

MA Designing Education 2023/4

Professor Mike Waller
Goldsmiths, University of London

Goldsmiths
UNIVERSITY OF LONDON

Overview of the Programme

MA Designing Education - Overview

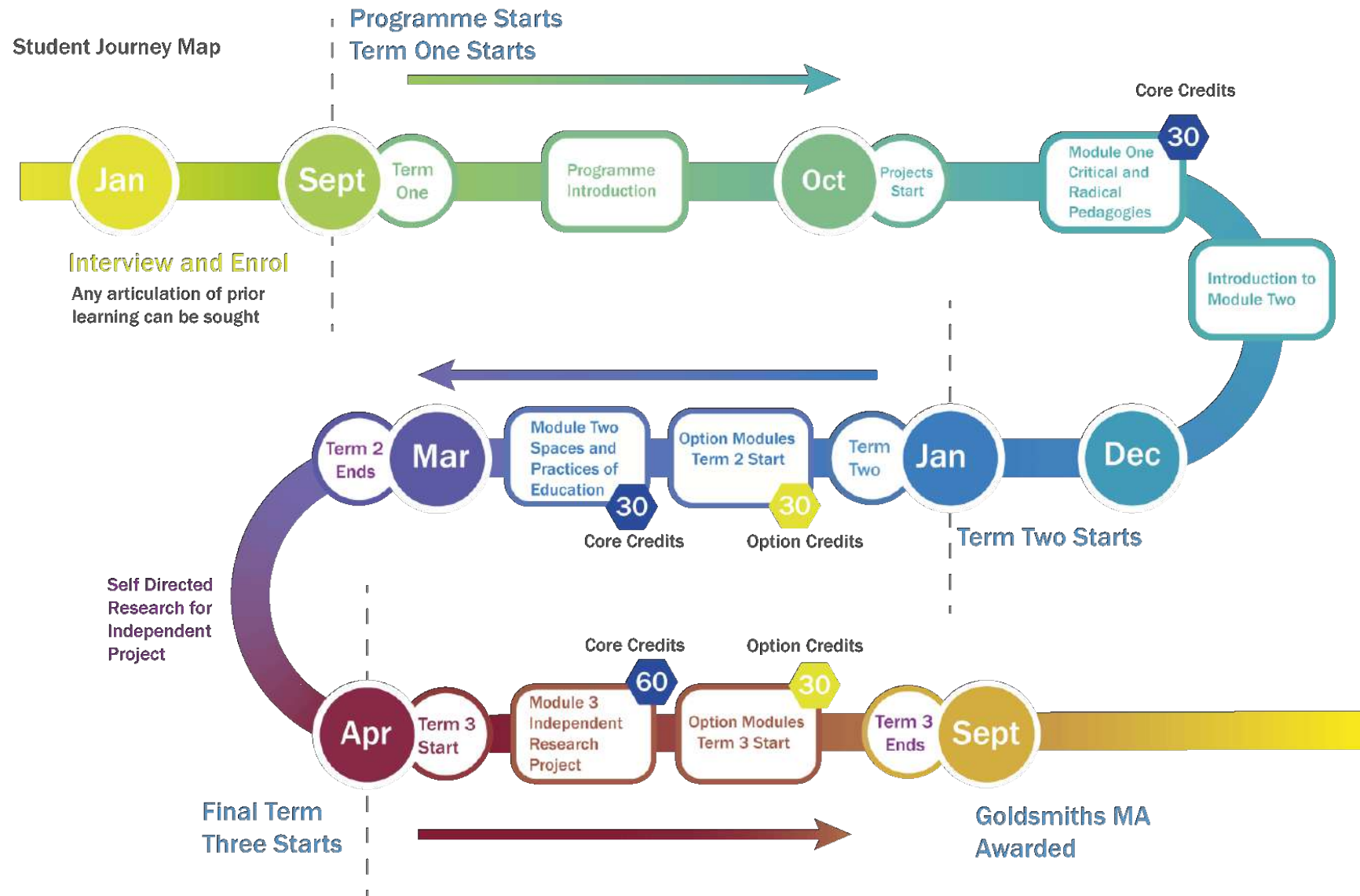
The MA in Designing Education is a unique programme, as it enables students to explore the relationship between critical design approaches, including 'Design Thinking' and critical and radical pedagogies, to uncover new areas for learning and teaching practices. We take a broad approach to tackle how design and designing can be used in all forms of education including, educational participation in **commercial or non-commercial organisations**, in **museums or galleries**, within international context of **arts NGOs or charities**, or in **Schools, Colleges or Universities**.

