

Environmental and Social Sustainability in the Curriculum

How do we protect, develop and innovate sustainable practices within Art & Design Higher Education pedagogies?

GLAD - Group for Learning in Art & Design - Symposium London College of Communication, UAL Mon 16 September 2019, 10.00-16.15

The next generation of university Art, Design and Media students are not just in the nation's classrooms, but also out on the streets, proclaiming a climate emergency, marching in Extinction Rebellion protests, articulating their concerns with commendable clarity and urgency in the media. As this generation arrives in our universities, how does the curriculum which we offer reflect their concerns and passions? What are we doing to help them use their creative skills to find answers to the global environmental and social challenges of our times? Join us for a day of debate about the role of art & design schools in taking forward the sustainability agenda.

This GLAD symposium forms part of London College of Communication Design School's exhibition and events programme called Emergence featuring projects for service design, social innovation and sustainable futures and takes place during the London Design Festival. For further information on EMERGENCE: Service/Social/Sustainable Design see <http://www.emergenceshow.com>

Symposium Schedule

10.00 -10.20 Lower Street Gallery	Coffee (Suggestions from delegates for workshop themes on post-it notes)
10.20 -10.30 Lecture Theatre C	Chair/ Introduction to GLAD (Professor Sally Wade)
10.30-11.00 Lecture Theatre C	Keynote: Dr Ambreen Shah, Director of Policy and Research, Design Council
11.00-11.30 Various	Student led Tours of Exhibition
11.30-1.00 Lecture Theatre C	Presentations x 3 (30 mins each) Dr Nicky Ryan, Dr Noemi Sadowska, Sarah Temple and Tara Hanrahan, 'Emergence: Environmental and Social Sustainability in the Curriculum' Joe McCullagh and Kirsteen Aubrey, 'Student Engagement in Community Innovations: How does Craft and Design Education engage with social design issues?' Dr Ben Parry, 'Rethinking Waste and the Politics of Disposability'
1.00-1.30 Lower Street Gallery	Buffet Lunch (Organise post-it notes to create thematic workshops)
1.30-2.30 D105 and D113	'Unconference' Workshops (3 themes proposed by delegates - SW/ CO/MG to facilitate)
2.30 – 4.00 Lecture Theatre C	Presentations x 3 (30 mins each) Marina Velez and Chris Owen, 'Sustainability Art Prize: developing awareness for sustainability in the creative curriculum' Roger Bateman, 'Design for a changing world' Professor Carloa Boehm, 'From Culture 1.0 to University 3.0: Why we need University-Housed Art Schools'
4.00 - 4.15 Lecture Theatre C	Chair / GLAD concluding comments and promotion for GLAD 2019 December conference
4.15	Close

Speakers and Abstracts:

Keynote: Dr Ambreen Shah, Director of Policy, Research & Communications, Design Council

Biography:

Dr Ambreen Shah is currently Director of Policy, Research and Communications at Design Council where she is responsible for developing insight, evidence and research on the value of design, and communicating this to a wide range of audiences across the economy. Previous to this she worked at the Big Lottery Fund (now the National Lottery Community Fund) as Deputy Director, England, leading teams to develop and deliver a range of multi million pound grant funding programmes. Her training is as a social scientist and in evaluative research. She has a PhD on 'Muslims in Britain: Ideas of British Citizenship'.

Presentation 1: '**Emergence: Environmental and Social Sustainability in the Curriculum**'

Speakers: Dr Nicky Ryan, Dr Noemi Sadowska, Sarah Temple and Tara Hanrahan

Abstract:

This presentation sets the context for the LCC exhibition and series of events which forms part of the London Design Festival. The theme is 'Emergence' and the focus is on design for services, social innovation and sustainability. We discuss the rationale behind the show and the development and activation of our Design School Manifesto. Emergence provides the platform for the launch of MA Design for Social Innovation and Sustainable Futures and we explain what 'design in action' means for students taking the new course. We also share the challenges and opportunities of embedding the Responsible Design Framework (RDF) in the curriculum. The RDF recognises the need for design education to respond to current eco-social challenges and gives guidance about responsible approaches and principles while clearly identifying this explicit/tacit knowledge to students. It provides an outline structure to inform staff, students, and other stakeholders, of the School's environmental and social design imperatives.

Biographies:

Dr Nicky Ryan is Dean of Design at LCC. She has over twenty years' experience of teaching, leadership and management in HE and has a particular interest in teaching design histories, theories and practices through collaborations, curatorial projects, crits and off-site learning. Nicky has expertise in planning, facilitating and evaluating live and co-design projects involving a complex range of activities and a large number of stakeholders. The outputs of her interdisciplinary research include book chapters, articles, reviews, and conference papers in relation to contemporary patronage, culture-led regeneration, spatial practices, museums and curating, design futures and art and design pedagogies.

