

DESIGN LITERACY

From Primary Education to University Level



Stord 27.01.2015

DESIGN LITERACY

«We include such an awareness of quality, longevity and sustainability in the design process of artifacts and solutions in our understanding of design literacy. It refers to concerns and practices such as democratic participation in the processes, developing and using ethical responsibility, and understanding and supporting sustainable aspects of production and consumption.»

CITIZENSHIP

«...å avklare forskjellen mellom statsborgerskap og medborgerskap. På norsk har vi to egnete ord for å skille mellom regler for å ta opp medlemmer i en stat (statsborgerskap), og normer for deltakelse som gjør medlemmene til en del av et politisk fellesskap (medborgerskap)» (Maktabi, 2011 p. 22).

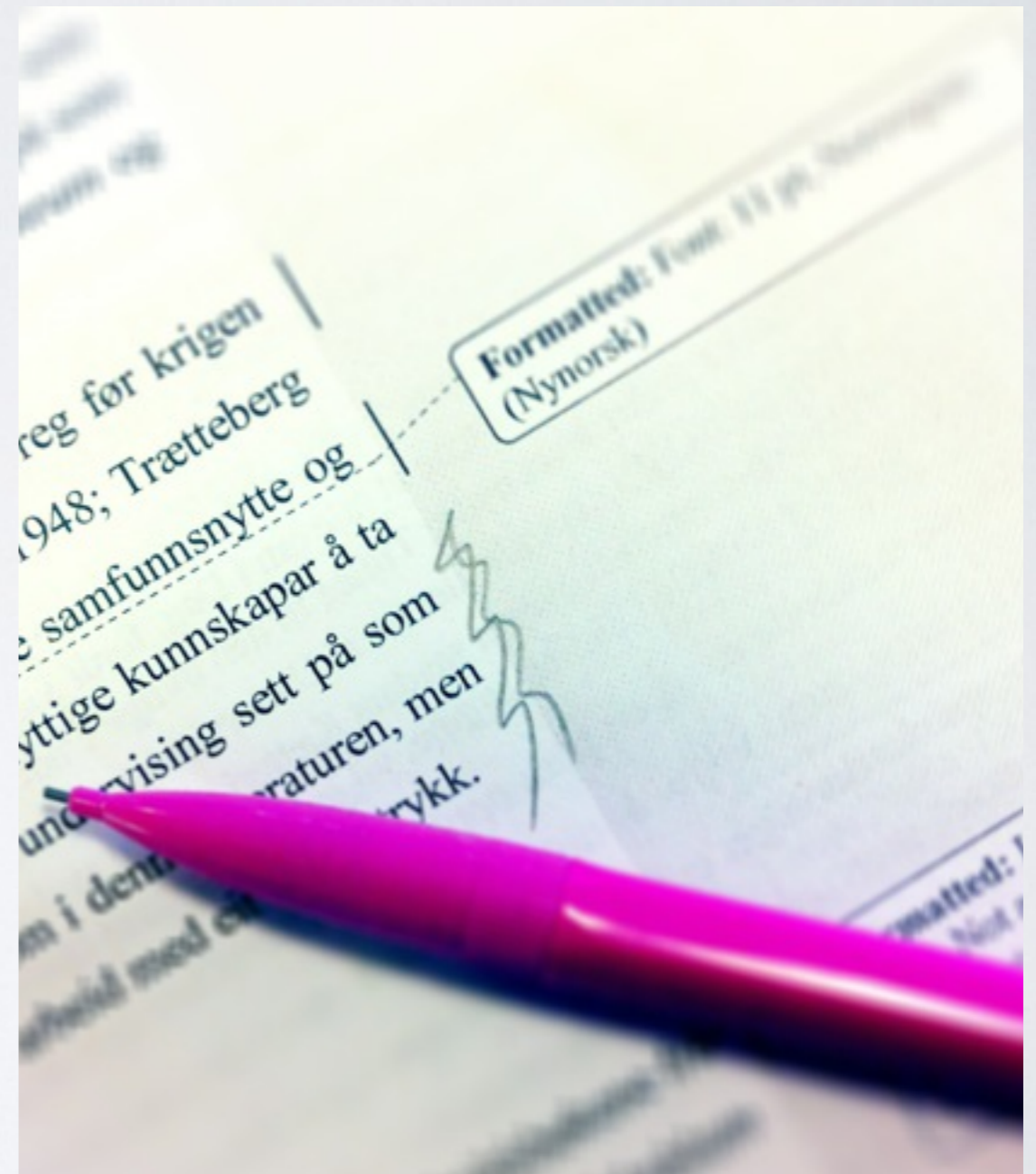
PRIMARY TO UNIVERSITY LEVEL

«We regard design literacy as a competence not only for the professional designer, but also for lay people in their position as users, decision makers, and consumers.»



FORMAL AND INFORMAL EDUCATION

What basic knowledge should the next generation of citizens or professionals have in design, why, and how best achieve it?



SYSTEMIC DESIGN AND GIGA MAPPING

Design education:

Global, national and local perspective

Formal and informal education

Culture, policy and ideals

Mingers, J (2014). *Systems Thinking, Critical Realism and Philosophy: A Confluence of Ideas*. Hoboken: Taylor and Francis.

DESIGN LEARNING FOR TOMORROW

- DESIGN EDUCATION FROM KINDERGARTEN TO PHD



- Oslo 14-17. mai 2013



«DESIGN FOR GROWTH&PROSPERITY» (2012)

European Design Leadership

Board:

- 6 strategic design actions
- 21 recommendations



STRATEGIC DESIGN ACTION 6

Design Competencies for the 21st century

Recommendation 20:

«Raise the level of design literacy for all citizens of Europe by fostering a culture of design learning for all at every level of the education system.»



DESIGN LITERACY - FROM PRIMARY EDUCATION TO UNIVERSITY LEVEL

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