We want people who are interested in using design to develop education and want to encourage people to apply from a wide range of backgrounds.

MA Designing Education - Structure

PRE Study 60 Credits Articulation	Level 7 Masters - 12 Month Programme		
Current Partners	Term 1	Term 2	Term 3
Articulation Agreements, including Dual Degrees 60CATS ¼ of Programme	Module 1 Critical & Radical Pedagogies 30CATs	Module 2 Project: Spaces of Education 30CATs	Module 3 Independent Research Project 60CATs
	Option Module A Enterprising Leadership 30CATs	Option Module B Creative Industries: Business of Design 30CATs	
			Option Module C Studio Project 30CATs
Hanyang University S.Korea			
Miriam College Philippines			
Other Institution - Future			

MA Designing Education



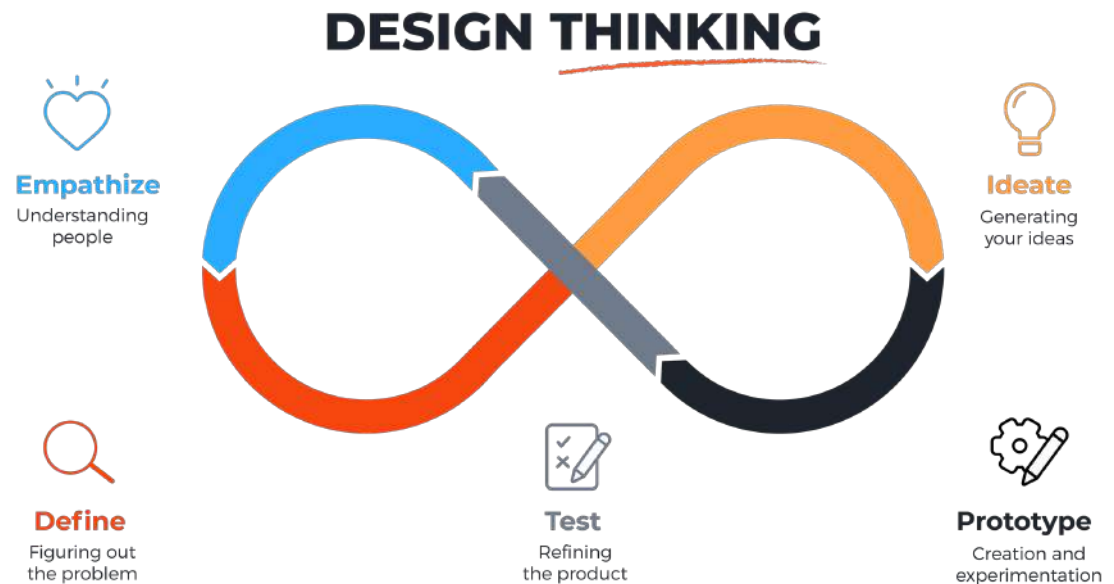
MA Designing Education - Audience

- You may have a degree in design or a related creative field and want to focus on the educational applications of design and designing to focus your practice.
- You could have expertise in a non-design background want to learn how to harness educational approaches using design and designing in audience or community participation or change.
- You may be a qualified teacher and want to develop your expertise in design and designing at postgraduate level for a variety of educational contexts.
- You may work in public engagement and want to develop or specialise your practices to use design and designing.

Overview of the Modules

Module: Critical & Radical Pedagogies

This Module focuses on a pedagogy of questioning and possibility, so that differing stakeholder views of learning can be validated. We explore a 'pedagogy of possibility' as a way forward for the design of many forms of education, seeking to rethink learning practices that focus on how we might live our lives, how social justice, emerging technologies, and new practices might be supported through education and how diverse international perspectives can contribute to designing many forms of education.



Module: Spaces and Practices of Education

Designed to be a practice-based module that uses design methodologies and creative processes in a range of educational contexts and environments. The context can be in either, or both, physical and digital domains. The module will facilitate research and critique of existing pedagogies, explore the value of disruption, and seek to understand the opportunities to innovate within the spaces and practices of education and learning. We combine theory and practice of situated learning.