Dr Noemi Sadowska is Programme Director Branding and Design Innovation at LCC. She has extensive experience in HE curriculum design, with her most recent success: MA Design for Social Innovation and Sustainable Futures. She teaches reflective writing, strategic design and team collaborations in design practice. Her work has been published as part of 01.AKAD, Sweden; the Encyclopedia of Gender and Information Technology, USA; Visual Tools for Developing Cross-Disciplinary Collaboration, Innovation and Entrepreneurship Capacity, Australia; and most recently in The Design Journal, UK. Her current research investigates how to facilitate design students' sustainable decision-making, leading them to become responsible design practitioners.

Sarah Temple is Course Leader for the Diploma in Professional Studies (DPS) at LCC. Sarah's two key (intersecting) research interests explore the value of 'Experiential' Learning and Responsibility in Design Practice. She co-established the Conscientious Communicators research hub in 2011, a community of staff, students and researchers who ensure ethical and sustainable consideration at the heart of their practice. In 2017, she co-authored 'The Responsible Design Framework' and related RDF Case Studies for the LCC Design School. Other pedagogical interests include working with students to prototype new models of social enterprise during their year out undertaking DPS.

Tara Hanrahan is a communication designer and educator. Her practice involves design and direction that considers form, function, value and sustainability in equal measure. Her academic role is as a multidisciplinary Associate Lecturer and as Course Validation Lead for the new MA Design for Social Innovation and Sustainable Futures. She is co-founder of the Conscientious Communicators research hub and co-creator of the Responsible Design Framework – initiatives which seek to guide and support responsible approaches. Her individual research explores pedagogical strategies for nurturing citizen designers. She is a judge for the Creative Conscience Awards and a signatory of the Creative Climate Coalition.

Presentation 2: 'Student Engagement in Community Innovations: How does Craft and Design Education engage with social design issues?'

Speakers: Joe McCullagh and Kirsteen Aubrey

Abstract:

This paper explores the roles of craft and design education to facilitate student participation in social innovative projects that address sensitive societal issues. The rationale and pedagogic approach is presented, and the challenges of facilitating, teaching and collaborating with students and external communities is debated. Case studies will illustrate Manchester School of Art's responses to homelessness and intergenerational work. The impact of this engagement on student practice and subsequent impact on the community are evaluated with future proposals. Referencing White's work (2003) alongside Zehner's (2009) models for studio teaching, the paper highlights the pedagogic developments needed to successfully develop students as socially responsible designers and craft practitioners.

References:

White, M (2003) Arts development in community health- A Social Tonic White. Radcliffe Publishing

Zehner, R (2009) 28-34, cited in Lynas, Budge and Beale 2013: 129

Biographies:

Joe McCullagh is a design educator. He is Head of Design of the Manchester School of Art at Manchester Metropolitan University. Joe sees his role as that of a pedagogic designer, having a career to date that has been both in graphic design and education. Joe's educational research and interests are in design pedagogy and cross-cultural design within creative practice. He sits on the Advisory Board of Design Manchester, is a Board Director of the Manchester Craft and Design Centre and is a Senior Fellow of the Higher Education Academy. Joe continues to be an educational consultant nationally and internationally.

Kirsteen Aubrey is the Department Lead for Education in Design within the Faculty of Arts and Humanities at Manchester Metropolitan University. She also teaches on the Product Design and Craft Programme, with a particular focus on glass and pedagogy. She is a Senior Fellow of HEA and in her third year of studying a Doctorate of Education that focuses on the value of Art and Design education. Since joining Manchester Met in 2004, her roles have included glass specialist tutor, Programme Leader, Principal Lecturer for Employability and Enterprise and now Design Department Lead for Education.

Presentation 3: 'Rethinking Waste and the Politics of Disposability'

Speaker: Dr Ben Parry

Abstract:

This paper describes an AHRC research project in Mumbai, developing an innovation lab with marginalised communities as an experimental learning space for young people (8-25). The lab establishes an alternative approach to 'maker space' and 'classroom' (in an area of Mumbai that might be described as one the largest informal aggregations of (re)maker and (re)manufacturing spaces on the planet) that provides free space, learning and making resources that places leading technologies in 3D design and making in the hands of those who would not normally have access.

Biography:

Dr Ben Parry is Senior Lecturer and Course Leader of the MA in Curatorial Practice at Bath Spa University. He works as an artist, curator and independent researcher at the intersections of art, activism and urban space. Investigating the role of public space as a site for social change, and art as a tool for creating spaces in which to imagine alternative futures, his art and practice-based research takes diverse forms: from site-responsive interventions, public realm commissions, documentary and exhibition to collaborative and community-led projects.

Presentation 4: 'Sustainability Art Prize: developing awareness for sustainability in the creative curriculum'

Speakers: Marina Velez and Chris Owen

Abstract:

The Sustainability Art Prize is an annual project open to all students of Cambridge School of Art, Anglia Ruskin University. The project supports the development and creation of artworks, competition and exhibition. It has been running since 2012, partly in collaboration with the Global Sustainability Institute. The project is also supported by local and ethical businesses. The final exhibition in the Ruskin Gallery attracts a wide audience and has created considerable media interest. Most significantly, the project creates an important learning experience for students from many different disciplines within the art school.

