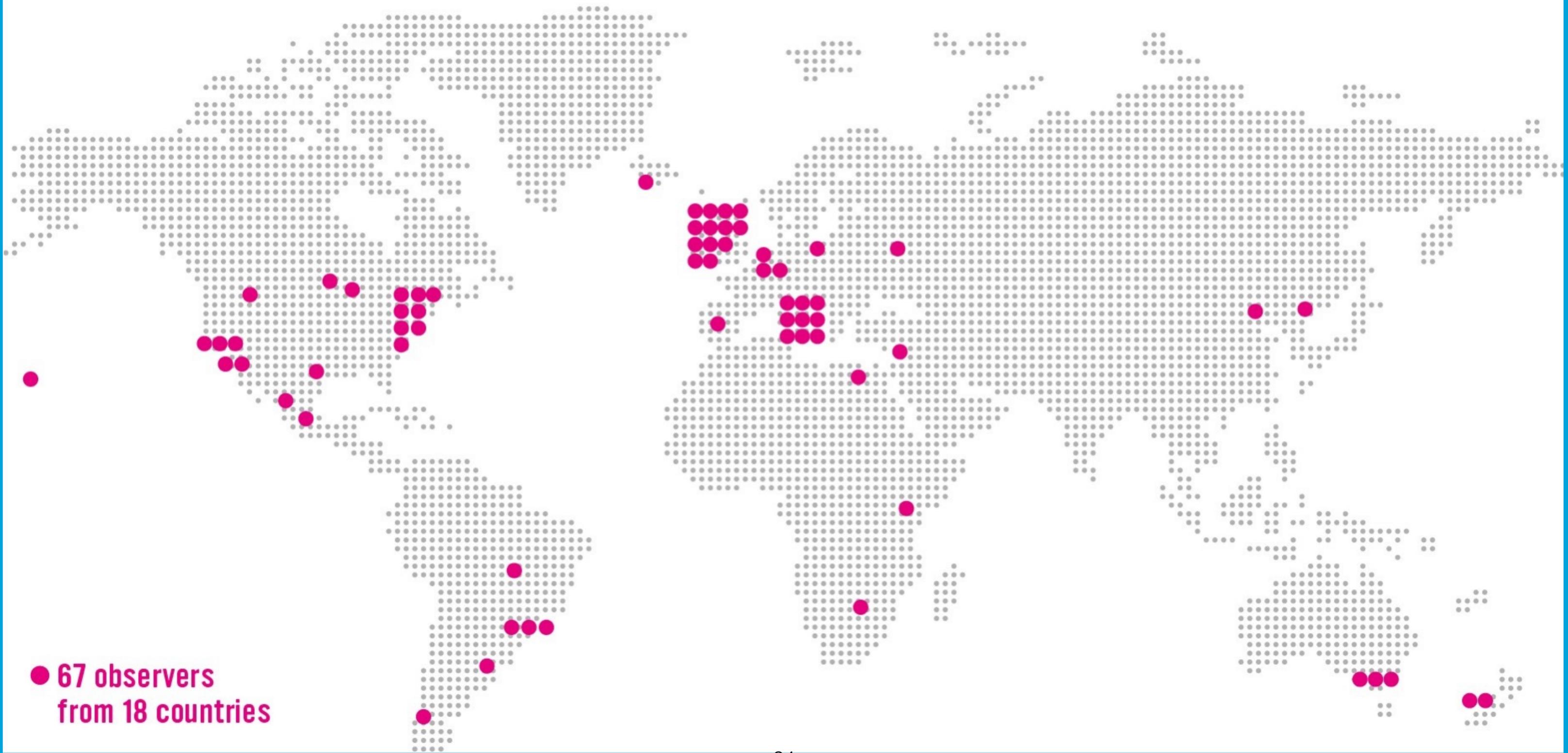


Limits and shortcomings

- We are aware that this network of observers is made of privileged witnesses contributing to returning a photograph full of ideas, but inevitably partial: omitting entities, realities, experiences that were not reported.
- The creation of a permanent and structured observatory could overcome some of these shortcomings.

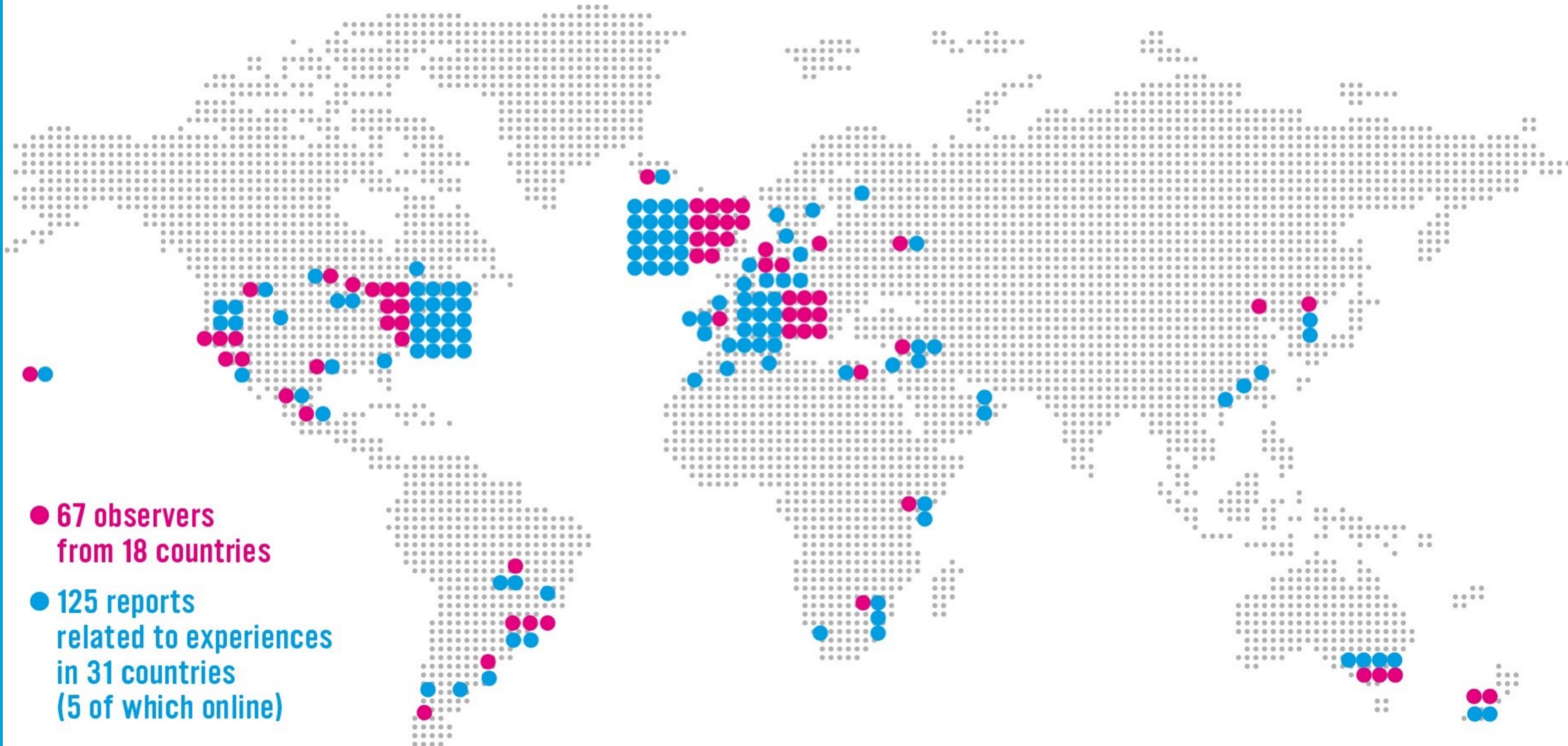
**Research structure:
stages, chronology and
qualitative and quantitative
analysis of the collected data**