We use: **prototyping, proposal writing, curriculum creation, framework production, advisory guidance**. Each student project is defined for a particular audience or group of learners.

We considering how differing stakeholder views of learning can be validated, seeking to rethink education and learning practices to be purposeful and include diverse international perspectives that can contribute to education in a wide range of contexts. The project context can include: schools, universities, charities, community groups, businesses, museums, galleries, SMEs, corporations, and governments.

Rethinking Learning Spaces

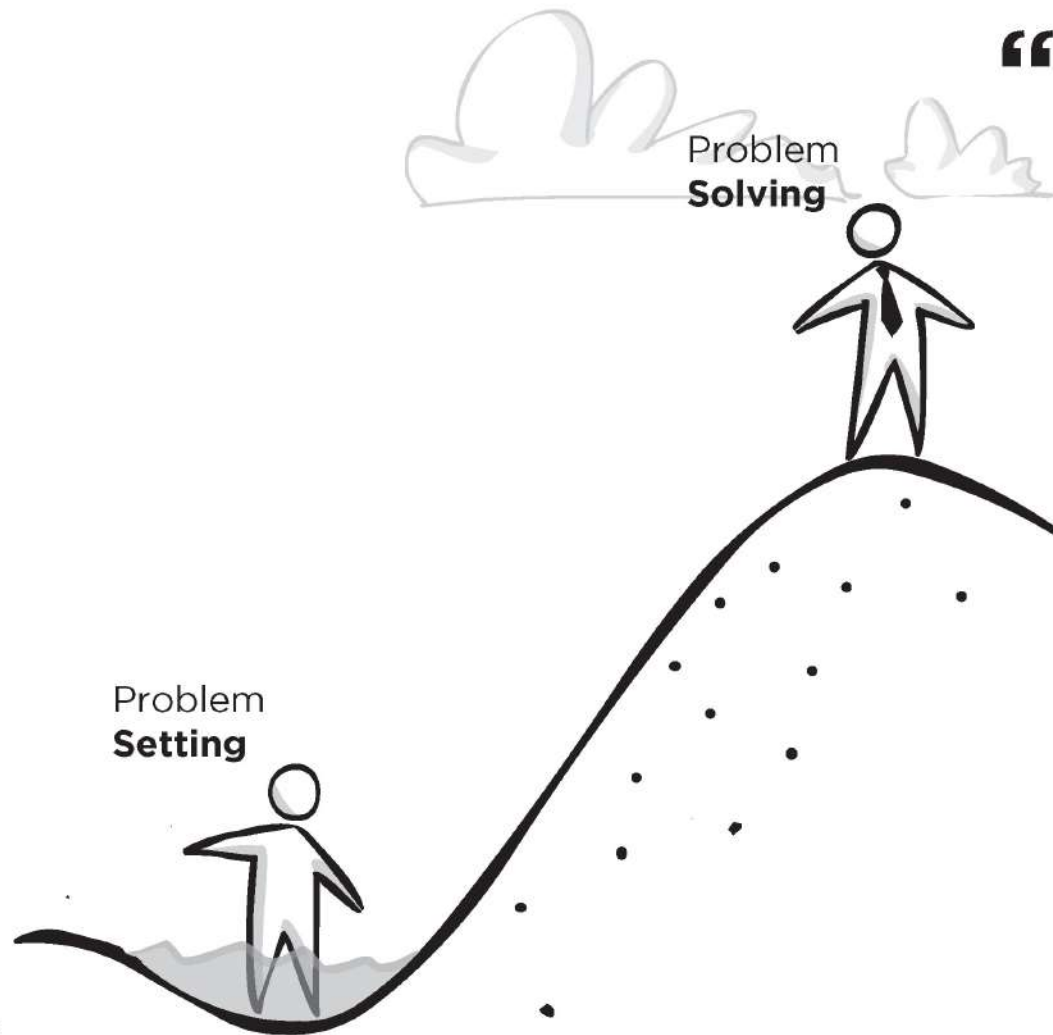
Landmark

Environment

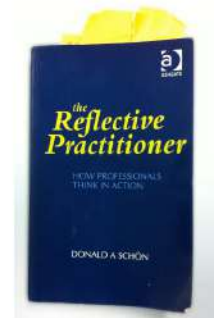
Event

Reflective Practice VS Technical Practice

“ **Reflective Practitioner**
Then there are those who choose the swampy lowlands. They deliberately involve themselves in messy but crucially important problems. When asked to describe their methods of enquiry, they speak of experience, trial and error, intuition and muddling through. ”



