The curriculum in higher education challenged

Peer Learning Activity

Veronika Gruden, M.Sc.
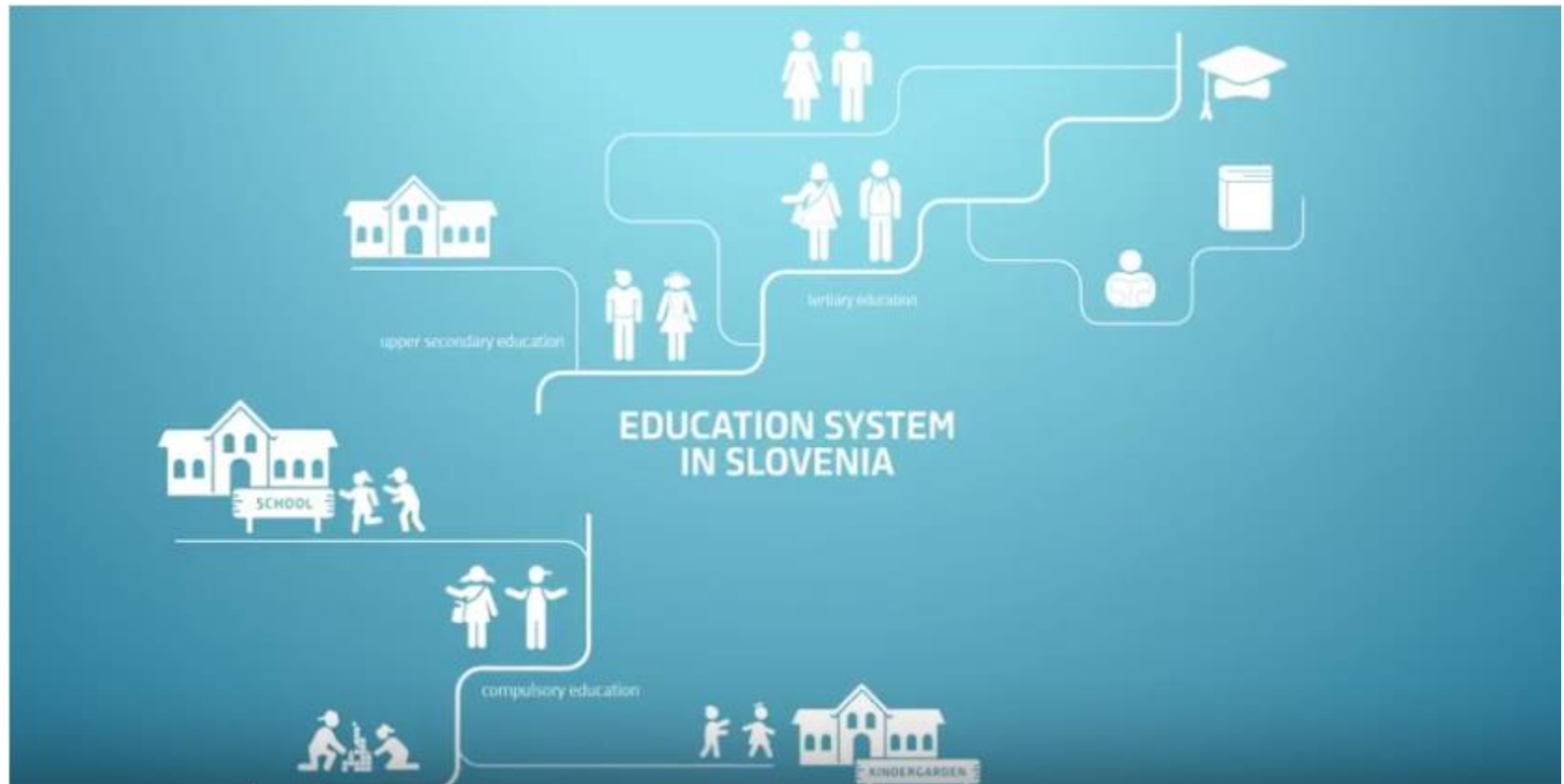*Faculty of Design, Associated Member of University of Primorska*
Department for Design Management
Prevale 10, Trzin
veronika.gruden@fd.si; www.fd.si

