Learning design
The future...
of design ...?
of education...?
of design education...?
Context
The New School

135 degree programs

10,000 students

50% in design
Mission:

social research & design
<table>
<thead>
<tr>
<th>Traditional</th>
<th>Emergent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis on the individual</td>
<td>Emphasis on teams</td>
</tr>
<tr>
<td>Academic control over research direction</td>
<td>Research shaped by interaction between researchers and users</td>
</tr>
<tr>
<td>Discipline based</td>
<td>Problem and issue based</td>
</tr>
<tr>
<td>References knowledge within the discipline</td>
<td>Transdisciplinary networks–knowledge from diverse sources</td>
</tr>
<tr>
<td>Quality assessed by academic peers</td>
<td>Broadly based control by users (eg. economic and social impact)</td>
</tr>
</tbody>
</table>
THE RAPIDLY DISAPPEARING BUSINESS OF DESIGN
BIG CORPORATIONS ARE BUYING DESIGN FIRMS IN DROVES
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
Who Owes the Most?
Distribution of total student debt by level of household net worth (percentile)

- Bottom 25%: Net worth = < $8,500 (58%)
- 25% to 50%: Net worth = $8,500 to $79,000 (17%)
- 50% to 75%: Net worth = $79,000 to $311,000 (15%)
- 75% to 89%: Net worth = $311,000 to $983,000 (6%)
- Top 10%: Net worth = > $983,000 (3%)

Sources: Pew Research Center, Federal Reserve Bulletin
Design is…

object/process/agency
Imperatives

global, environmental,
urban & technological
Percentage of employers who want colleges to place more emphasis on selected outcomes

Critical thinking/analytical reasoning (82%)
Ability to analyze/solve complex problems...
Effective oral communication (80%)
Effective written communication (80%)
Apply knowledge/skills to real-world settings...
Locate, organize, evaluate info from multiple...
Innovation/creativity (71%)
Teamwork/collaboration in diverse group...
Ability to connect choices and actions to...

Hart Research Associates: “It Takes More than a Major: Employer Priorities for College Learning and Student Success”
“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 The division-of-labor model of separate departments is obsolete and must be replaced with a curriculum structured like a web or complex adaptive network.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
Capitalism Studies Film production
Chinese Studies Fine Arts
Comics & Graphic Narrative Food Studies
Communication Design French Studies
Contemporary Music Gender Studies
Creative Entrepreneurship Global Studies
Creative Technologies Hispanic Studies
Culture & Media History
Dance Interdisciplinary Science
Data Visualization Japanese Studies
Design Studies Jewish Culture
Economics Journalism and Design
Environmental Studies Music Composition
Ethnicity & Race Printmaking
Fashion Communication Psychology
Philosophy
Photography
Politics
Post Genre Music
Religious Studies
Screenwriting
Social practice
Sociology
Sustainable Cities
Temporary Environments
Theatre
Urban Studies
New majors

Journalism + design

Data: analytics, ethics and visualization

Design anthropology
New first year

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

immersive
non hierarchical
not framed by existing logic
CRITIQUES OF HIGHER ED

- Too expensive / debt load
- Out of touch with job market
- ‘Country Club’ critique

- Inflexible curriculum & timeline
- Disharmony of institution / student / faculty goals
<table>
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<tr>
<th>Governing Principles</th>
<th>Outcomes</th>
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<tr>
<td>Seamless integration of Extracurriculum/Curriculum</td>
<td>Increased self-governance by students</td>
</tr>
<tr>
<td>Theme-based curriculum</td>
<td>No hierarchy between Liberal Arts / Non</td>
</tr>
<tr>
<td>Transcend the divide between Traditional/Non-Trad students</td>
<td>Nimble Curriculum</td>
</tr>
<tr>
<td>Flexibility for students</td>
<td>Urban resiliency</td>
</tr>
<tr>
<td>Simplicity</td>
<td>Significance of Place</td>
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</table>
THEMATIC CURRICULUM

SEMESTER 1

Seminar
NYC as Microcosm: Histories of migration and settlement
2 cr

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

SEMESTER 2

Research & Writing
Power, privilege & bias of research inquiry / post-colonialism
2 cr

Science / Design Lab
Principles and practice of scientific inquiry; site or problem-specific project / community presentation of findings
3 cr
THEMATIC CURRICULUM

SEMESTER 3

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

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

SEMESTER 4

Research & Writing
Social dynamics and systems in the global era / technology and networks

Participatory Design II
Iteration and testing of final project, participatory engagement with community
OPEN OFFERINGS

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

- Ethics of Sustainability
- Physics
- Prototyping
- Welding
- Remote Sensing
- Sovereignty
- Going Off the Grid
OPEN OFFERINGS
30% MINIMUM IN LIBERAL ARTS / NON-LIBERAL ARTS

NYC History

Fundamentals of Code

Accounting 101

3D Printing

GIS Mapping

TNS elective

Visuality and Culture
CAPSTONE COMPETITION
AT THE END OF YEAR TWO

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
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.