“ **Technical Practitioner**
There are practitioners who opt for the high ground - the easy path... fearful of entering a world in which they feel they do not know what they are doing, that they may not have all the answers, they choose to confine themselves to this narrow place. ”



the Reflective Practitioner
HOW PROFESSIONALS THINK IN ACTION
Donald A Schön

Module: Independent Research Project

This module is about applying and developing understanding of a range of design research approaches and applying them to an independent practice project. The independent research project helps students to explore their own interests within the programme, and identify a topic and project that is supported through individual tutorials. We aim to create a space for discussing and critiquing research methodologies, identifying projects, and applying design process to support your own project work, and to help align your future career to your independent research project.



Ruston Banal – Independent Project

A photographer using design approaches to teach AI in photography

IMAGE DESIGN

A handbook
for critical
image-making
& investigative
analysis

Project Brief 6

POLITICS OF THE IMAGE

Simulating the Image As Artifacts

Sessions: 2 session

Hours per session: 1-hour lecture, 2-hour activity

Intended Learning Outcomes:

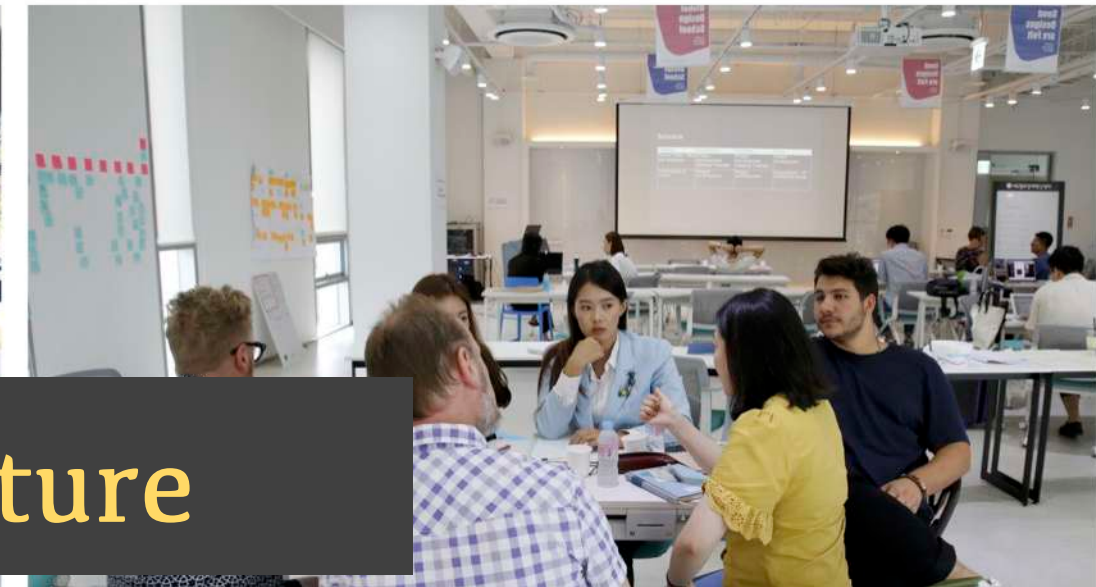
1. Identify the different ideas of truth in image making
5. Identify the political dimensions of how image is used in culture in areas like: cultural identity, race, gender, religion, colonialism, marginalized communities
7. Analyze the audience in relation to the environment, subject and the author
8. Construct and deconstruct narratives critically in relation to the image

Screenshot

Self-portrait. Guagua, Pampanga. 2012.
Photo by Ruston Banal
Camera used: Nikon F80 with 50mm lens

"Ice Cream Brain Freeze", a re-creation. 2007.
Derived from Edvard Munch's 1893 work, The Scream.
From the University of the East College of Fine Arts event
entitled Pintura En Situacion Real by Ruston Banal.
Photo source: UE College of Fine Arts Department.