OBSERVERS



● 67 observers
from 18 countries

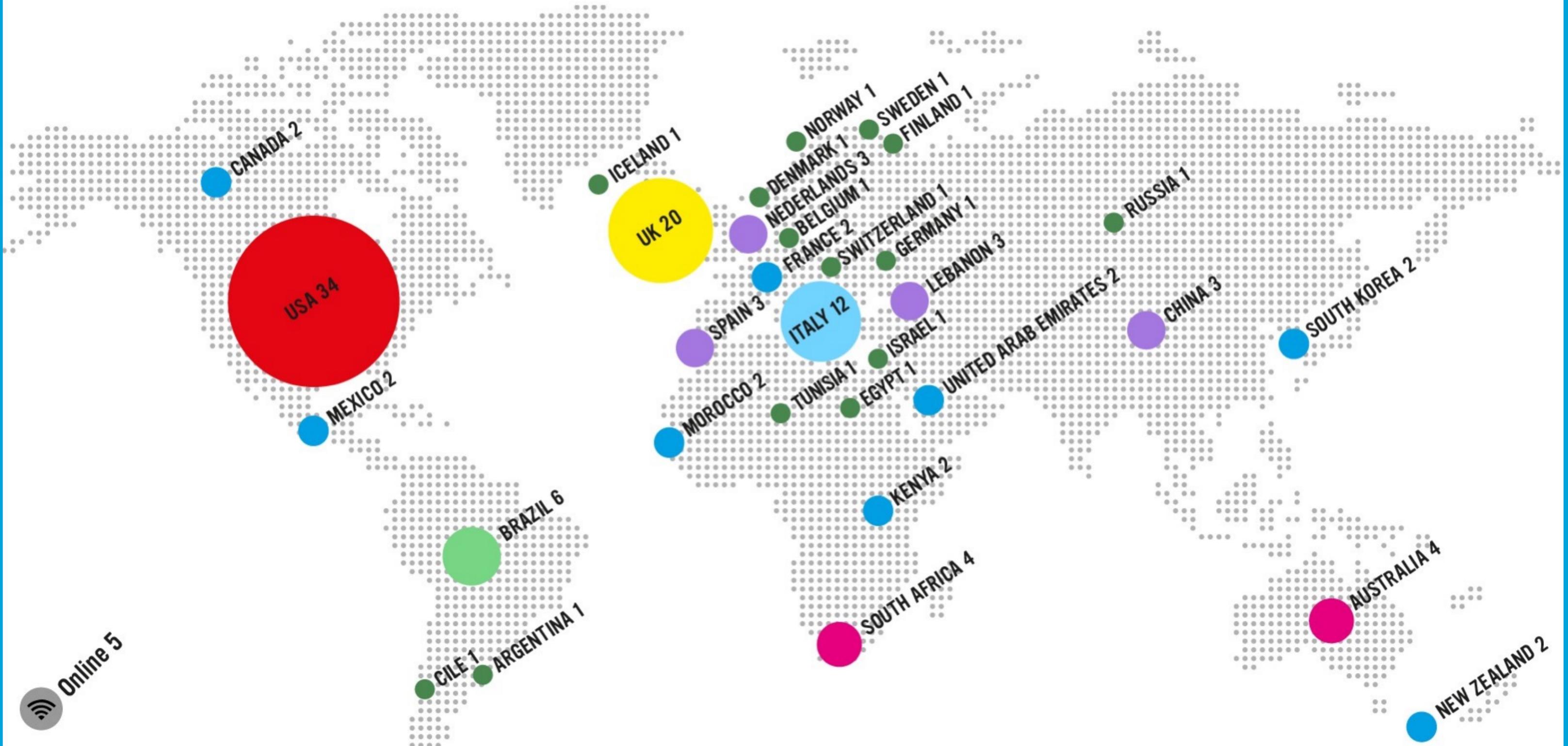
OBSERVERS + REPORTS



OBSERVERS PER NATION

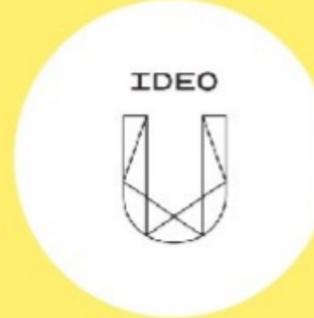


REPORTS PER NATION

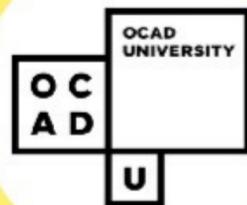
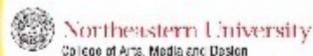


Online 5

INSTITUTIONS



INSTITUTIONS



Pratt



Artes & Design
PUC-Rio



Sandberg
Inst'tuut

**Schumacher
College**

La Scuola Open Source



SKILLSHARE



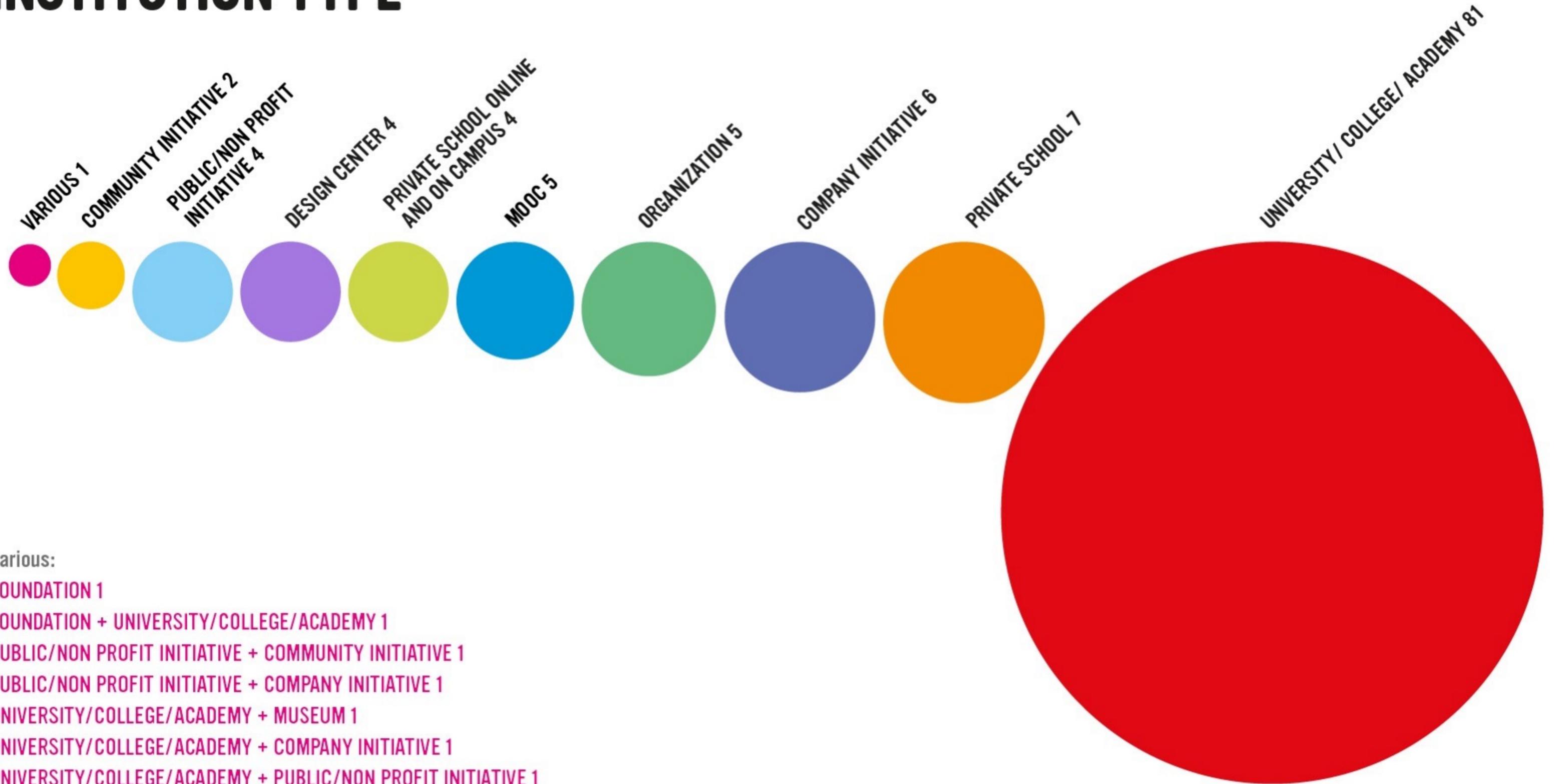
n|w



ual: university
of the arts
london



INSTITUTION TYPE



Various:

FOUNDATION 1

FOUNDATION + UNIVERSITY/COLLEGE/ACADEMY 1

PUBLIC/NON PROFIT INITIATIVE + COMMUNITY INITIATIVE 1

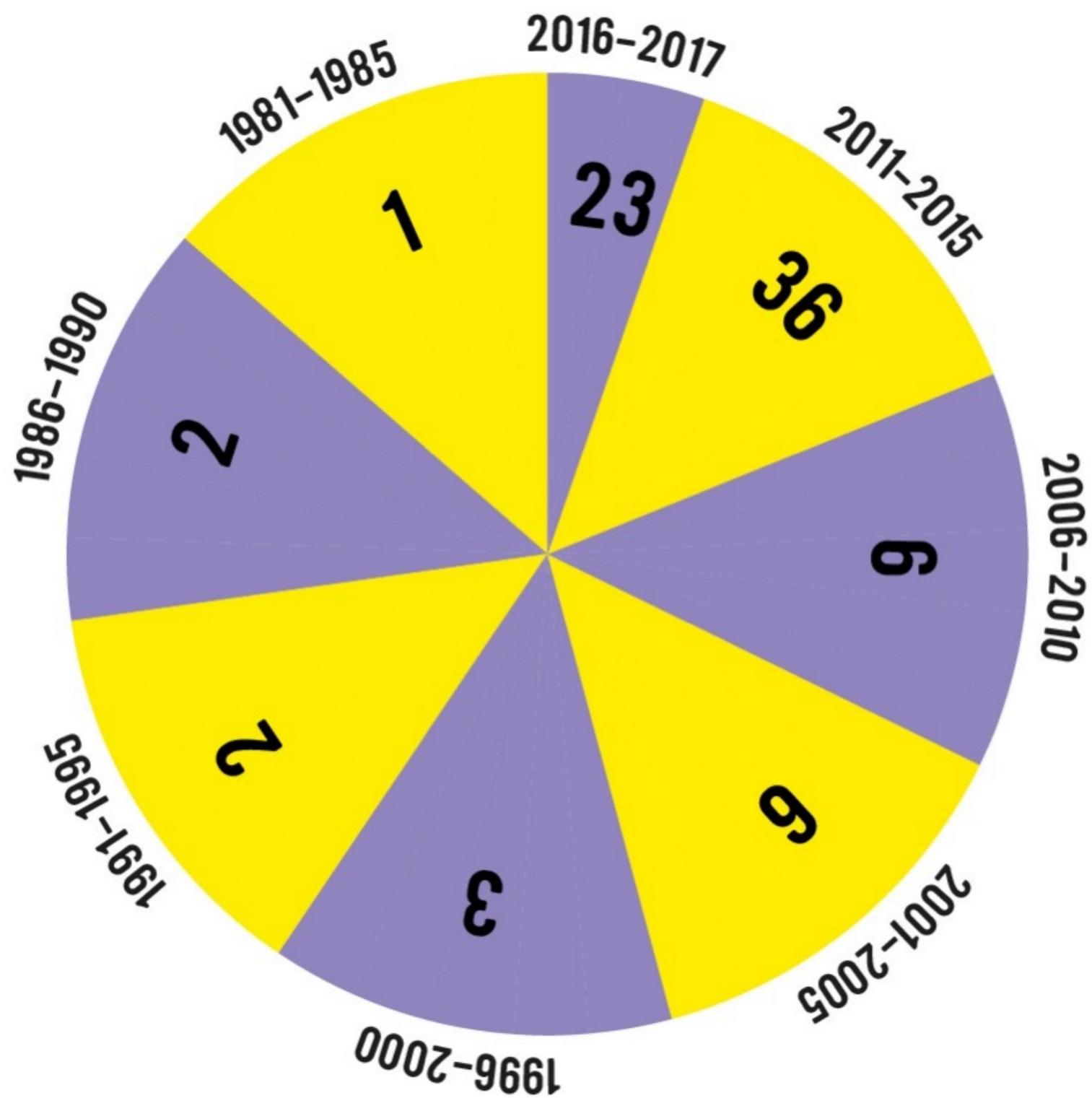
PUBLIC/NON PROFIT INITIATIVE + COMPANY INITIATIVE 1

UNIVERSITY/COLLEGE/ACADEMY + MUSEUM 1

UNIVERSITY/COLLEGE/ACADEMY + COMPANY INITIATIVE 1

UNIVERSITY/COLLEGE/ACADEMY + PUBLIC/NON PROFIT INITIATIVE 1

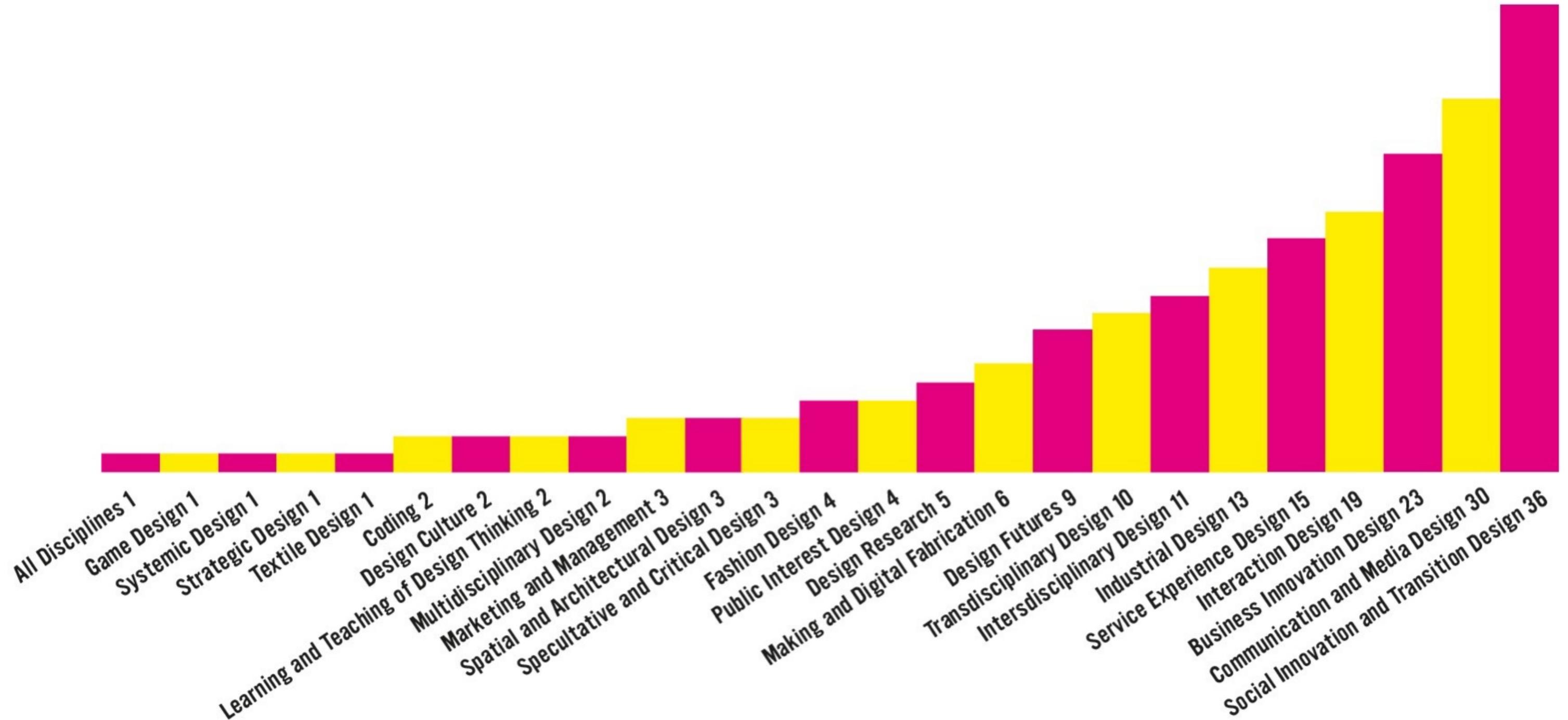
RUNNING DATE



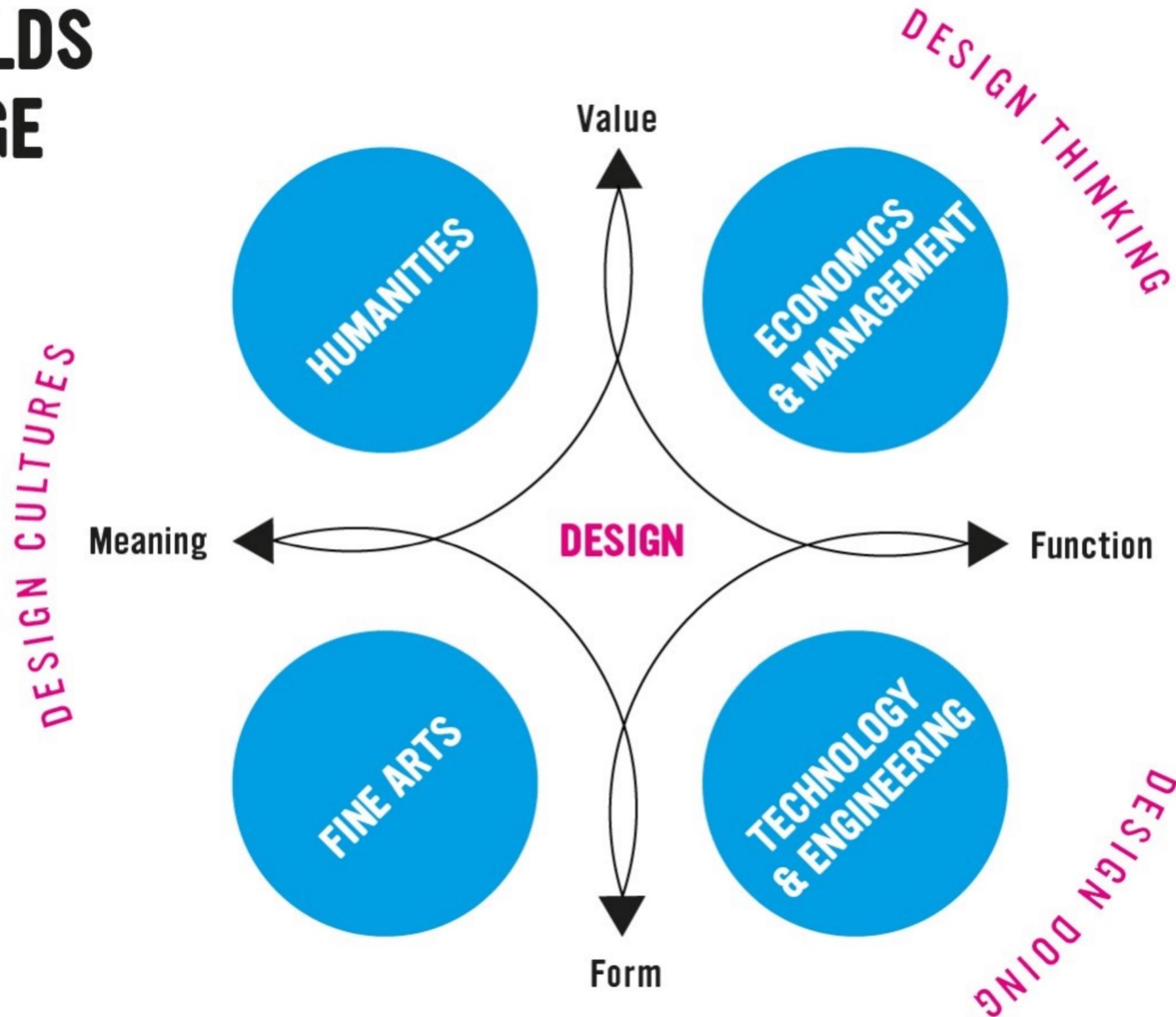
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Date not available: 41

