

PROFESSOR KEN BAYNES 2009/2010 SEMINAR SERIES

MODELLING ► DESIGNING ► SOCIETY



**How radical is design?** *Historically has it changed or reinforced power relations in society?*  
**How might we improve participation in the future?**

2.00 – 6.00 pm  
Tuesday 27<sup>th</sup> April 2010  
Ben Pimlott Lecture Theatre  
Goldsmiths, University of London

In addition to Ken Baynes; speakers will include Alexandra Antonopoulou, Gill Hope, Tobie Kerridge, Richard Kimbell, Donna Trebell and John Wood.

Seminar Series: Design Education Research Group DERG, Department of Design & Technology, Loughborough University

Seminar 4 hosted by the Technology Education Research Unit (TERU), Department of Design, Goldsmiths, University of London

For further information and / or to reserve a place, please email:  
[teru@gold.ac.uk](mailto:teru@gold.ac.uk)

## Draft Programme

2.00pm Welcome by Professor Kay Stables

2.10pm Professor Ken Baynes, Department of Design and Technology,  
Loughborough University

Modelling and Society

How radical is design? Historically has it changed or reinforced power relations in society and how might we improve participation in the future. The presentation identifies cognitive and external modelling of future possibilities as the essence of designing and claims that this capability is shared by all human beings and used in everyday life. How to improve the transparency of design proposals? By developing approaches to modelling that use codes, conventions and technologies that can be widely understood, shared and manipulated by non-specialists. In the current environmental crisis, the challenge for designers is to help create practical visions of alternative life-styles and products that are attractive and sustainable. For education, the challenge is to teach modelling skills more effectively so that people have the conceptual tools to understand and join in. This has important implications for the pedagogy and curriculum for Design and Technology.

*Modelling, participation and young people*

2.40 pm Dr. Gill Hope, Canterbury Christchurch University

Designing Consumers?

This presentation begins from the human desire for simple answers to complex problems, including those related to the design education. It examines the conflicts between encouraging children to model innovative ideas and a “delivery model” of the curriculum that implies “student as consumer” and education as a “product” to be acquired or even purchased. In a menu-driven world in which consumer choice can be displayed and purchased on-screen, teachers seem to be increasingly choosing and down-loading ready-packaged curricula, even within design-based subjects. The presentation will examine the aims of design education in developing children’s capabilities in modelling design solutions to complex problems within the context of a consumerist society.

3.00 pm Alexandra Antonopoulou, Department of Design, Goldsmiths, University of London

Story-making as a methodology for learning and designing. Creating the future children stories through a partnership between children and designer.

This presentation will explore how children can use story-making (creating fictional scenarios and physical making) as a method to be given voice as moralizers and designers. The talk will use a case study where children re-make fairy-tales, to comment on children’s role as co-teacher, co-designer and co-researcher; these roles enable children to learn about design and at the same time show us how story-making can be used as a medium for visualizing and modelling design scenarios.

3.20pm Professor Richard Kimbell, Technology Education Research Unit,  
Department of Design, Goldsmiths, University of London

Democratising judgements

I will present the experience of working with a group of 15 year old learners as they were placed in the position of making judgements about the quality of their design modelling. A new software approach to the judgement process enables us to model the assessment process as a democratic process through which the results emerge as a collective consensus.

BREAK

*Modelling, participation and adults*

4.00 pm Dr Donna Trebell, Loughborough University Research Fellow, WSP Edunova

Multi-Disciplinary Interaction in Learning Led Design

The purpose of the study being presented was to investigate the iterative design development of an Academy for 11-18 year olds focussing on the following research question: What are the features of the multi-disciplinary interactions, which lead to the development of an Academy proposal which meets its' Education Brief? A case study approach bounded by time and focus group was adopted (Cresswell, 1998). This approach was adopted in order to create a rich picture of the social setting and to illustrate the complexity of the process referred to as 'learning led design' from in depth analysis of the education brief, through iterative development in consultation with key stakeholders to the presentation of final proposals. Findings illustrate that collaborative interactions are an important feature of effective design development with cross disciplinary creative collaboration being the key to the development of successful outcomes.