Studio Practice within Programme



Building Studio Culture

Creative Methods and Processes

All modules use 'Design Thinking' methods

Within all modules we use and develop Design methodologies, creative processes, and critical approaches of Design.

This is available to all students on the programme and acts to introduce students to design approaches to 'World Centred' creative processes of design. The aim is to establish an individual framework of approaches for the Critical and Radical Pedagogies, Spaces and Practices of Education and Independent Project modules. This includes approaches to designing and applying design within projects using creative methods and processes.

This also supports students who are new to design and others with more established practices. Each student will develop a project proposal for their own independent project and construct a reflective portfolio that can be added to within the other modules on the programme.

Critical Practice

Methods & Processes

A beginning



Ideational mapping



Ideational drawing



Colliding



Making a mark



Diagram-matising



Published knowledge



Qualitative interviews



Ethnography



Intuition walk



Maquettes & Modelling



Change of environment



Different opinion



Re-visioning lenses



Storycubes



Body storming



Cultural probes



Poetic image



Exploring External Forces and Emerging Tech



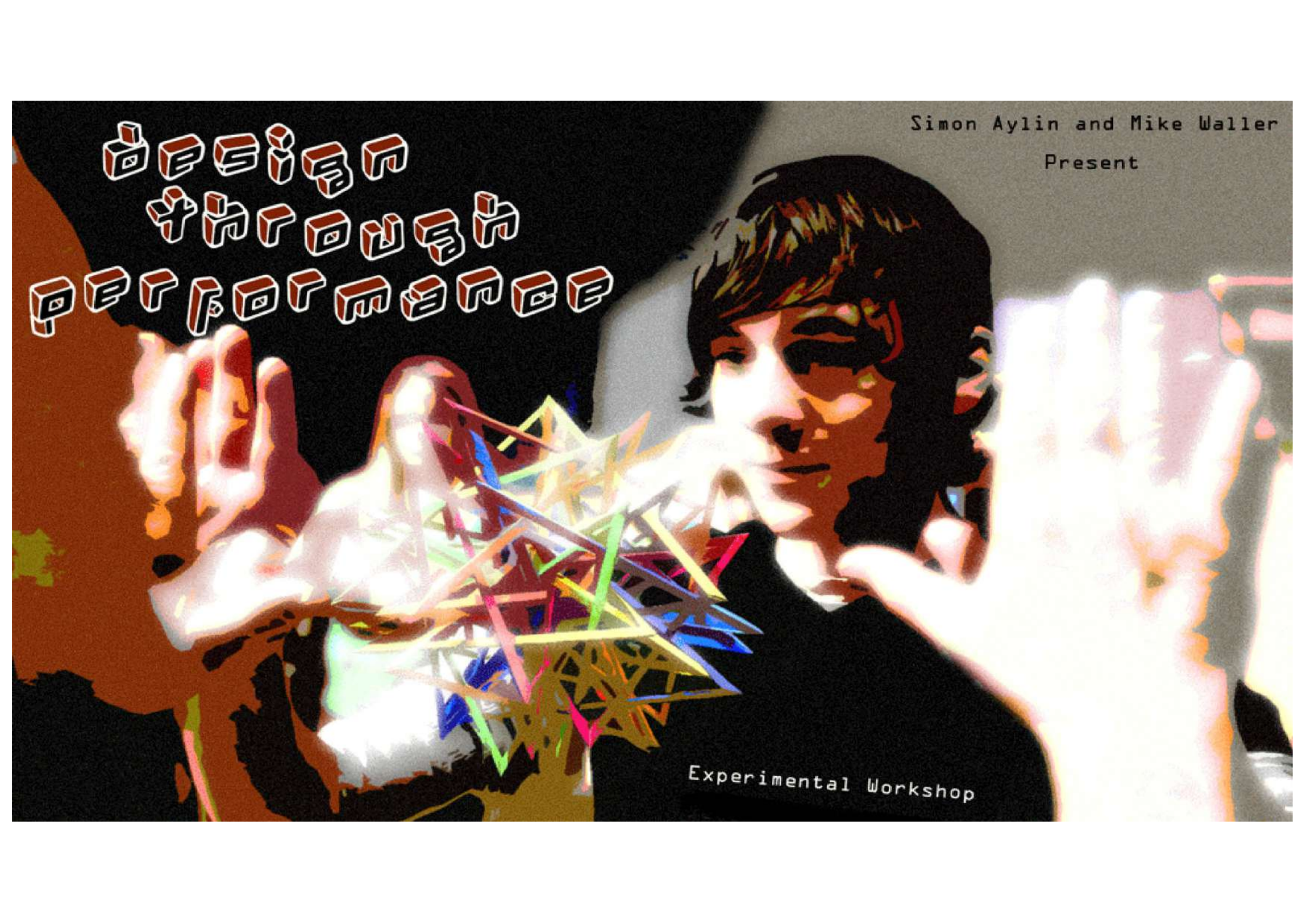
Exploring social prospecting and the future