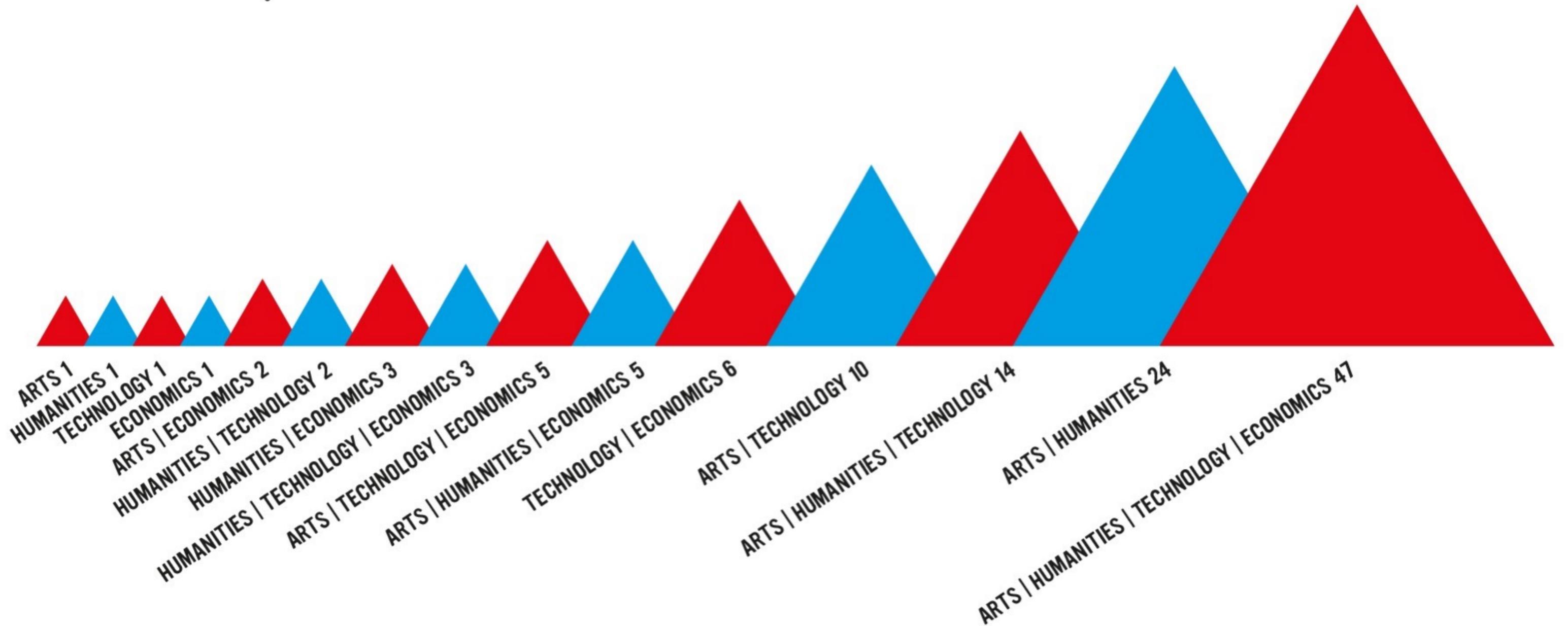
FOCUS AREAS



DESIGN AS A MEDIATOR BETWEEN FIELDS OF KNOWLEDGE



FIELDS OF KNOWLEDGE: ARTS, HUMANITIES, TECHNOLOGY, ECONOMICS

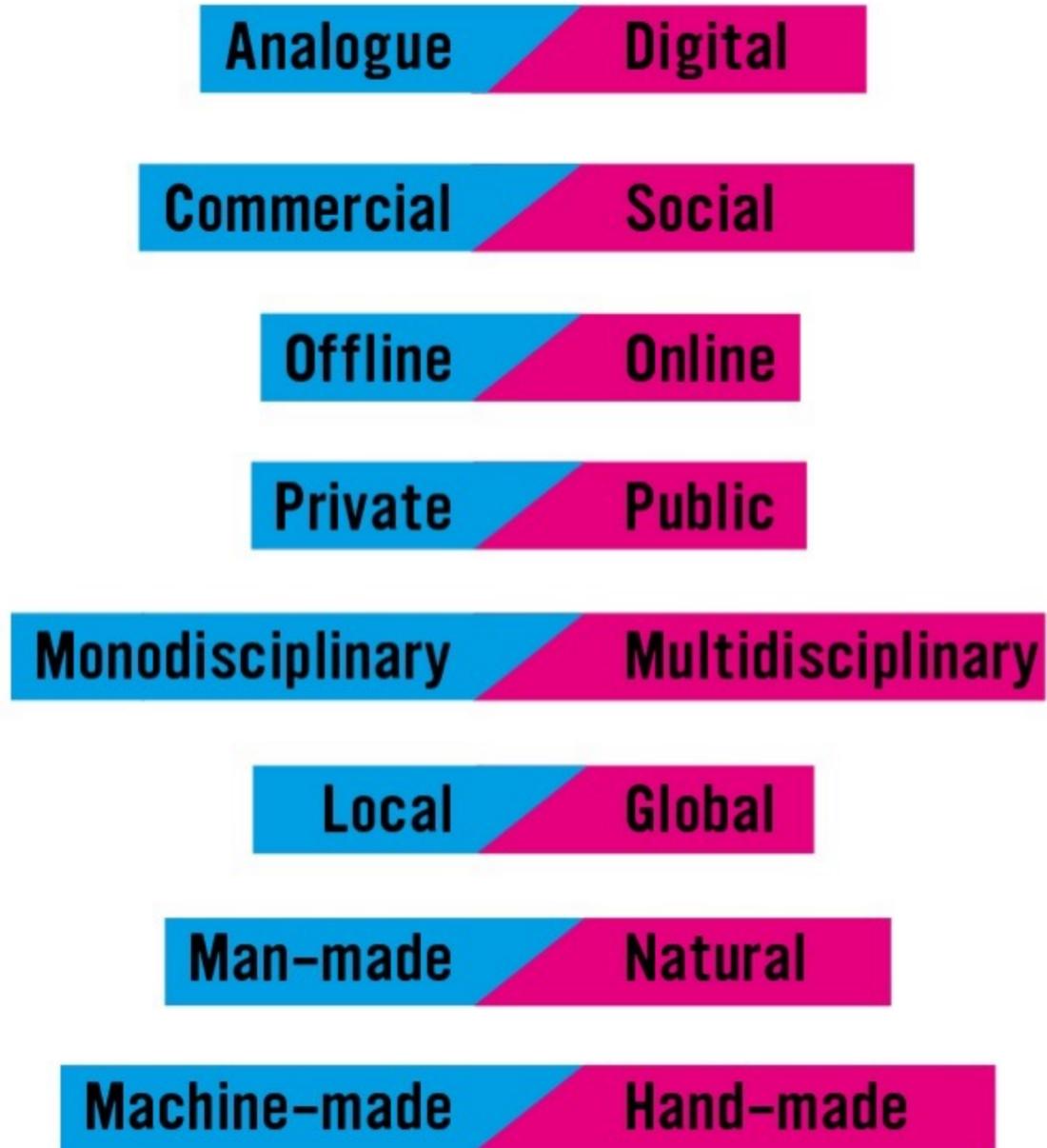


III

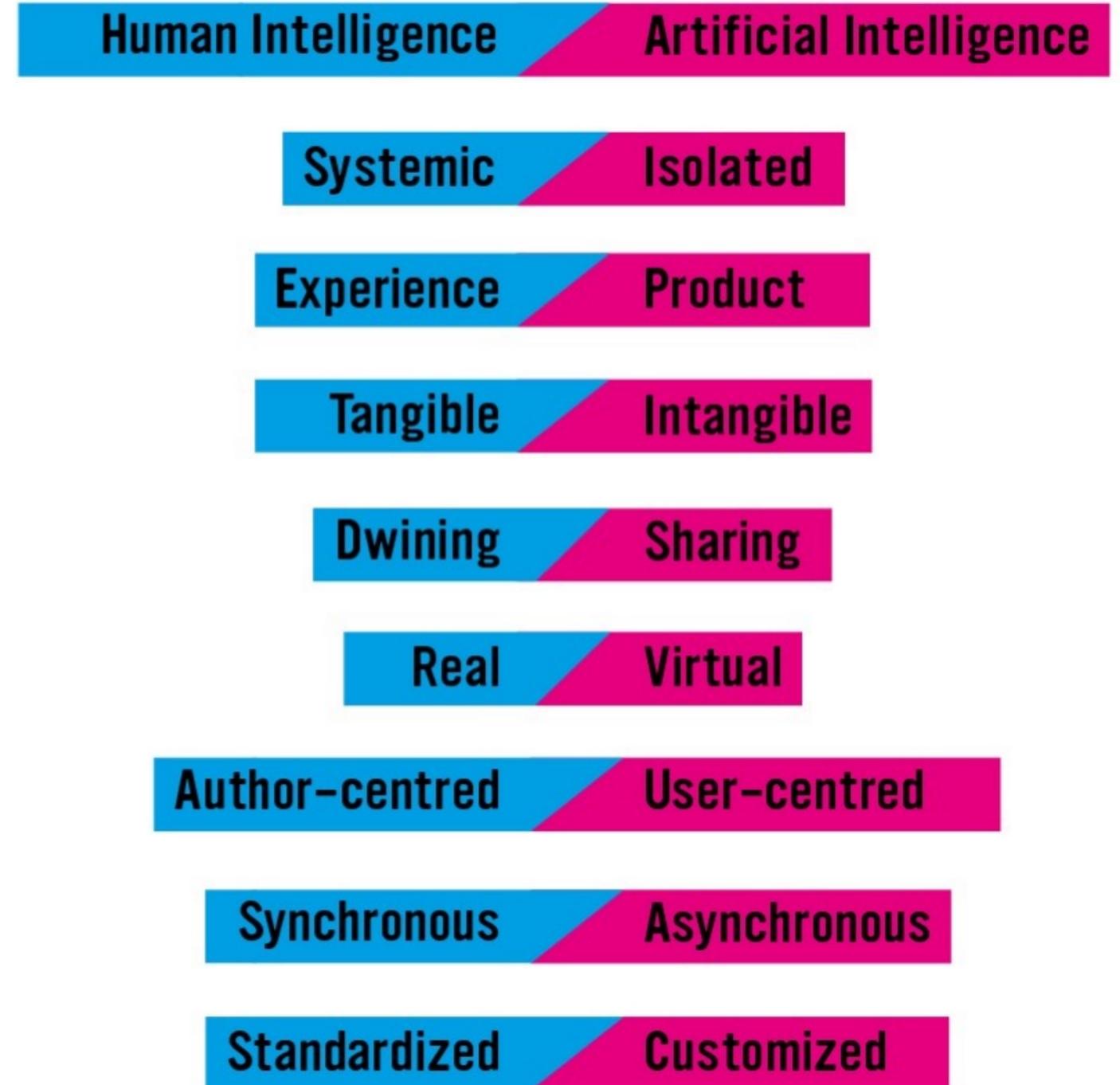
SURVEY OF EMERGING CONTEMPORARY PHENOMENA

