

Learning design

The future...

of design ...?

of education...?

of design education...?

Context

The New School

Parsons School of Design

New School for Social Research

Lang Liberal Arts College

College of Performing Arts

Schools of Public Engagement

The New School

135 degree programs

10,000 students

50% in design

Mission:

social research & design





STAIR 3

- 1 JOURNAL & PERIODICALS
- 2 JOURNAL & PERIODICALS
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1895/ 1919/ 1933/ 1970

Institutional modes

Traditional	Emergent
Emphasis on the individual	Emphasis on teams
Academic control over research direction	Research shaped by interaction between researchers and users
Discipline based	Problem and issue based
References knowledge within the discipline	Transdisciplinary networks—knowledge from diverse sources
Quality assessed by academic peers	Broadly based control by users (eg. economic and social impact)

THE RAPIDLY DISAPPEARING BUSINESS OF DESIGN



NATHAN HURST DESIGN 05.15.13 6:30 AM

BIG CORPORATIONS ARE BUYING DESIGN FIRMS IN DROVES

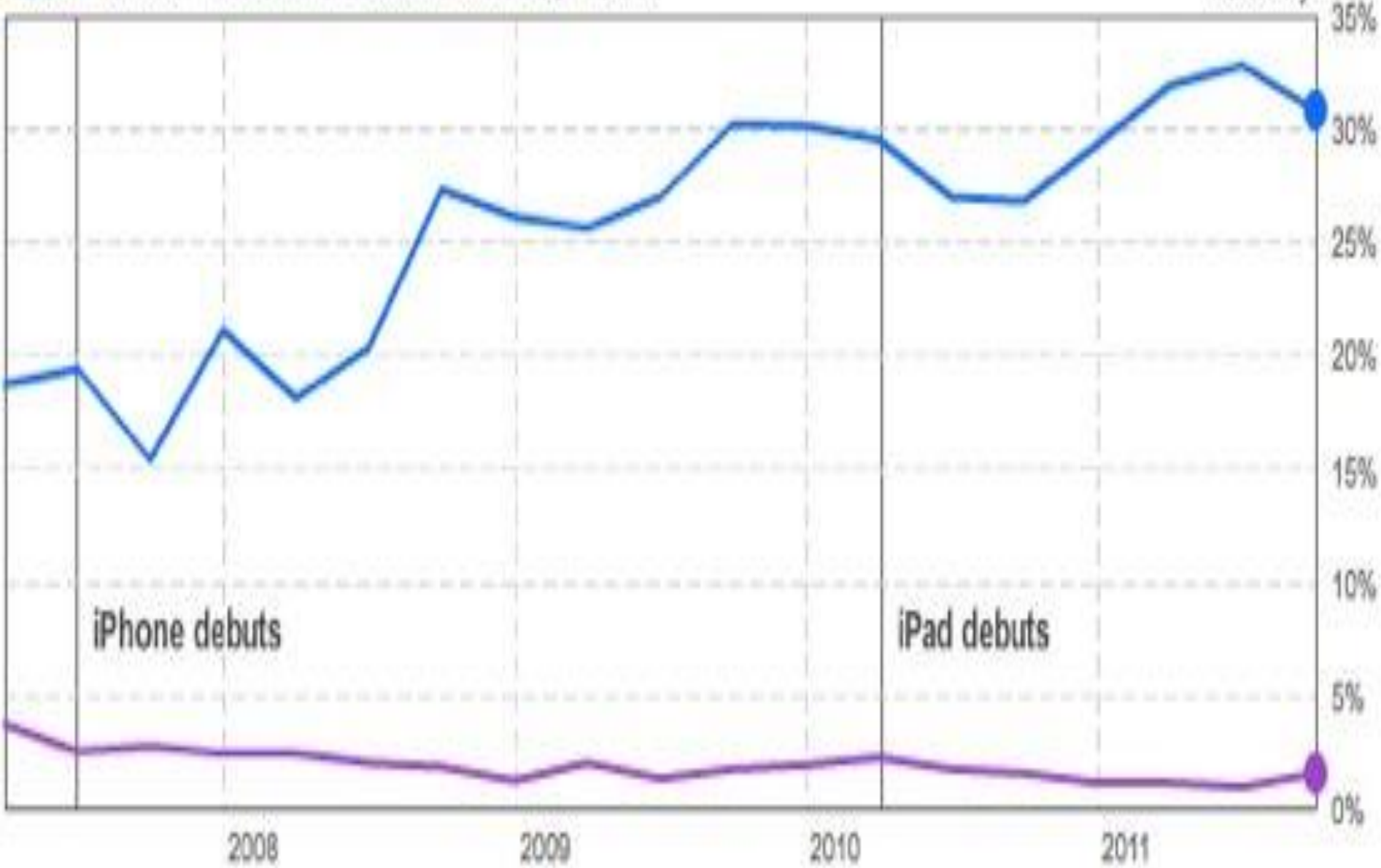


FJORD DESIGN MIKE & MAAIKE HOT STUDIO FROG DESIGN METHOD

PROFIT MARGINS

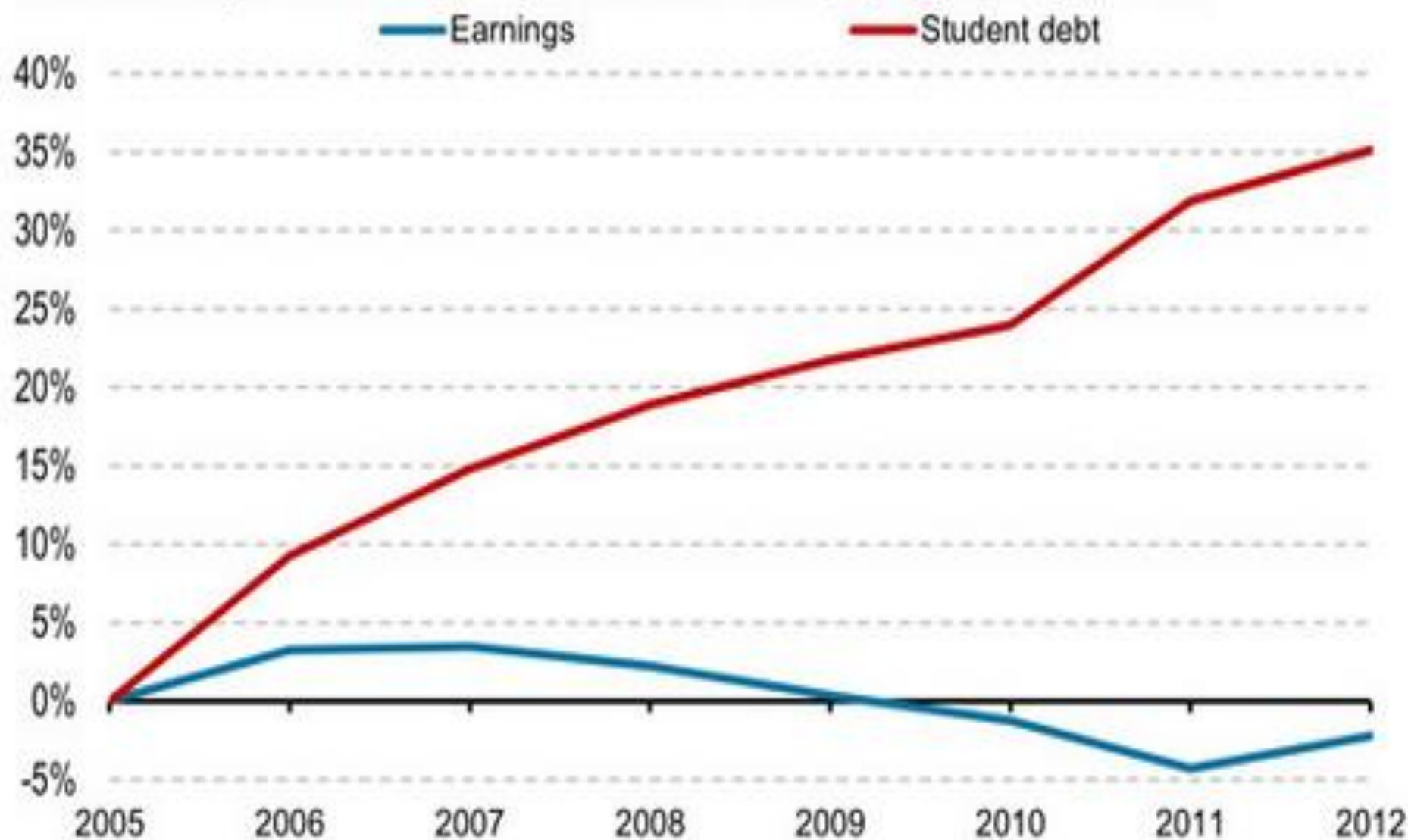
Apple 30.8% Hon Hai Precision Industry 1.5%