4.20pm Tobie Kerridge, Interaction Research Studio, Department of Design, Goldsmiths, Universty of London

*Designing for public engagement with science and technology*

I'll present an aspect of my PhD studies that I'm undertaking in the Department of Design at Goldsmiths. Within my literature review I have worked with archives to recover occasions where sociology, technology and design have been brought together to consider public engagement with science and technology. Within my PhD, this literature will then hopefully provide some valuable contexts for discussing a form of contemporary practice that I'm calling speculative design. I'll begin with some materials from archives of the Open University's Man-Made Futures course, and the Department of Design Research at Royal College of Art, as examples of historic associations between design and public engagement. In the second part I will offer a quick sketch of what I mean by speculative design, and put forward some initial thoughts about how I am linking the archival material to an account of this practice in my thesis.

4.40 Professor John Wood, Department of Design, Goldsmiths, University of London

Metadesign; co-creating a co-creational world beyond the model

In explaining why 'design thinking' (Simon, 1969; Brown, 2009) is an essential counterpoint to laissez-faire capitalism and international bureaucracy, this paper will offer a very brief history of modeling, and the idea of the idea, within western thought. It would use this as the basis on which to position the design thinker within a familiar social, ecological and professional context. It would then propose some steps that might be taken to orchestrate all design methods into a superset of ecological practices called 'metadesign'.

5.00 pm Plenary: Professor Kay Stables & Professor Ken Baynes

5.30pm Networking & Wine

6.00pm Ends

## PROFESSOR KEN BAYNES 2009/2010 SEMINAR SERIES:

The Seminar Series centred on Professor Ken Baynes' Orange Series publications is now underway. *So far ....*

**Seminar 1 ... *Modelling and Intelligence* ...** took place on 30 June at the Design & Technology Association's 2009 Conference

- [Orange Series publication](https://dspace.lboro.ac.uk/dspace-jspui/handle/2134/4827)  
(<https://dspace.lboro.ac.uk/dspace-jspui/handle/2134/4827>)

**Seminar 2 ... *Modelling and Design* ...** was the subject of a Panel Presentation at the 1<sup>st</sup> international Visual Methods Conference organised by the School of Education at Leeds University on 16 September 2009

- [Orange Series publication](https://dspace.lboro.ac.uk/dspace-jspui/handle/2134/5165)  
(<https://dspace.lboro.ac.uk/dspace-jspui/handle/2134/5165>)

**Seminar 3 ... *Modelling and the Industrial Revolution* ...** was presented alongside the Quick on the Draw Exhibition that took place on 8 December 2009 at Loughborough University

- [Orange Series publication](https://dspace.lboro.ac.uk/dspace-jspui/handle/2134/5730)  
(<https://dspace.lboro.ac.uk/dspace-jspui/handle/2134/5730>)

**Seminar 4 ... *Modelling and Society* ...** explores approaches to modelling that use codes, conventions and technologies that can be widely understood, shared and manipulated by non-specialists. In the current environmental crisis, the challenge for designers is to help create practical visions of alternative lifestyles and products that are attractive and sustainable. For education, the challenge is to teach modelling skills more effectively so that people have the conceptual tools to understand and join in.

*To come ...*

**Seminar 5 ... *Modelling and the Future* ...** will be explored in a series of seminars held at a number of venues including the Design & Technology Association's 2010 Conference at Keele University in July 2010, where Ken Baynes will be giving the Professor John Eggleston Memorial Lecture.

An academic book based on this seminar series and feedback received is an expected outcome of this work. It is also expected that teaching and learning resources developed for general education and around this Seminar Series will be developed and published in partnership with the Design and Technology Association.

Design Education Research Group (DERG) Department of Design & Technology,  
Loughborough University - please visit:  
<http://www.lboro.ac.uk/departments/cd/research/groups/ed/index.htm>

Technology Education Research Unit (TERU) Department of Design, Goldsmiths, University  
of London - please visit: <http://www.gold.ac.uk/teru>