



Welcome to ITERATIONS Issue 9

DESIGN + EDUCATION

About Iterations

ITERATIONS is an open platform for practicing designers and design researchers alike and strives to publish a reflection of contemporary issues in Design Practice and Research. For access to previous issues, please visit <https://iterations.ie>. Issue 9 is a special issue focused on Design and Education and is supported by the Maynooth University Innovation Lab (Mi:Lab).

Call Overview

A pandemic illuminates the cracks in the structures of our society. Prior to coronavirus (COVID-19), many structures were believed to be immutable, but we are now beginning to see that they are not. Some commentators have called for a ‘rethinking’ of systems and for us to use ‘imagination’ to rebuild, while others have described Covid-19 as a ‘reset button,’ providing the opportunity to reconsider where we are, how we got here and what we can become.

When we emerge after restrictions, we as a society will have an opportunity to reconsider much of what we have done before and decide if we can do it better. The challenges are complex, requiring more than just ‘rethinking’ and ‘imagination,’ they will require systems thinking, co-creation, ethics, rigour, creativity and humility – they will require Design. Design, in its broadest sense offers a value set, toolset and mindset with the potential to influence how we understand, re-evaluate, re-shape, experiment and communicate where we can go next.

If Design offers some hope as a potential advocate of change, we must begin looking for places to start; the root causes if you like. One of which could lay in our Education system.

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The roots of a creative society are in basic education. The sheer volume of facts to be digested by the students of today leaves little time for a deeper interrogation of their moral worth. The result has been a generation of Technicians rather than visionaries, each one taking a career rather than an idea seriously. The answer must be reform in our educational methods so that students are encouraged to ask about “know-why” as well as “know-how.” Once the Arts are restored to a more central role in educational institutions, there could be a tremendous unleashing of creative energy in other disciplines too.

Michael D Higgins – President of Ireland

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Design and Education

For this special issue 9 of Iterations, we are seeking articles, case studies, reflective practice and opinion pieces on the topic of **Design and Education**. We ask; in this emerging world, what are the ways in which Design and Design research can catalyse and support progressive change in Education.

Education is the primary engine for human capital development and is therefore, in some part responsible for shaping, motivating and preparing our future leaders, change makers, colleagues and neighbours. We argue that Education can be seen as the foundation of a better society, with the potential to influence pathways towards more sustainable and equitable economies and models.

The pandemic has undoubtedly changed what Education will look like, and may lead to a reconceptualisation of the entire system. Learning from the experiences of students, staff and decision makers, how do we design a sustainable post-pandemic Higher Education environment which shifts the focus from imparting information to empowering individuals? Can (or should) Design pave the groundwork and influence the necessary institutional change of the Education environment? What can (or should) Education Institutions learn from design, how it is taught and its embodied mindsets and values? What, if anything can Education learn from how we educate Designers? Should we teach Design across all disciplines?

This special issue of Iterations is dedicated to informing and expanding our understanding of these questions and more.

Potential topics include, but are not limited to the following:

- Using Design in the modelling of the post-pandemic Education
- Embedding Design in the approaches of Higher Education's decision-makers
- Design for learning and education transitions
- The relationship between design and developing Growth mindsets
- Service design in Education
- Utilising Design Research in traditional research settings

Submissions may include:

1. Research articles (3000-4500 words)
2. Reflections on practice (1500 - 4500 words)
3. Single page on practice, creative work, infographics, visual essay, illustration
4. Commentary, Opinion, Position articles (1500 words)
5. Interviews (1500 words)

Key Dates

Due to the time sensitive nature of this topic, the timeline for this issue will be expedited to ensure that our valuable contributions are available to designers and those in Higher Education before the commencement of the new academic term.

Call for articles: **29th April 2020**

Deadline for receipt of articles: **11th June 2020**

Blind Peer Review: **15th June –3rd June 2020**

Approval of Articles from editorial board: **8th July 2020**

Proof read and approve text and images: **9th July – 24th July 2020**

Date of Publication: **7th August 2020 (Est.)**

Works can be submitted via the Iterations website www.iterations.ie

Issue 9 supported by Mi:Lab

The Maynooth University Innovation Lab (Mi:Lab) is a HEA funded project which seeks to merge Human-centered Design and Education. We believe this can act as powerful force for innovation and change in Higher Education; facilitating new ways of understanding, collaborating and behaving.

For information in this call please visit;
www.iterations.ie

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