TENSIONS

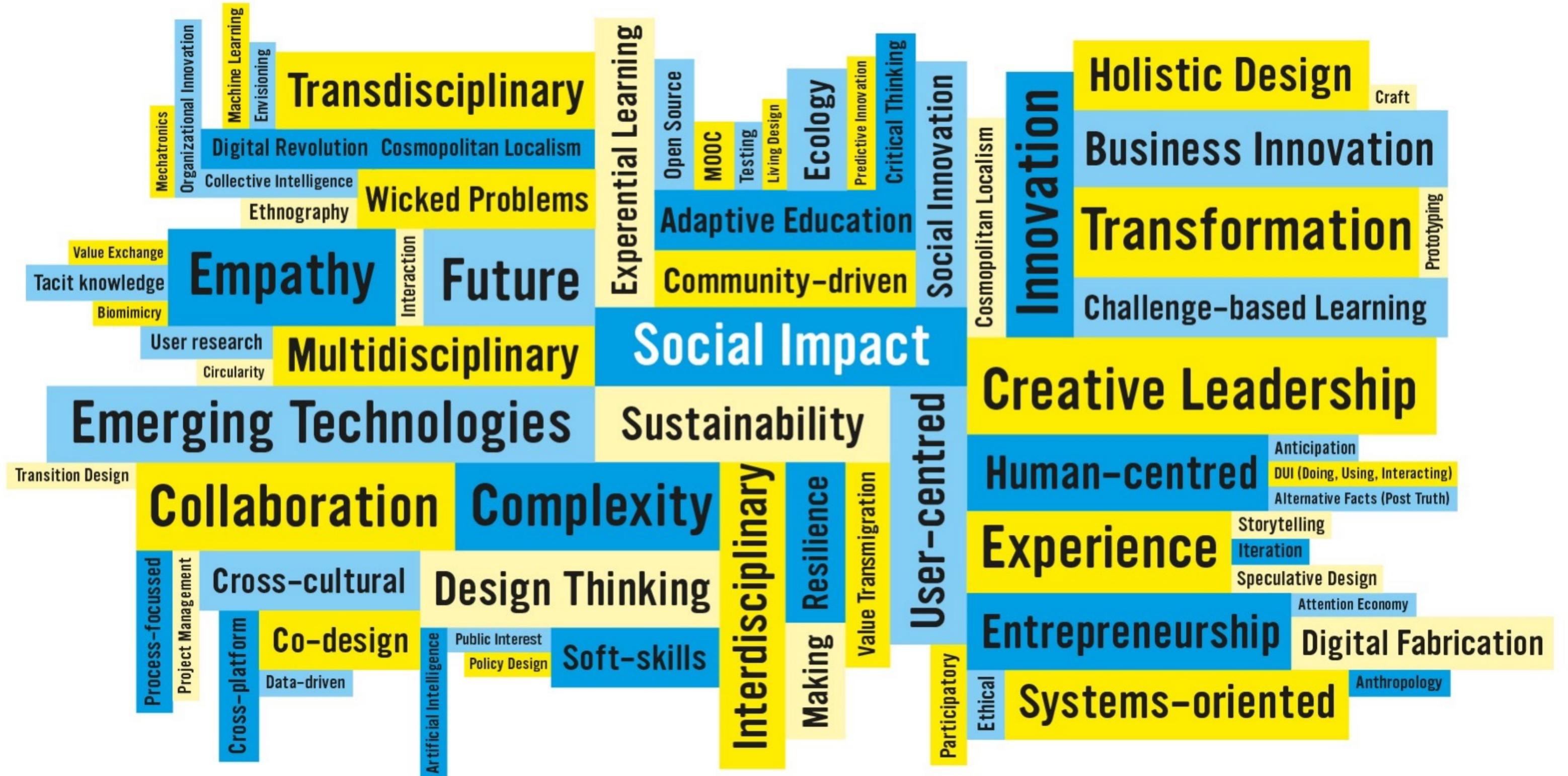
PRE-EXISTING



EMERGING

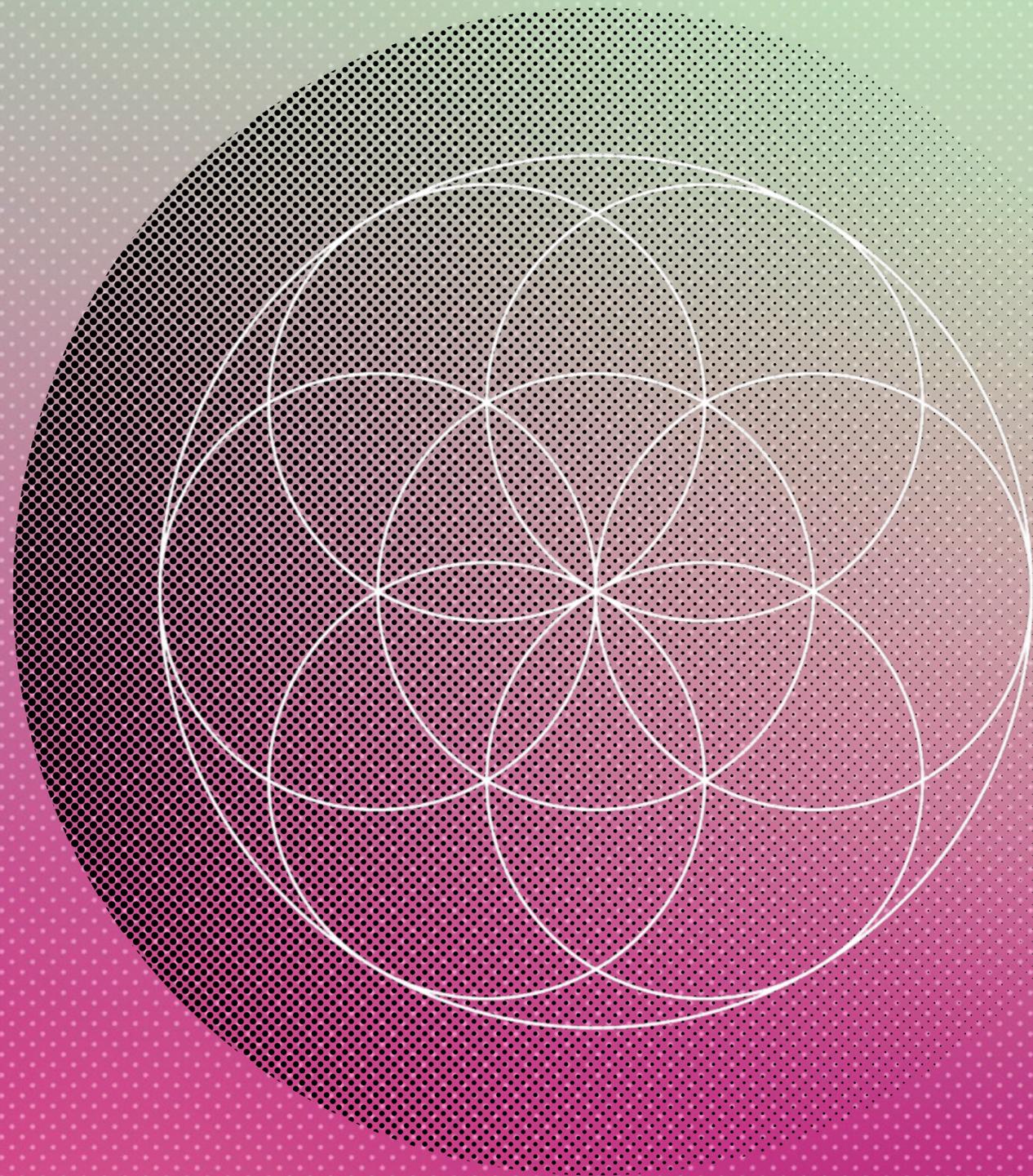


KEY WORDS



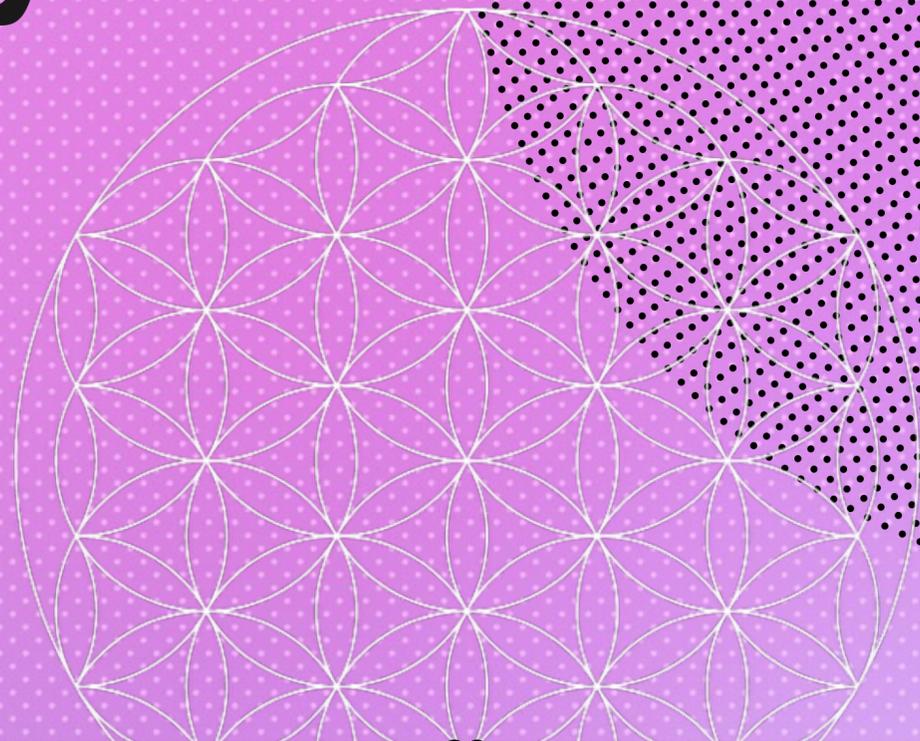
#1

Author-centred vs. user-centred



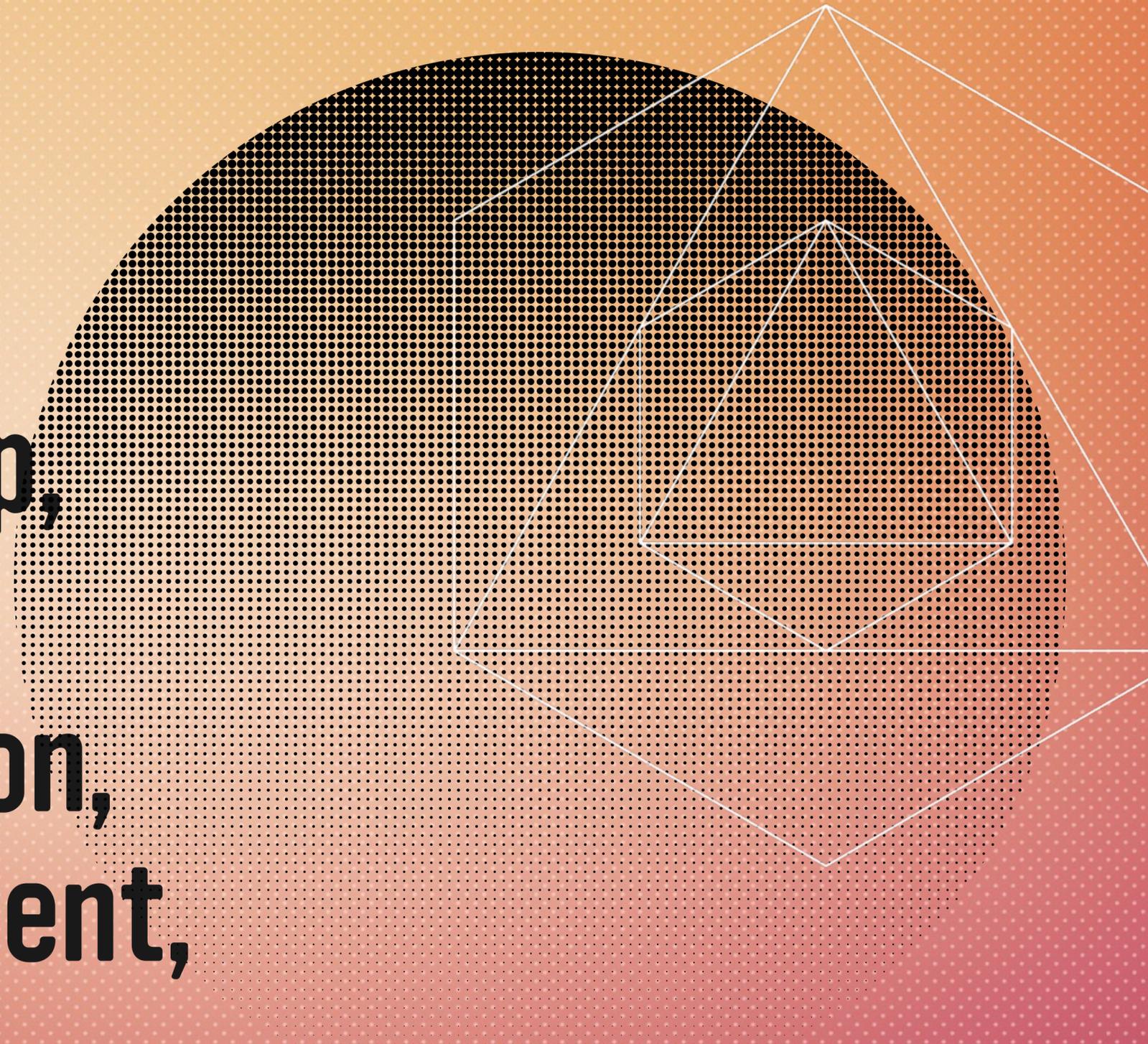
#2