This session will give an overview of the competition's development and explore its value in enhancing understanding of sustainability issues. It will also examine the project as a pedagogical tool for promoting discussions about sustainability among staff and students, brought together from all levels and subject specialisms within the art school.

Biographies:

Marina Velez is an Argentinian-Spanish artist and researcher based in Cambridge, UK. She is an affiliate at Anglia Ruskin University and an associate artist at the Centre for Contemporary Art and the Natural World (CCANW) Devon, UK. Marina is the founder and organiser of Cambridge Sustainability Residency, and has co-edited publications about sustainability and presented papers about art and sustainability internationally. Marina's art practice is informed by issues related to sustainable nexus, people's behaviour and the social construction of values. She uses photography, video, and more ephemeral interventions such as conversations, pastoral walks and shared work. Website: www.marinavelez.com

Chris Owen is currently a freelance consultant in Art & Design Higher Education, and Deputy Chair of the Group for Learning in Art & Design (GLAD). He studied History of Art at the University of Cambridge, before embarking on a career teaching in further and higher education. He joined Leeds College of Art & Design in 1994, becoming Assistant Principal in 1999, moving to the University of Derby as Assistant Dean and Head of the School of Art & Design in 2007. Chris joined Anglia Ruskin as Head of Cambridge School of Art in 2011, before retiring in February 2019.

Presentation 5: 'Design for a changing world'

Speaker: Roger Bateman

Abstract:

Conventional wisdom holds that all education is good, and the more of it one has the better....The truth is that without significant precautions, (it) can equip people to be more effective vandals of the Earth. Orr (1994)

We are living in times of unprecedented. Large-scale, complex global challenges including shifts in population demographics and an ageing population, climate change, increasing social inequalities and on-going economic crisis continue to place increasing pressure across the World. It is evident that the profession of design has an important contribution to make in combating these threats but educating professionals for a place in the changing world is not moving fast enough to keep up with the scale of change needed.

Change can be facilitated through education and it is change in the curricula in HE that holds one of the keys to equipping designers to address the wider issues facing humanity and the planet.

Biography:

Roger Bateman is the Deputy Head of the Art & Design Department in Sheffield Institute of Arts at Sheffield Hallam University, and the Co-ordinator of the SIA DeSIS Lab (Design for Social Innovation & Sustainability). He has been actively involved in teaching, practicing and researching sustainable design and socially responsive practice since 2000. Roger held teaching posts in the UK and Spain joining Unitec in Auckland New Zealand in 2004 as Head of the School of Design & Visual Arts and later Associate Professor. In 2010 he returned to the UK and took up a post at Sheffield Hallam University becoming Academic Lead for the Art & Design Postgraduate Course provision. He is a member of the Sheffield Hallam University Art and Design Research Centre.

Presentation 6: 'From Culture 1.0 to University 3.0: Why we need University-Housed Art Schools'

Speaker: Professor Carola Boehm

Abstract:

Our universities and specialist institutions represent some of the largest art hubs in Europe. Art lives in the intersections between university, society, industry and government. Art is inherently permeable asking constantly for an audience. Its actors live and survive through being social and business entrepreneurs within a seamless continuum. University-housed Art-schools allow institutions to make use of art's inherently permeable nature to create intentional and curated interfaces between what is within a university and what is outside of its boundaries. However, art subject areas are also inherently one of the most vulnerable disciplinary areas in the higher education system as their highly fragmented impacts on the economy and society are less quantifiable in monetary terms and thus less understood.

In a time where our higher education communities are undergoing immense changes – locally, regionally and sector-wide – there is a constant need to adapt to the newest policy initiatives that conceptualize universities as being responsible for solving a diverse number of socio-economic challenges. Thus, this presentation will cover how creatively focussed public/industry/academia partnership models have been given a new focus within these present-day policy contexts. The current terms relevant for this debate are 'Culture 3.0', 'Open Innovation 2.0', 'Connected (and sticky) Curricula' and my own concept of 'University 3.0'.

This presentation will explore how in today's super-complex world, our creative learning communities afford their actors to constantly reconsider how disciplines are structured (or unstructured); how creative partnerships between university, industry and society can provide a kind of social glue; and how in Higher Education – through the arts – we can present a new way of learning, a new definition of what new knowledge is, who owns it, and how we creatively (co-)create it. It will explore these concepts in relation to fulfilling sustainable visions for truly connected universities that utilise specifically their own creative learning communities for economic growth and social wellbeing.

Biography:

Carola Boehm is Professor of Arts and Higher Education at Staffordshire University. She holds degrees in music, computer science and electrical engineering. Her public output includes more than 40 peer-reviewed publications. She regularly peer reviews for EPSRC and AHRC, as well for EU research frameworks. She has coordinated more than 20 collaborative projects, gaining funding from the EC, EPSRC, SHEFC, JISC, British Library, HEA, EU, and HLF. Her research areas include music technology education; interdisciplinarity, creativity and technology in higher education and her more recent work considers the role that universities play in our creative society.