Quarterly



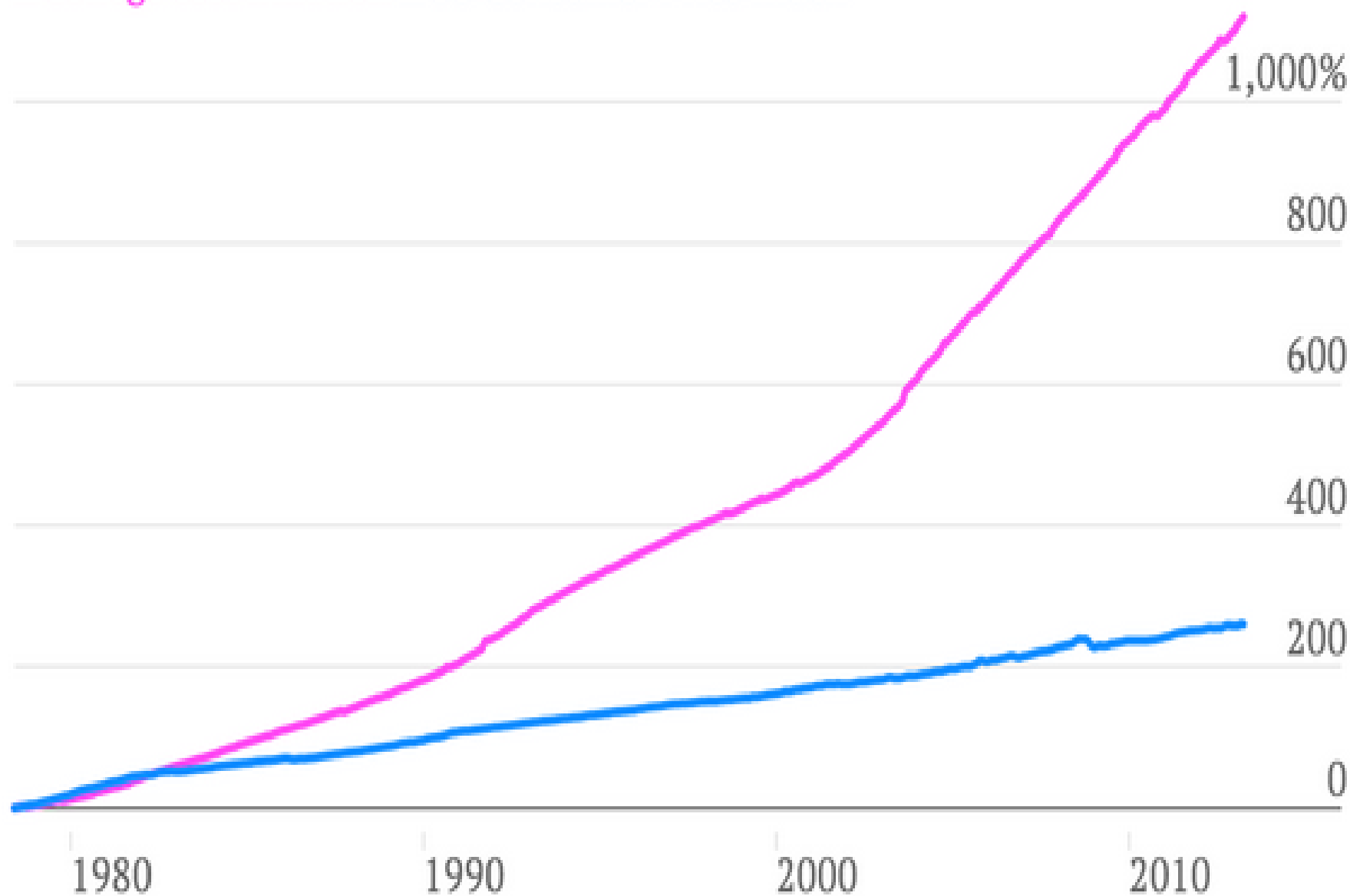
What Young People Make and What They Owe