**Transeverything:
transcultural,
transnational and
transdisciplinary**



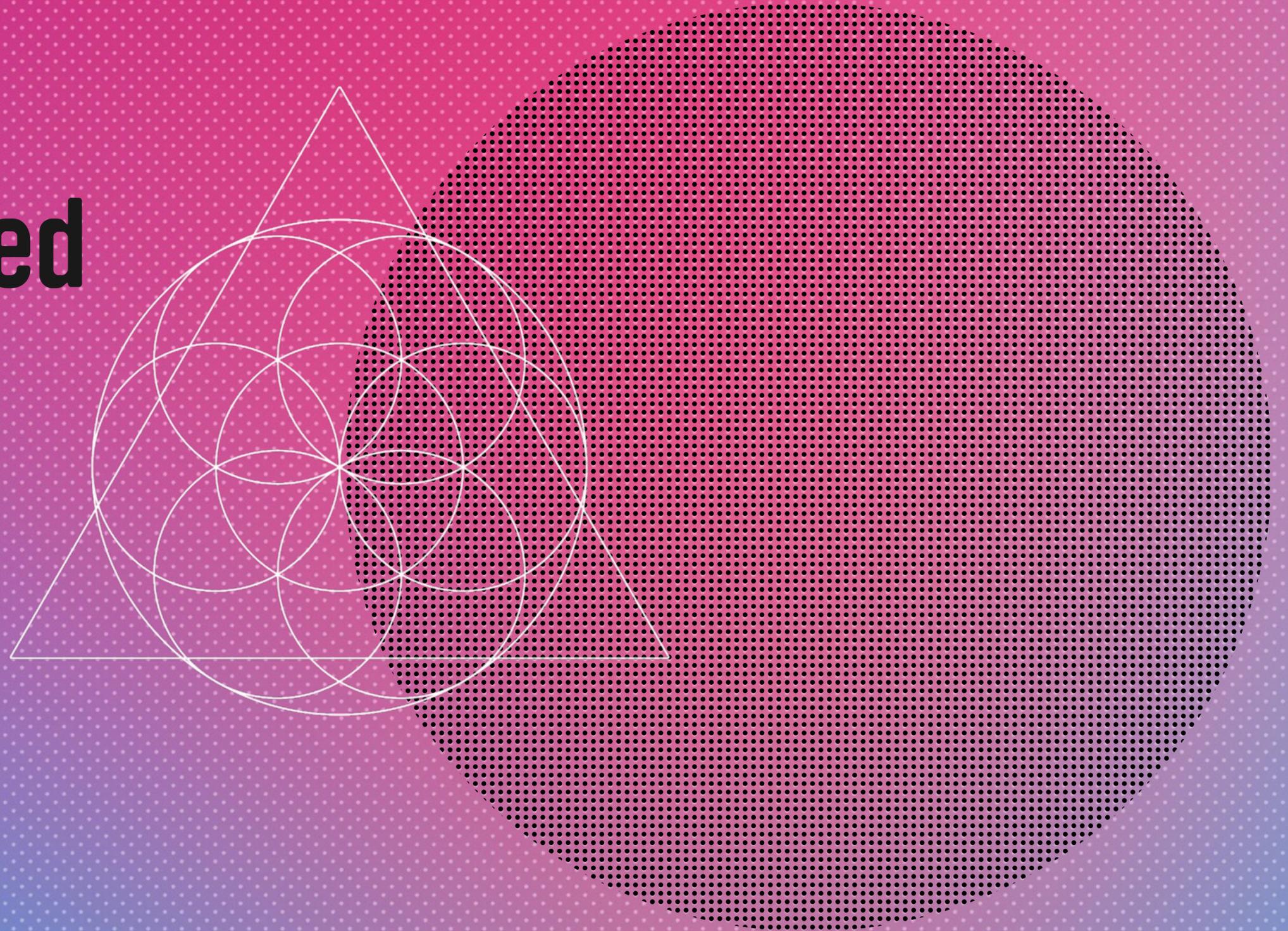
#3

**Social purpose first:
ethics, sustainability,
social entrepreneurship,
service and policy
design, social innovation,
international development,
transition design**



