REFLECTING TO FORESEE

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ABSTRACT

The last few years have seen paradigm shifts in the world of Design and its education. There has been emergence of new disciplines such as Transformation Design and renewed focus on User Centered Design, especially in context of digital design.

However, the phenomena to change is not new, as design has always been in transition and responding to the requirements and changes in the world. The influences are at least at two levels, the external changes in technological, socio-economic, and environmental contexts and the internal changes in the development of design as an academic discipline. These are some of the factors which have led to the creation of multiple specializations, emphasis on design research, methods, design history, and development of design studies. The changes also include thought leadership of individual designers at various time periods, which in the recent times has led to calls for introspection from within the design community for a redefinition of discipline, both for its strengthening as an academic discipline as well as for embedding it in the current context and environment.

Despite these developments, there seems to be a lacuna of the courses and educational materials within Design Education, which would enrich and empower the design learners with an ability to understand the position of Design and the designer in the ever-changing contexts of the world. At the same time, there also appears to be little effort in design education in answering the call from multiple design theorists to enrich the theoretical knowledge base for the discipline of design.

This research proposal elaborates the above stated gaps and proposes an educational course to encourage reflection in the design education.

Keywords- Design Education, Design Philosophy, Design Epistemology, and Design Research