Percent change from 2005 in median annual earnings of people 25-34 years old holding just a bachelor's degree and average student loan balance for people under 30 years old.



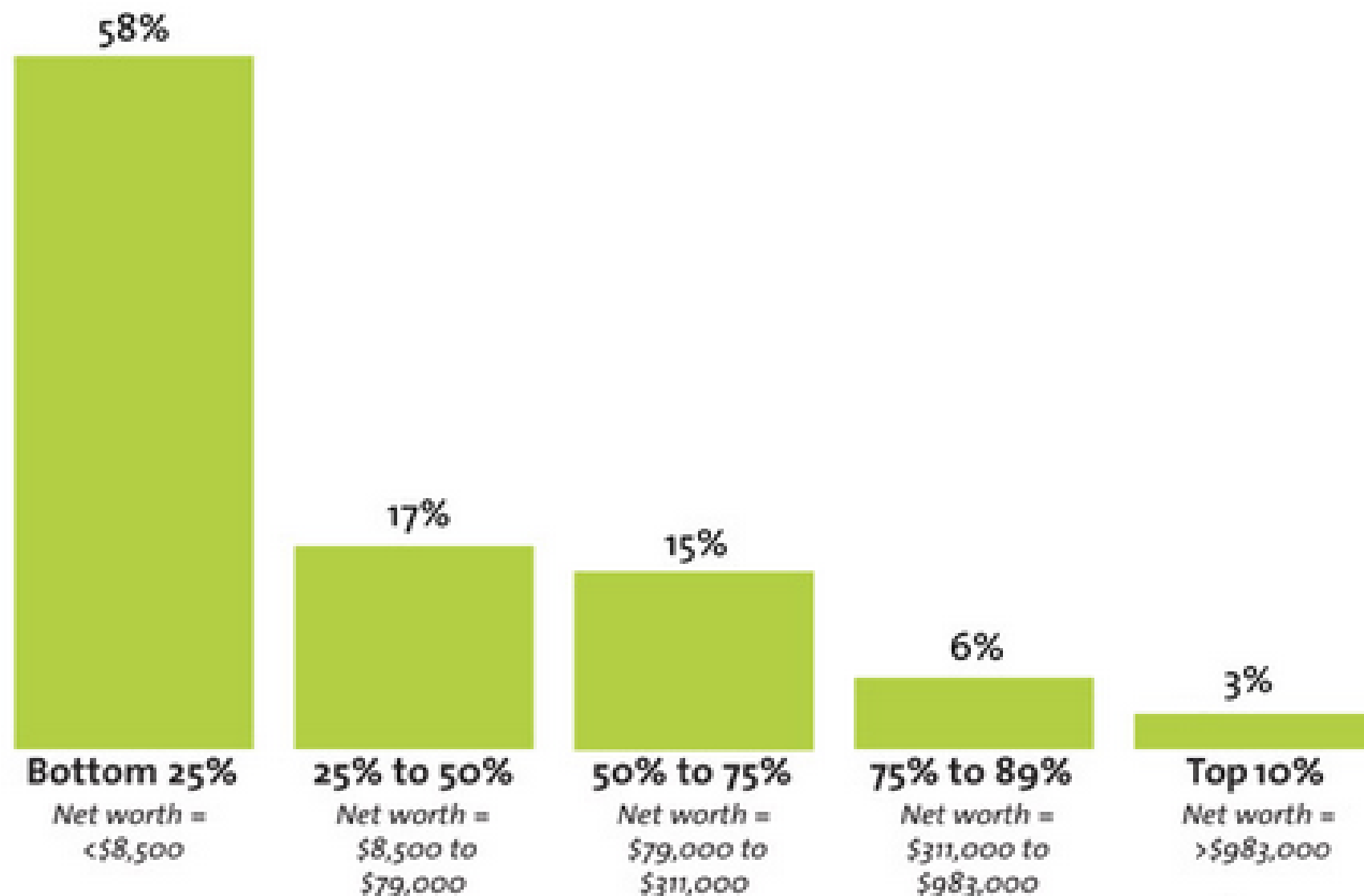
Source: National Center for Education Statistics (earnings); NY Fed (student debt) | WSJ.com