#4

**The realism of
challenge-based
learning**



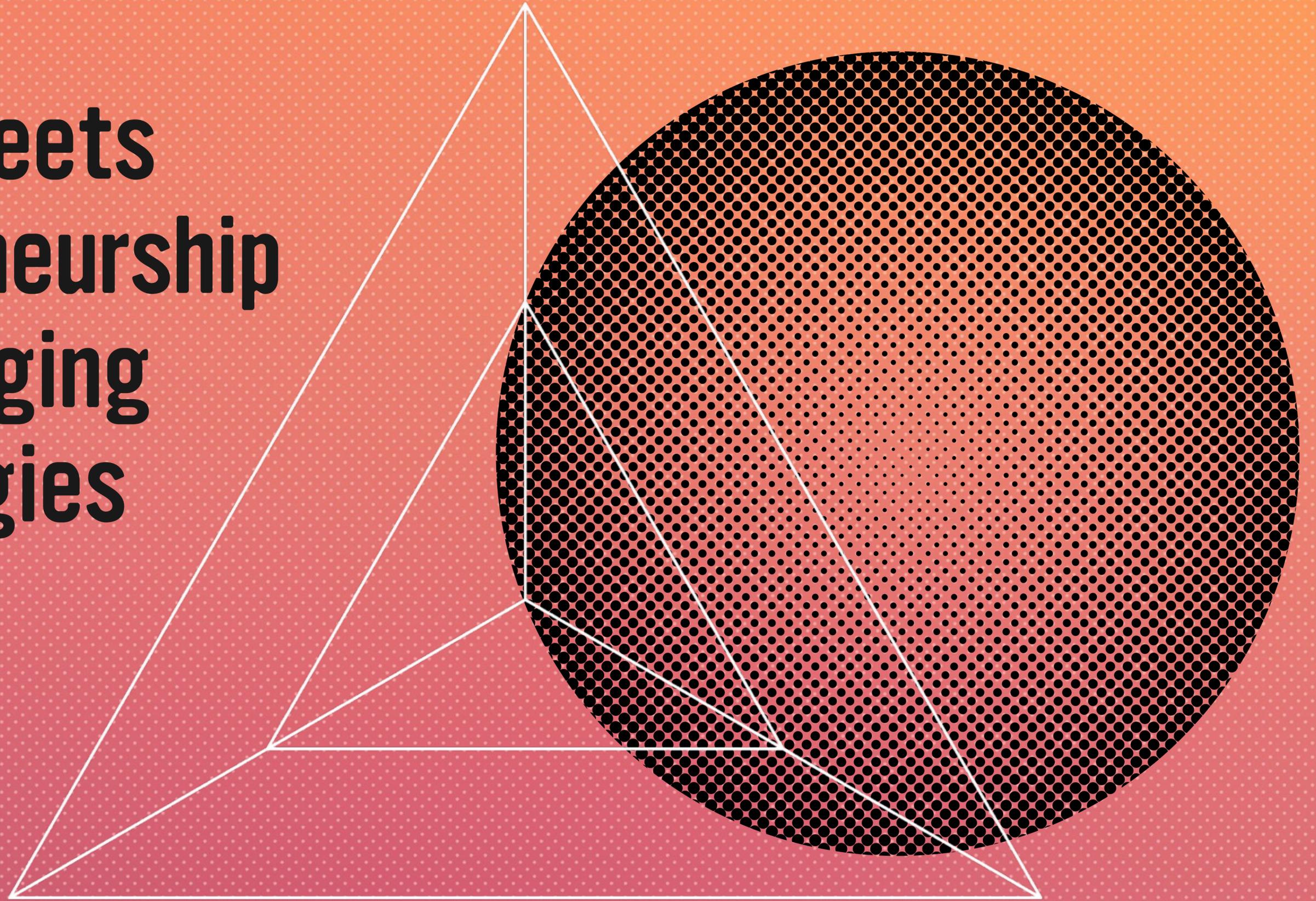
#5

**Open learning
and teaching:
adaptive education
for everyone,
everywhere,
everything
and forever**



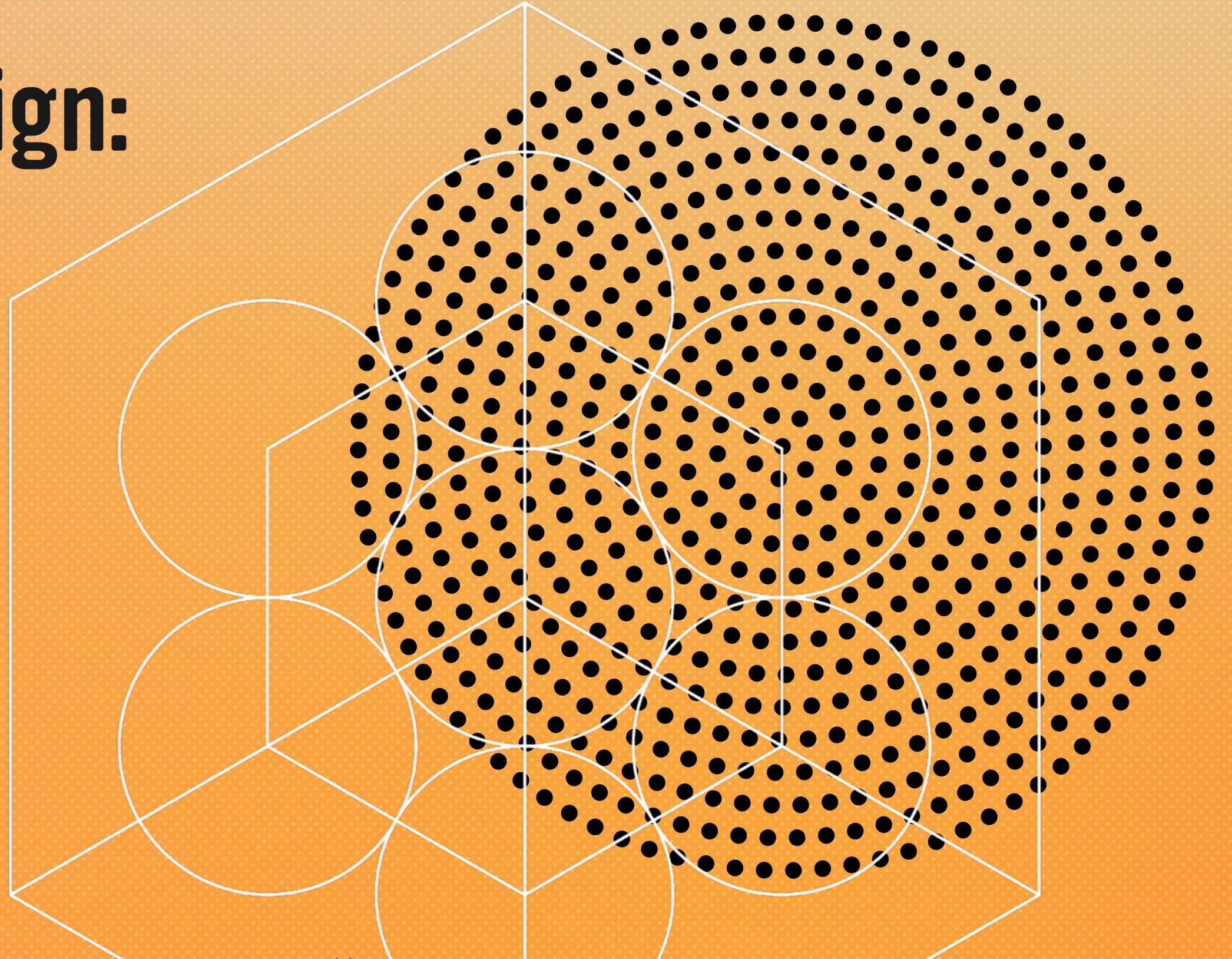
#6

**Design meets
entrepreneurship
and emerging
technologies**



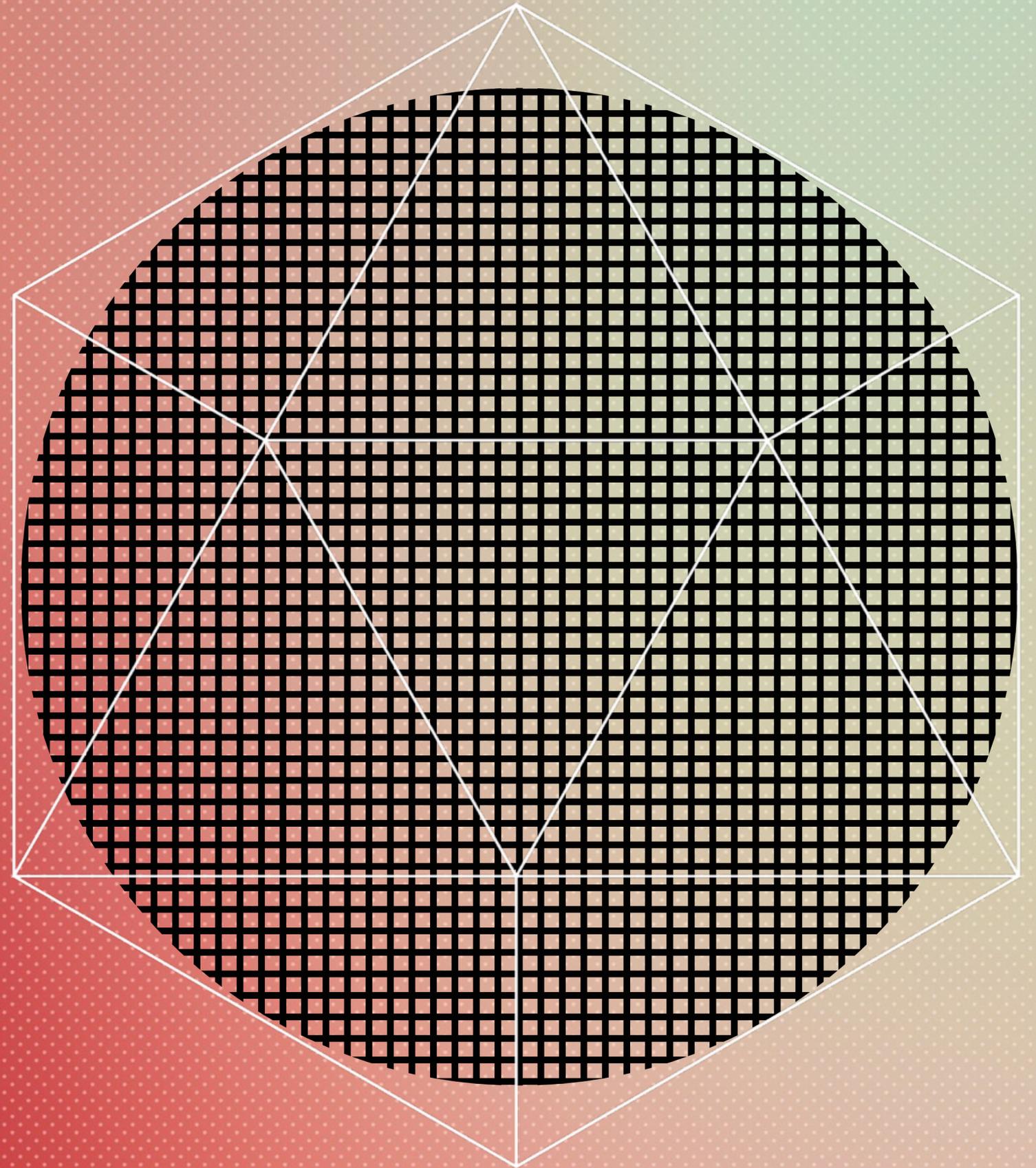
#7

**Pervasive design:
design for
non-design
education**



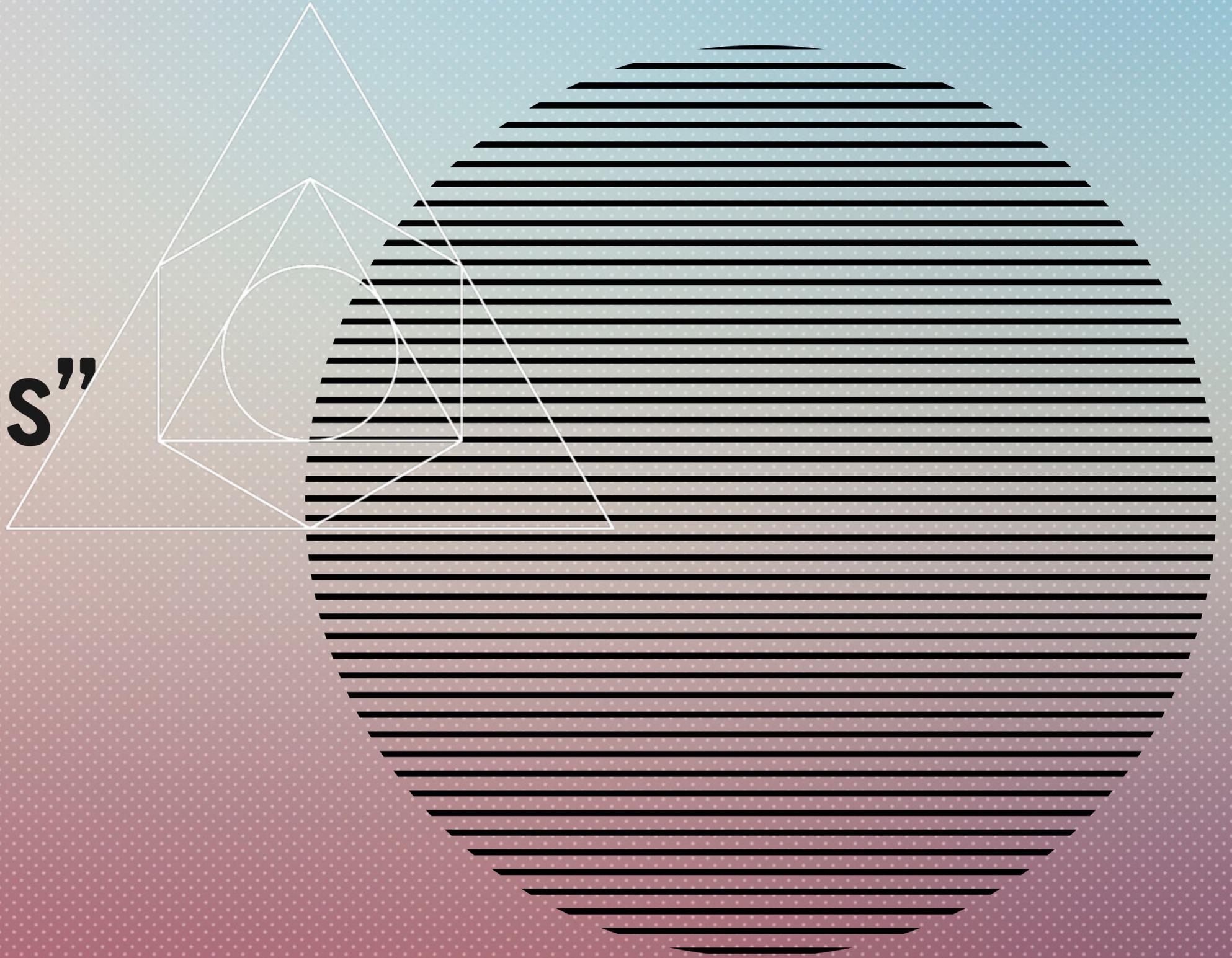