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1. SLOVENIAN EDUCATION SYSTEM

2. THIRD LEVEL EDUCATION IN SLOVENIA

Slovenian system of tertiary education includes:

1) higher education institutions: universities, faculties, art academies (1st, 2nd, 3rd cycle), professional colleges (1st, 2nd cycle)

2) higher vocational colleges (short-cycle study programmes, 2 years)

 = *INTERRELATED* (credit system, diploma supplement, and system of
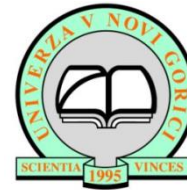
quality, includingthe system of external evaluation

https://www.youtube.com/watch?v=mVVdlfrK6EE

http://studyinslovenia.si/

STUDY IN SLOVENIA

3. HIGHER EDUCATION INSTITUTIONS IN SLOVENIA

3 public universties   &   2 private universities

- ❑ Public and private independant HEIs (app. 30 institutions)

- ❑ Public and private short-cycle vocational colleges (app. 50 institutions)

- ❑ 993 study programmes all together

4. FACULTY OF DESIGN

▶ an independent higher education institution from 2006

▶ an associated member of the University of Primorska since 2011

▶ **a three-year, undergraduate study programme "Design"**

▶ **master's study programme "Design"**

▶ four departments:

  ▶ **Interior Design,**

  ▶ **Fashion and Textile Design,**

  ▶ **Visual Communications and**

  ▶ **Design Management.**

▶ ISCED classification- art (21)

▶ KLASIUS − P − 16 - interdisciplinary educational activities, predominantly as arts and humanities (0288)

▶ 50 % of subjects are fundamental, with a science base and 50 % of subjects with artistic content.

▶ JEWELLERY course for academic year 2018/2019

▶

4. FACULTY OF DESIGN

Advantages of Faculty of design:

- relatively small size of the faculty and, consequently, flexibility in operation,

- independence in making business decisions,

- associate membership of the University of Primorska,

- interdisciplinary studies,

- comparability of study programs with foreign similar or related study programs,

- applicability of research results, products and concepts,

- intensive involvement in international connections (associations, institutions, platforms),

- relatively high share of mobility among employees and students,

- strong connections with business entities (especially in wood industry and furniture industry),

- stable financing of the first stage of the undergraduate DESIGN study program,

- highly professional and motivated personnel.

5. UNDERSTANDING DESIGN/ TEACHING DESIGN

▸ How can we understand design?

▸ Design education

▸ Design thinking method

in 2020		in 2015	
1.	Complex Problem Solving	1.	Complex Problem Solving
2.	Critical Thinking	2.	Coordinating with Others
3.	Creativity	3.	People Management
4.	People Management	4.	Critical Thinking
5.	Coordinating with Others	5.	Negotiation
6.	Emotional Intelligence	6.	Quality Control
7.	Judgment and Decision Making	7.	Service Orientation
8.	Service Orientation	8.	Judgment and Decision Making
9.	Negotiation	9.	Active Listening
10.	Cognitive Flexibility	10.	Creativity