■ College cost inflation ■ US Consumer Price Index



Who Owes the Most?

Distribution of total student debt by level of household net worth (percentile)



Sources: Pew Research Center, Federal Reserve Bulletin

Mother Jones

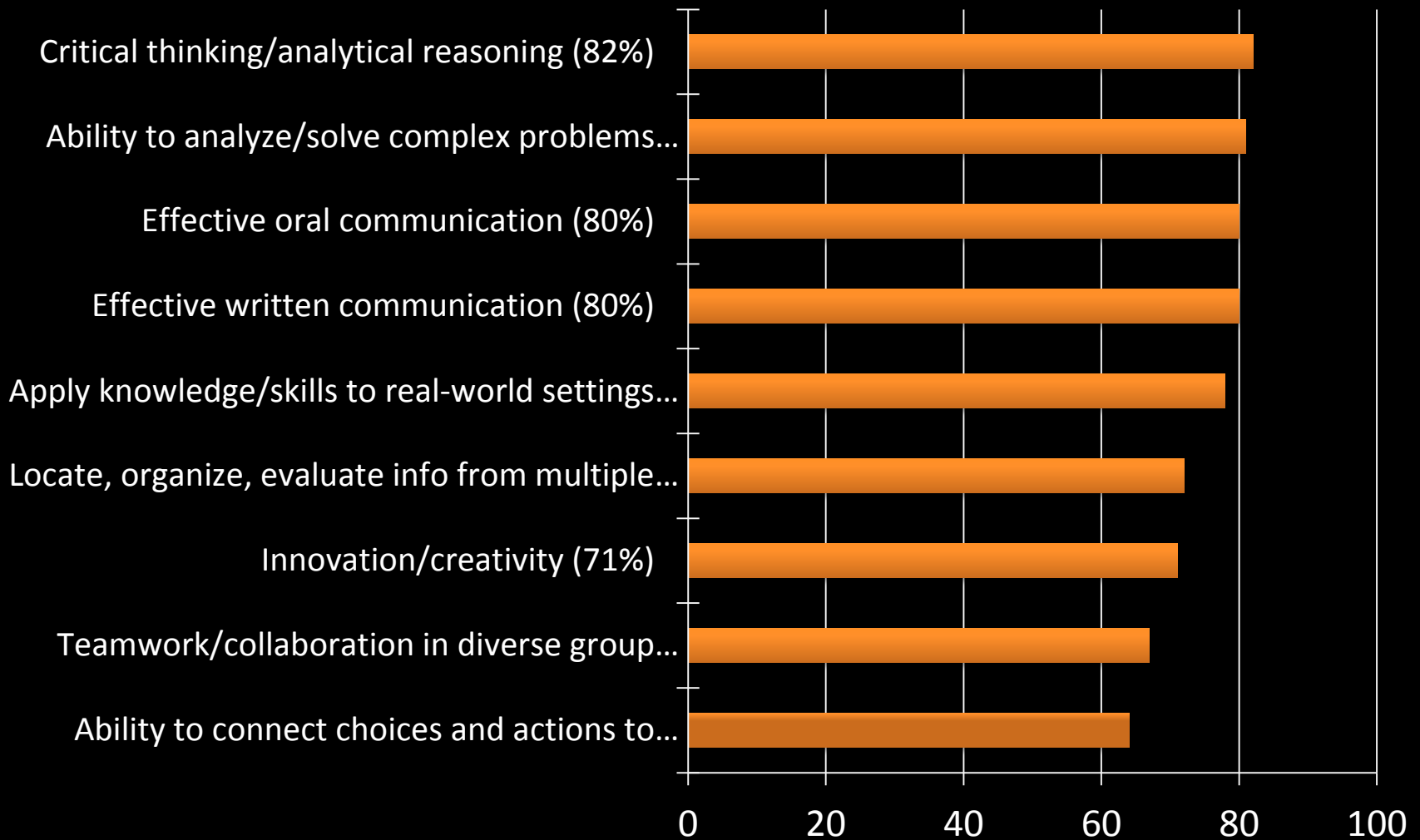
Design is...