design through performance

Simon Aylin and Mike Waller
Present

Experimental Workshop





*Also known as Environmental Behaviour (E-B)
For exploring sites, people in sites and behaviour.*

JOHN ZEISEL INQUIRY BY DESIGN

JOHN ZEISEL

INQUIRY BY DESIGN

Environment / Behaviour /
Neuroscience in Architecture,
Interiors, Landscape,
and Planning

FOREWORD BY JOHN P. EBERHARD

Option Modules

Creative Professionals: Talks

Business of Design Seminars



Being Entrepreneurial

Enterprising Leadership Module



How to be a Leader?

Live Projects

Owls Champions Problem Solving Booths Prep and Setup Guide



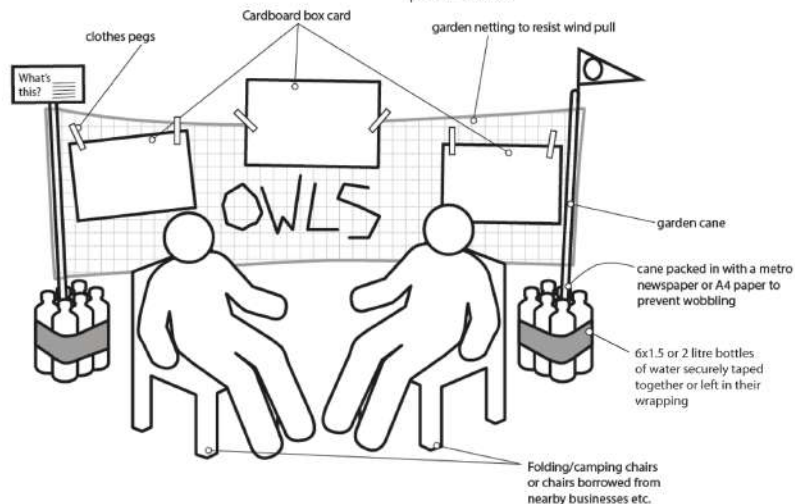
BASICS LIST FOR A NON - FREESTANDING BOOTH
(in front of a wall or similar place where you can fix your signs etc.)-

- 2x** chairs (folding camping type or borrowed from local shops/businesses).
- 3x** flat square pieces of cardboard box card
- 1x** good pair of scissors
- 1x** Thick Black Sharpie or similar black marker pen
a thick square or chisel ended one
- 1x** Roll of gaffa tape and/or 1x roll clear sellotape

FOR FREESTANDING BOOTHS IN ADDITION TO THOSE THINGS YOU WILL NEED;

- 2x** 6ft/2meter poles (broom handles or bamboo canes -see below)
- 1x** pack B&Q garden bamboo canes, but any around 6 feet / 2 meters in length
available at B&Q here : <http://bit.ly/2rPRmpC>
(length= 1.84 metres, price = £3.97 for 10)
- 2x** Metro or similar free paper to pack the sign stands into water pack bases (see below).
- 2x** 6packs (12 bottles total) of 1.5/2 litre bottles of water (still wrapped in their plastic ideally).
- 1x** Champion Kit PDF printed on standard A4 paper, ideally printed in colour. We can email the PGF to you
- 1x** roll of household string
- 1x** pack of wooden clothes pegs
- 1x** fruit cage netting- at least 2x4m
(available eBay <http://ebay.eu/2tEZn2a>
£5.75 for 2mx4m sheet).
- Also B&Q at www.DIY.com Green HDPE wire mesh (width 2m, length 3metres- code 5397007145687 price = £01.08

Freestanding Booth Setup Guide:





Are we OK London?