Design Thinking Process

Empathize — Learn About Your Audience

Define — Construct Point of View Based on User Needs

Ideate — Brainstorm and Come up with Creative Solutions

Prototype — Build Representation of Your Ideas

Test — Test Your Ideas
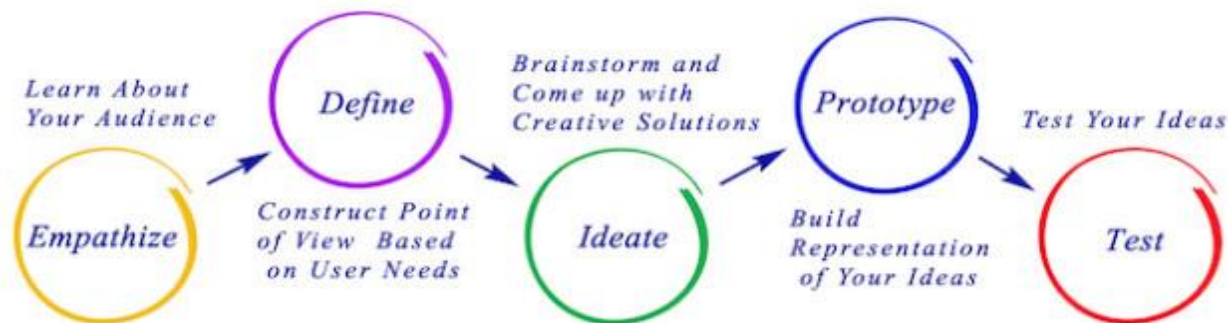
6. CURRICULUM DESIGN

Two key challenges for FD:

❑ transforming the existing curriculum of three study programs (without DM);

❑ preparing a new curriculum for the **Jewellery course**.

❑ At the undergraduate level, we designed the course by separating the subjects into **COMPULSORY SUBJECTS** and **ELECTIVE SUBJECTS**.

❑ In the master level, the curriculum is designed in **MODULES.**

6. CURRICULUM DESIGN

The interdisciplinary design team

Current visual tools
field notes | stakeholder maps | transcriptions
sketches | transit diagrams | written reports
site imagery | aerial views | statistical data:
precedent imagery | phasing diagrams | histograms, line graphs,
land use maps | verbal presentation | pie charts
community asset maps | slide presentation

architect

Role
considers structure, building type, land use, materiality, appropriatness in the neighborhood

"Participatory creation is really about shaping perspective, and then engaging stakeholders and decision makers to understand how we can act on those ideas."
Alex, architect

research strategist & urban designer

Role
makes sure the team is asking the right questions to the right people at the right time; key contact with the community

"More fly on the wall, trying to get as much context as possible. We do our best to build into our process some pauses that allow us to process what is coming in, and then make decisions on what we need to do next in order to more deeply understand what is going on."
Renata, research strategist and urban designer

transportation specialist

Role
understands infrastructure of highways, streets, public transit, and pedestrian traffic routes at site, neighborhood, city, and regional scales

"Our discussions are really about extrapolating why they [community members] are gravitating toward a specific option: we want to understand the reasons."
Sarit, transportation specialist

urban planner

Role
takes a comprehensive look at the whole system: land use, demographics, climate, environment, transportation

"We use Google Surveys to capture users data, and they give us a fair amount of charts and visuals to analyze."
Claire, urban planner

cultural expert

Role
brings a deep cultural understanding of the community and people; has worked in the community for 10 years and can identify with residents' history

"I do my best to try to stick to the observations and quotes first, and then develop insights from those. In my opinion, this helps me keep my own biases in check, and allows me to not get too far out of the gate without my team."
**Lena, cultural expert**

COMPULSORY SUBJECTS:

❑ STUDIO – APLICATIVE, REAL PROJECTS (9 /10 ECTS)

❑ BASIC SUBJECTS (THEORY + PRACTICE) (5 / 7 ECTS)

❑ COMPLEMENTARY SUBJECTS (THEORY) (3 /4 ECTS).

▸ **integration of different disciplines (interdisciplinarity)**, both *within the design field* (graphic, product, furniture, textile) *as well as outside* (technological processing of wood, construction, architecture, anthropology, culture, ethnography, etc.).

▸ From the very beginning, we have been carrying out a cross-curricular connection **through project work** (e.g. the Open Village project).