object/process/agency

Imperatives

global, environmental,
urban & technological

Percentage of employers who want colleges to place more emphasis on selected outcomes



“Restructure the curriculum, beginning with graduate programs and proceeding as quickly as possible to undergraduate programs. The division-of-labor model of separate departments is obsolete and must be replaced with a curriculum structured like a web or complex adaptive network. Responsible teaching and scholarship must become cross-disciplinary and cross-cultural....

...Abolish permanent departments, even for undergraduate education, and create problem-focused programs. These constantly evolving programs would have sunset clauses, and every seven years each one should be evaluated and either abolished, continued or significantly changed. It is possible to imagine a broad range of topics around which such zones of inquiry could be organized: Mind, Body, Law, Information, Networks, Language, Space, Time, Media, Money, Life and Water.” Mark C. Taylor, NYT, 2009

What to do?

Adapting & integrating

student authored: open curriculum

university authored: hybrid studies

Minors

Alternate Fashion Anthropology	Fashion Studies	Philosophy
Capitalism Studies	Film production	Photography
Chinese Studies	Fine Arts	Politics
Comics & Graphic Narrative	Food Studies	Post Genre Music
Communication Design	French Studies	Religious Studies
Contemporary Music	Gender Studies	Screenwriting
Creative Entrepreneurship	Global Studies	Social practice
Creative Technologies	Hispanic Studies	Sociology
Culture & Media	History	Sustainable Cities
Dance	Interdisciplinary Science	Temporary Environments
Data Visualization	Japanese Studies	Theatre
Design Studies	Jewish Culture	Urban Studies
Economics	Journalism and Design	
Environmental Studies	Music Composition	
Ethnicity & Race	Printmaking	
Fashion Communication	Psychology	

New majors

Journalism + design

Data: analytics, ethics and visualization

Design anthropology

New first year

The Body at Work	Space and Cover	Time as Theory
The Body and Movement	Space and Dimensions Space	Time as Design
The Body and Brain	and Movement Space and	Time as Tool
The Body and Nature	Drawing	
The Body Imagined	Space and Celebration Space	Time as Collage
The Body as Voice	and Color	Time Experienced
The Body and Sphere	Space and Sanctuary Space	Time and Again
The Body and Food	and Improvisation	Time Spirit
The Body as Lover	Space and Projection	
The Body of Work	Space Imagined	
Space and Age	Time Revisited	
Space and Sound	Time as Timeline	
	Time as Warp	

