2015 eduPM Report and Work Groups Announcement

The 2014 EduPM (Hong Kong) confirmed the need for a participatory process to identify, explore and craft proposals of value to our members. During an open discussion and guided forum, several issues were raised by the members attending the meeting [see *Summary of Proceedings*], and greatest interest emerged for the following two topics that will be further developed in participatory Work Groups [see *Next Steps*].

We invite all ico-D Educational members to actively participate in the Work Groups:
  ▸ Design Research
  ▸ Curriculum Development, Standards and Evaluation

Over the coming months, the Work Groups will develop proposals for discussion at the **2015 EduPM (Gwangju)** that will take place in conjunction with the **ico-D 26 General Assembly**. The results of the 2015 EduPM (Gwangju) will be carried on to the 2016 EduPM, scheduled to take place in August 2016 at **Art Center College of Design**, Pasadena, USA.

Please review the materials below, register and take an active part in the process.

Introduction

At the historic 25 General Assembly, the Council's membership concluded a decade-long evolutionary process by formally redefining the organisation as multidisciplinary. A year later, at the Annual General Meeting in New York, the membership completed the process by formally adopting a new name: ico-D (International Council of Design). An upgraded website soon followed.

In a parallel process, to ensure provision of tangible membership benefits and more direct control by Members over the **ico-D International Design Agenda**, the new Board introduced structural change by creating annual membership **Platform Meetings** (PM). The first Educational Platform Meeting (EduPM) took place in Hong Kong in August 2014.

The first Professional Platform Meeting (ProfPM) took place in New York in October 2014.

Hong Kong eduPM Report

The **agenda** of the 2014 EduPM (Hong Kong), hosted by **HKDI**, was based on the results of a detailed **member survey** conducted amongst ico-D Educational Members. Representation at the meeting was very good and reflected an accurate cross-section of ico-D membership in terms of geography, institution size and cultural/economic environment.

Very notably, broad agreement amongst the membership on issues of relevance and priorities was reflected in the survey and further strengthened during the PM proceedings. Educational Members - large and small, across geographical regions - agreed that international collaboration through the ico-D framework, as well through direct institution-to-institution contact and ico-D projects, was valuable in terms of institutional strategic development on many fronts.

The ico-D EduPM framework was recognized as an effective framework with which to address the complicated issues facing educators and educational institutions. In particular, in a world of increasing complexity, the multidisciplinary strategy of ico-D was recognized as a more effective way to address the many issues related to the fusion of design disciplines and the increasing interaction between design disciplines. At the same time, the enhanced framework was recognized as being better able to address specific design disciplines.

All noted that most design education institutions included multiple design departments. An integrated international framework for collaboration was seen as resource-effective.

Summary of Proceedings

Design Research. Members agreed that much should be done to promote Design Research opportunities. The following issues were raised:

- ▸ The area of Design Research has yet to be sufficiently addressed in academic structures; design academics have insufficient opportunities to conduct and publish research - leading to difficulties in recognition, individual advancement and faculty development.

- ▸ In the face of increasing economic pressure on design departments, how can design research formats be financed?

- ▸ What is the interaction between teaching, administration, research and practice? In particular, what is the relationship between teaching and research on one hand, and between teaching and practice on the other? Can teaching be a bridge between research and industry, to the benefit of all, and serve as financial support for institutions?

- ▸ Participants agreed that ico-D EduPM could provide value to members by focusing on design research by: defining the basics; describing the landscape; presenting a dictionary of terms; creating a toolkit of methods, models and examples; outlining ethics and practices; providing avenues of publication and exchange of findings.

Curriculum development, standards and evaluation. Sharing curriculum development experiences was seen as very valuable to participants - especially to better prepare students to deal with the challenges of an increasingly integrated and global design culture. The following issues were raised:

- ▶ Curriculum development in the face of increasing fusion, convergence; balancing specialization and holistic approaches.
- ▶ The role of the designer in social and economic terms.
- ▶ Integrating design, technology and science.
- ▶ How to effectively introduce sustainability into the curriculum?
- ▶ Can (voluntary) international standards and evaluation processes help design education institutions develop and better deal with local authorities? Should ico-D offer recognition formats?
- ▶ Issue an international report on the "State of Design Education" with suggested formats and best practices.
- ▶ Lifelong learning: methods and case studies.

Collaboration with practice. Participants agreed on the need to foster closer interaction between educational institutions and professional organisations in terms of curriculum development, inclusion of practitioners in the educational process, preparation of graduates for professional life (anti-spec instruction, etc.), organizing internship models and developing formats for lifelong learning. The same interests were expressed at the 2014 ProfPM (New York). *This is an area for cross-platform collaboration.*

National Design Policy. Both the survey and the PM indicated that members have a high interest in including an "educational plank" in National Design Policies. The ico-D ProfPM also expressed high interest in developing National Design Policies. *It is an additional area for cross-platform collaboration.*

Good Society Project. A project authored by Victor Margolin was presented to participants and will be developed and *presented in Gwangju for consideration by individual institutions*.

Next Steps

Two Work Groups are being established:

- ▶ Design Research
- ▶ Curriculum Development, Standards and Evaluation

ico-D Educational Members are invited to appoint representatives to each Work Group by registering by 20 April.

An online framework will be established for each Work Group where participants will share materials and conduct discussions. Each WG will be chaired by a Chairperson appointed by the ico-D Board and will be accompanied by a Board liaison.

Timeline

Through August 2015: participants in each WG, led by the chair, will prioritize issues and develop discussions and proposals. The discussions will define the agenda for the 2015 EduPM (Gwangju) with participants taking part in the presentations and panel discussions.

September 2015: The materials developed by the WG, edited by the Chair in collaboration with the Board, will be used to draft proposals to be considered at the 2015 EduPM (Gwangju) and circulated to the membership.

October 2015: At the 2015 EduPM (Gwangju), Members will discuss the issues with the objective of issuing an ico-D White Paper on Design Education. Reflecting the outcomes, the WGs, expanded as needed, will continue to collaborate in preparation for the 2016 EduPM (Pasadena).

Vision

ico-D recently announced that it would be a primary partner in the first **World Design Summit** that will take place in Montreal in October 2017.

At this important event, representatives of the international design community will meet with leading international social, economic and cultural entities to discuss issues of central importance. **The proposals developed by the ico-D EduPM format will serve as important components of the Summit.**