Thrive LDN:
towards happier,
healthier lives.

Join the conversation
#OKLDN
@ThriveLDN
thriveLDN.co.uk

Thrive LDN



MA Design EP: Hasan Waliany, Adam Kirby, Alfredo Ramírez, Chiara Di Leone and Jenny Nguyen,
Pi Studio: Terry Rosenberg, Duncan Fairfax and Mike Waller

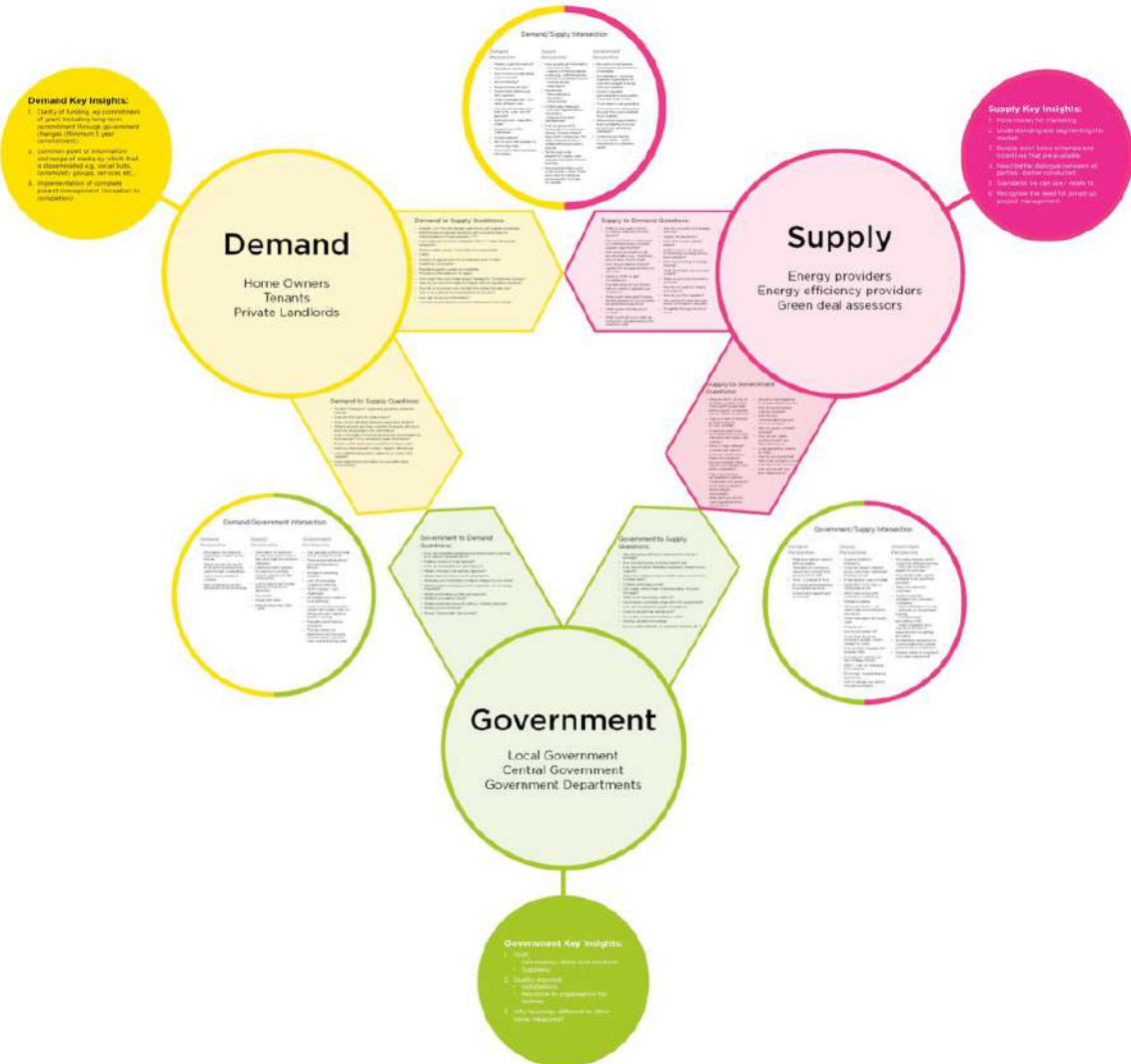
RADIOZERO

BBC

