



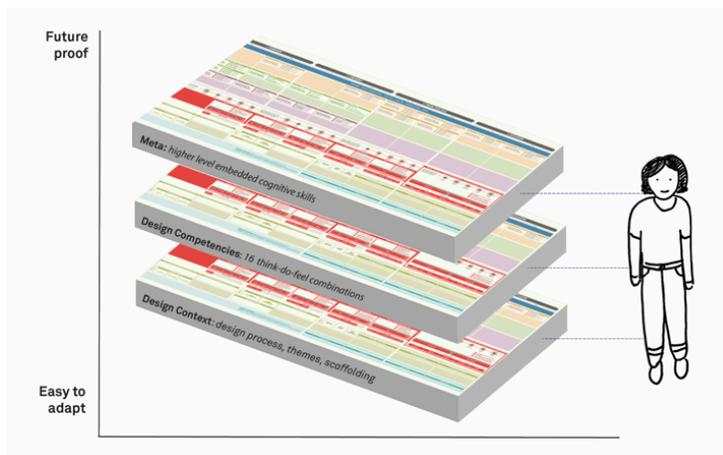
**Cumulus 2017: Redo Education**  
**Kolding, Thursday June 1<sup>st</sup>, 14.15**  
**Design Dating**

## ***Workshop: Design competencies Futures***

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**Introduction:** Four design schools from Europe and Canada have teamed up to initiate a discourse on the use of Design (Meta) Competencies as a language to define, measure and communicate the value of design ‘doing’ education. Some of the current questions we are exploring in our curriculum design are: How does having access to a competency model affect how students see their own learning development? How can the design competencies be used for more effective learning outcomes assessment? How can we use the competency framework in hybrid courses like ‘Design Management’? While we are exploring these questions in our universities, we hope to ignite a collaboration and platform on a larger scale, to create a ‘movement’ or a ‘community’ on design competencies, a shared platform through which we can elevate design education and curriculum design to a higher plane.



(Figure 1: Three Layer of curriculum mapping)

**Workshop outline.** In an interactive, hands on session, we hope to gather fellow educators and administrators in a working group, brainstorming and design thinking through a series of hands on exercises that aim to have very concrete results. The format is more of a participatory design session or co-design activity than a traditional academic workshop (of sharing case studies and methodology). Assuming a two-hour period with approximate 20 to 25 participants, we envision the following three co-design exercises:

- *Understanding differences and similarities in design education competencies.* In this first exercise, we propose to use a mapping of different design undergraduate programs (e.g. graphic design, interaction design, design management, and environmental design) and charting out a students' capstone project, identify which Design Competencies are program specific, which Design Competencies are shared amongst different programs, and what Design Meta Competencies programs have in common.
- *How Meta Competencies can be embedded in curriculum.* In most research and discussions around education, Meta Competencies like 'creative confidence', 'self learning', 'communication', 'being creative or original' are highly valued, but it is less clear how to embed these Design Meta Competencies in the day to day curriculum, and be tracked or measured over time. In this exercise, we aim to use a series of curriculum mapping and visualization methods in order to articulate how Design Meta Competencies and their respective development could be engrained in (typical four-year duration) design program structures.
- *Developing a Design Competency movement.* Based on the definition of the Meta, Design and Program competencies, the workshop will offer plenary discussion on how a shared language of Design Competencies can be instrumental in fostering collaboration, furthering the discourse on design thinking vs. design doing, initiate shared design research topics and in general; help develop a language in which we can better express the value of design 'doing' education within the larger context of 21st century skills and the overall creative economy.