Bachelors of How, What & Why?

immersive

non hierarchical

not framed by existing logic

CRITIQUES OF HIGHER ED

Too expensive / debt load

Inflexible curriculum & timeline

Out of touch with job market

Disharmony of institution /student/
faculty goals

'Country Club' critique

GOVERNING PRINCIPLES

Seamless integration of
Extracurriculum/Curriculum

Theme-based curriculum

Transcend the divide between
Traditional/Non-Trad students

Flexibility for students

Simplicity

Increased self-governance
by students

No hierarchy between
Liberal Arts / Non

Nimble Curriculum

Urban resiliency

Significance of Place

CURRICULUM OVERVIEW


SEMESTER 1

SEMESTER 2


SEMESTER 3

SEMESTER 4


THEMATIC CORE




Seminar 2 cr




Integrative Design 3 cr




Research & Writing 2 cr



Science / Design Lab 3 cr



Seminar 2 cr



Participatory Design I 3 cr




Research & Writing 2 cr




Participatory Design II 3 cr


CONNECTIVE TISSUE




Reflexive Learning Portfolio 1 cr



Mentored Learning Portfolio 1 cr
























Community Learning Portfolio 1 cr



External Learning Portfolio 1 cr

ELECTIVES 6-9 CR

THEMATIC CURRICULUM

SEMESTER 1



Seminar

2 cr

NYC as Microcosm: Histories of migration and settlement



Integrative Design

3 cr

Design research, iteration and collaboration. Intro to methods for co-design

SEMESTER 2



Research & Writing

2 cr

Power, privilege & bias of research inquiry / post-colonialism



Science / Design Lab

3 cr

Principles and practice of scientific inquiry; site or problem-specific project / community presentation of findings

THEMATIC CURRICULUM

SEMESTER 3



Seminar

2 cr

Malthusian debate of overuse vs innovation / value vs. material wealth



Participatory Design I

3 cr

Research and practice for community engagement and co-design. Iteration and competition for final project.