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Future focused education



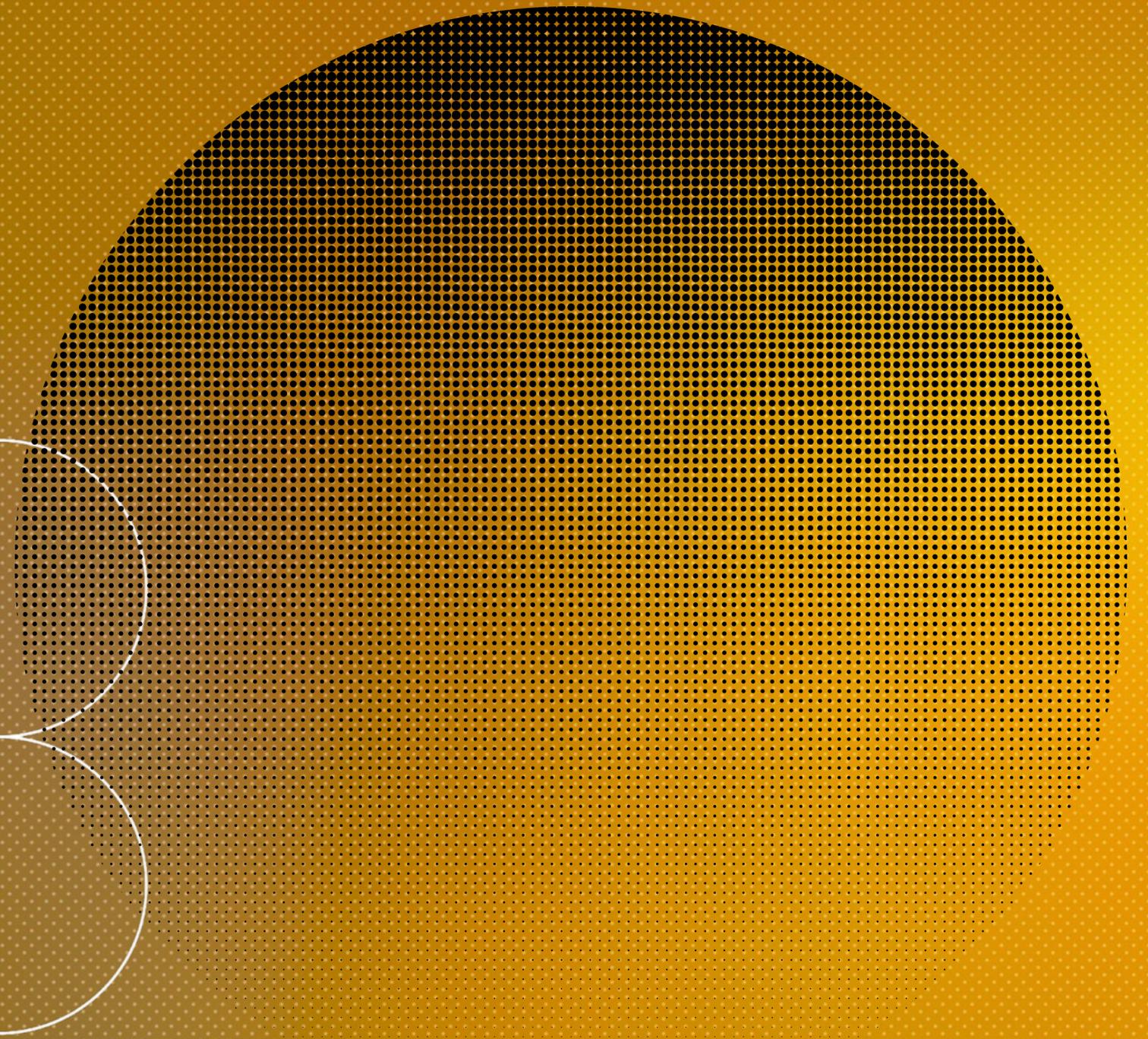
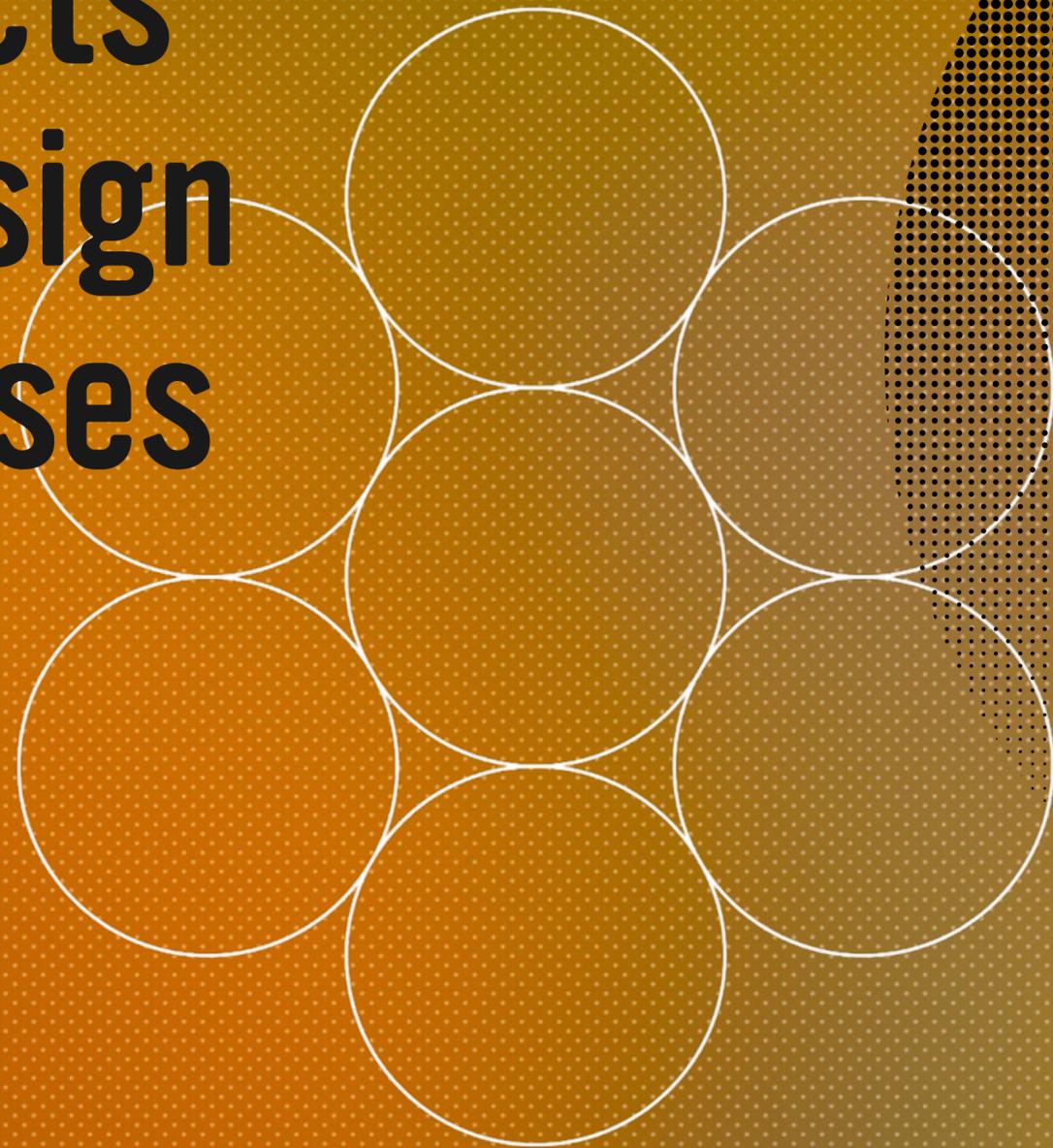
#9

**Vanishing and
emerging: new
“designer-forms”**



#10

**From the design
of artefacts
to the design
of processes**



IV

THE FUTURE OF FDEd

The future of FDEd

*“I don’t know where I’m going from here,
but I promise it won’t be boring.”*





Thank you