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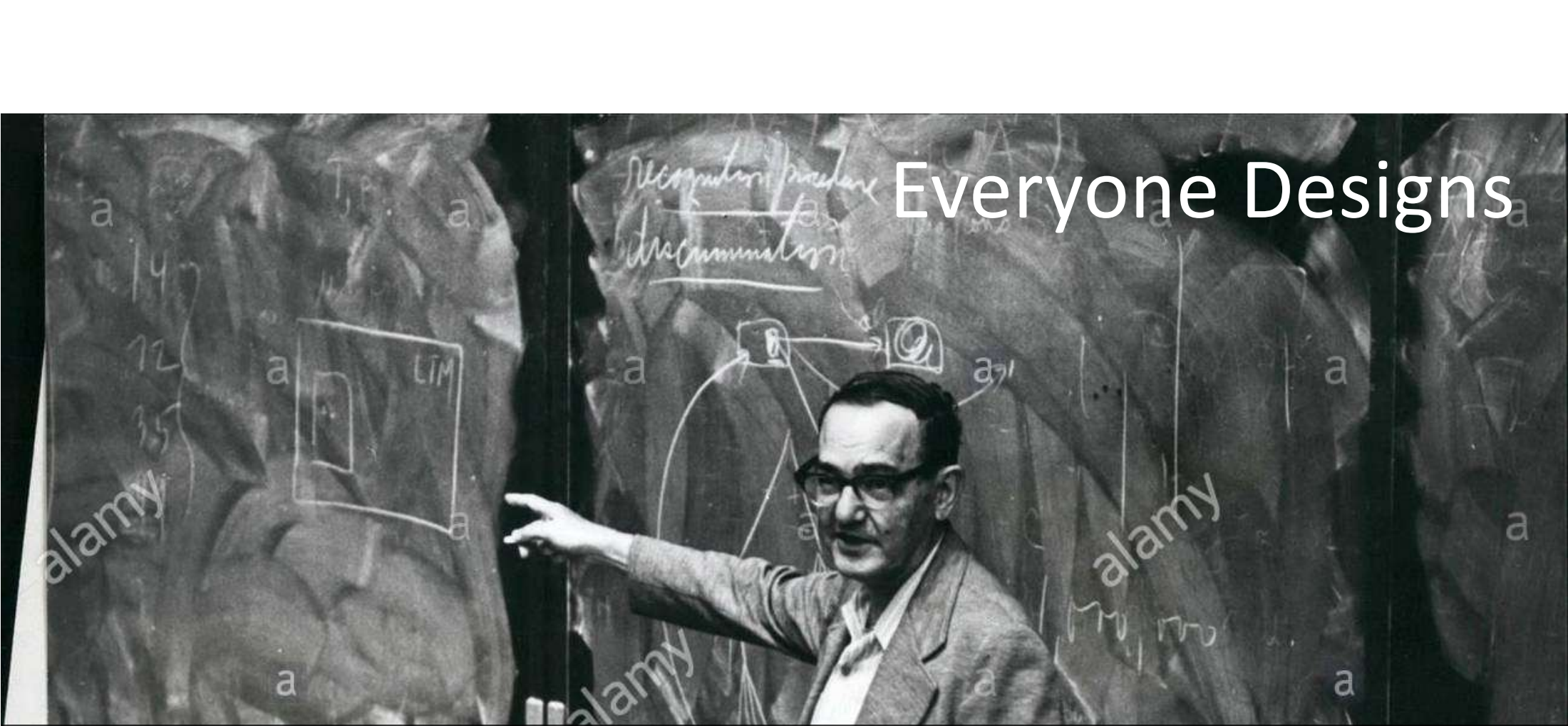
BBC





Multiple Stakeholder conversations

Everyone Designs



“Everyone designs who devises courses of action aimed at changing existing situations into preferred ones”

(Simon, 1969)



m.waller@gold.ac.uk

Contact: Professor Mike Waller
Programme Leader MA Designing Education

Thank you