SEMESTER 4



Research & Writing

2 cr

Social dynamics and systems in the global era / technology and networks



Participatory Design II


3 cr

Iteration and testing of final project, participatory engagement with community

YEARS 3 & 4



SEMESTER 1


-  **BID Seminar** 2 cr
-  **Integrative BID Design** 3 cr

-  **BID Learning Portfolio** 1 cr



SEMESTER 2


-  **Research & Writing** 2 cr
-  **Science / Design Lab** 3 cr

-  **Mentored Learning Portfolio** 1 cr





SEMESTER 3


-  **BID Seminar** 2 cr
-  **Participatory Design I** 3 cr

-  **Community Learning Portfolio** 1 cr



SEMESTER 4

-  **BID Practicum** 2 cr
-  **Participatory Design II** 3 cr

-  **External Learning Portfolio** 1 cr



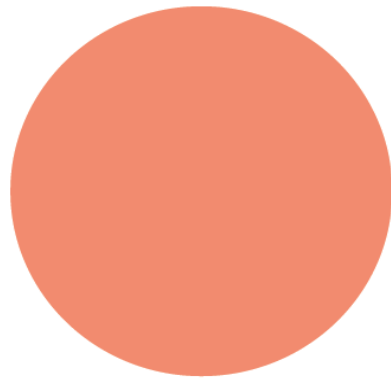
THEMATIC CORE

CONNECTIVE TISSUE

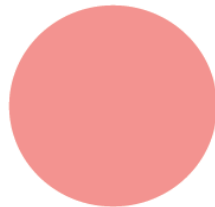
ELECTIVES 6-9 CR

OPEN OFFERINGS

[6-9 CR] FLEXIBLE CURRICULUM, OPEN TO PUBLIC



Ethics of Sustainability



Physics



Prototyping



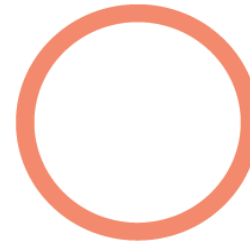
Welding



Sovereignty



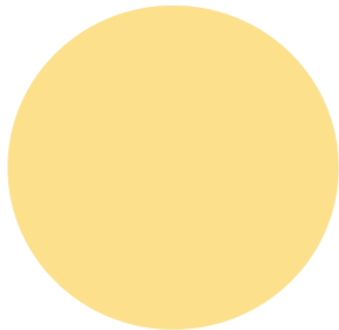
Going Off the Grid



Remote Sensing

OPEN OFFERINGS

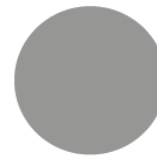
30% MINIMUM IN LIBERAL ARTS / NON-LIBERAL ARTS



NYC History



Fundamentals of Code



Accounting 101

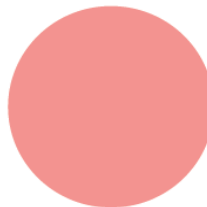


[MOOC]

GIS Mapping



Macroeconomics



3D Printing



[TNS elective]

Visuality and Culture

CAPSTONE COMPETITION

AT THE END OF YEAR TWO



WATER GROUP



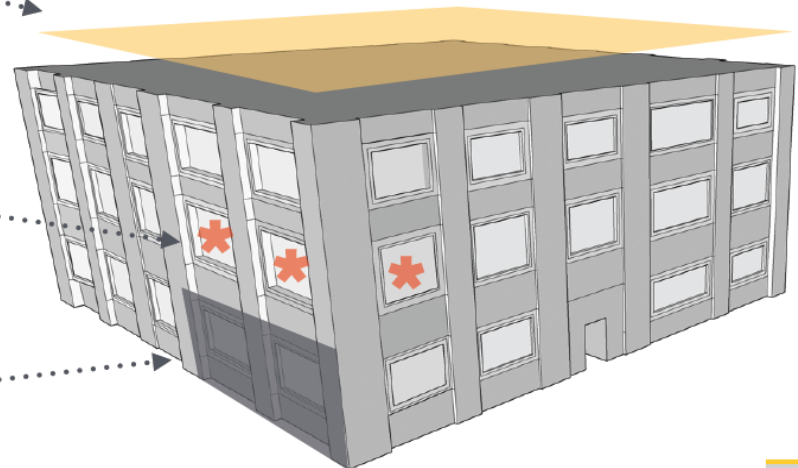
ENERGY GROUP



TRADE GROUP



Invited critics & student government to award seed-funding for one of the three final capstone projects.



Master of (Un)known Careers

collaborative

intellectual & project based

trans disciplinary; trans arts

Bruno Latour
Anthony Dunne
Fiona Raby
Paul Rabinow
Paola Antonelli
Li Edelkoort
Fred Dust

CSF FELLOWS

CENTER FOR SOCIAL FUTURES



THE SOCIAL FUTURES PROJECT is a unique, applied research center that will bring together disciplinary expertise from design, management, policy, performance, and social research at The New School to create transdisciplinary laboratories for developing new pedagogical practices and innovative methods to address emerging challenges.

Coordinate UTransLabs
Pedagogical Modeling
Partnership Outreach
Public Programming
Web Magazine
Research Reports

CSF MISSION

EMERGENT ECONOMIES

LEARNING AND TEACHING

URBAN ECOSYSTEMS

TRANSFORMATIVE MEDIA TACTICS

UNIVERSITY TRANSDISCIPLINARY THEMATICS

Civic Innovation

Climate Futures

Non-toxic Buildings

Urban Prototyping

Mobile Work

Data Ethics

UNIVERSITY TRANSDISCIPLINARY LABS

Microsoft Civic Tech
TimeBanks
US Office of Personnel
Partnership for Parks

Time Warner Cable

PROJECT PARTNERS

Graduate Students

Trans Labs

Sponsored Projects

External Partners