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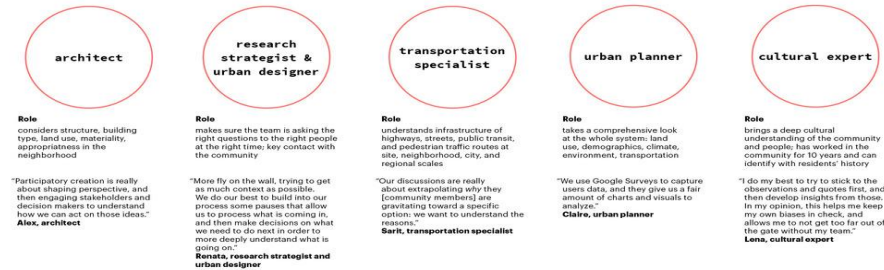
7. APPROACHES TO FORMING A CURRICULUM

▸ Student surveys

▸ Professors' surveys

▸ Department meetings and sessions

▸ Career Day

▸ Round table with graduates / Alumni Club

▸ Information from the Employment Service and the Statistical Office

▸ Cooperation with business sector

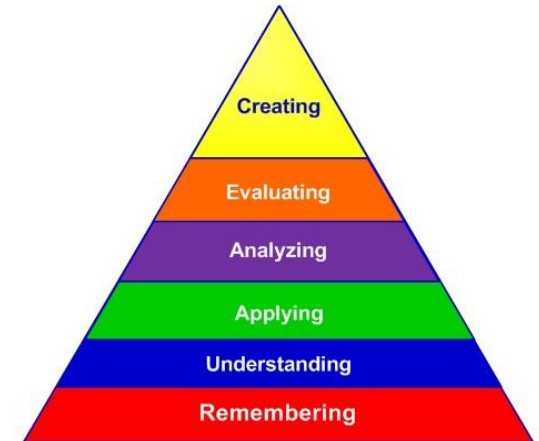▸ Cooperation with the wider environment (local communities, NGO´s)

8. LEARNING OUTCOMES

Blooms Taxonomy - Revised
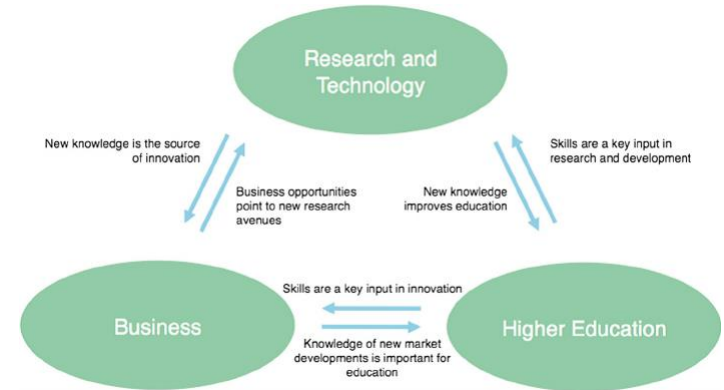
▸ **GENERAL LEARNING OUTCOMES** –

▸ FD student:

❑ recognizes a wide spectrum of different possibilities / potentials in a given problem;

❑ works on different stages of abstraction;

❑ models and visualises solutions before all data is available;

❑ approaches to solving problems, in the way of creating and evaluating more alternatives;

❑ takes, adds or preserves the values of individual elements and integrates them into a whole;

❑ recognizes and responds to the relationships between the solution of a problem and the context of a problem;

❑ uses a form to create a product, a concept or service, and their added value.

9. INTEGRATION OF COMPETENCES FOR SUSTAINABILITY AND INERCULTURAL SKILLS INTO CURRICULUM

Student:

☐ successfully and effectively communicates with business partners from various international and cultural backgrounds;

☐ successfully resolves conflicts in a culturally diverse team;

☐ works successfully in an international environment;

☐ is aware of the challenges in the area of environmental, social and economic development and takes into account the principles of sustainable ethics.

The <u>principles</u> we are following are integrated in the curriculum:

▸ *Encouraging the use of natural, biodegradable and indigenous materials,*

▸ *Encouraging the three R´s (reducing, reusing, recycling),*

▸ *Minimizing waste in production (the principle of "zero waste design"),*

▸ *Minimizing the number of parts and the size of the product or packaging,*

▸ *Applying energy efficiency,*

▸ *Making sense for community.*

Related subjects: Social responsibility of design manager; Green company; Studio for redesign and sustainability, Management of sustainable development, Design for sustainable development

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10. INTERNATIONALIZATION OF CURRICULUM

▸ Focus is:

❑ on the institutional context (what is the vision and strategy of the institution in a global sense) → **FOLOWING 17 SUSTAINABLE UN GOALS** - **AGENDA 2030**

❑ on the national context (how international connectivity can be transferred to home environment),

❑ on the local context (how internationalization impacts our experts and vice versa), but, above, all how we can improve the world and the quality of life with the help of design.

Learning content: foreign sources and literature, case studies of foreign practicies, visiting lectureres, foreign business enviroment…

Important: heterogeneous groups (erasmus + domestic)

11. TRAINING OF LECTURERS AND STAFF

‣ **Pedagogical training**

‣ **Intercultural training**

‣ **Training for supporting students with special needs**

‣ **Internationalization of curriculum**

‣ **Learning outcomes**

Supporting agencies:

‣ **CMEPIUS (**National Centre for Mobility and European Education and Training Programmes)

https://eng.cmepius.si/

‣ **NAKVIS (**Slovenian Quality Assurance Agency for Higher Education)

http://www.nakvis.si/en-GB/Content/Details/8

12. Example: Curriculum of DM course

1. YEAR

Common subjects

I. Semester

NO.	Subject			ECTS
1.	Fundamentals of management			3
2.	Visual communication			3
3.	Visualisation techniques, drawing and painting I			5
4.	Introduction of materials			6
5.	STUDIO for conceptual product design I			10
6.	Elective subject			3
Σ I. SEMESTER				30

II. Semester

NO.	Subject			ECTS
7.	Design management			3
8.	Visualisation techniques, drawing and painting II			9
9.	Storytelling			6
10.	Visual communication STUDIO			9
11.	Elective subject			3
Σ II. SEMESTER				30
Σ I. YEAR				60

2. YEAR

Common subjects
III. Semester

NO.	Subject			ECTS
1.	Brand development STUDIO			9
2.	Project management			3
3.	STUDIO for conceptual product design II			9
4.	Visualisation techniques			6
5.	Elective subject			3
Σ I. SEMESTER				30

IV. Semester

NO.	Subject			ECTS
7.	Urban and rural design environment STUDIO			9
8.	Re-design and sustainable design STUDIO			9
9.	Introduction to polymer materials			5
10.	Innovation management			4
11.	Elective subject			3
Σ II. SEMESTER				30
Σ I. YEAR				60

12. Example: Curriculum of DM course

3. YEAR

Common subjects

Legend:

	PRACTICAL TRAI.
	BASIC
	STUDIO
	ELECTIVE
	COMPLEMENTARY

V. Semester

NO.	Subject			ECTS
1.	Service design STUDIO			9
2.	Design – strategy implementation			3
3.	Communication strategies			3
4.	STUDIO for conceptual product design III			9
5.	Sustainable development management			3
6.	Elective subject			3
Σ I. SEMESTER				30

VI. Semester

NO.	Subject			ECTS
7.	Practical training			10
8.	Entrepreneurship			7
9.	Product promotion and corporate image STUDIO			10
10.	Elective subject			3
Σ II. SEMESTER				30
Σ I. YEAR				60

Elective subjects: 1.Entrepreneur project, 2.Finances and accountant management, 3.Photography, 4.Intergal spatial presentations, 5.Proffesional terminology in English, 6.Video in design, 7.Contemporary fashion, 8. Fashion stylism, 9.Typography, 10.History of furniture in interior design, 11.Perception in creativity, 12.Trend analysis, 13. Design philosophy, 14.Design and prototyping

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Thank you!