



Fantasy Design Conference on Design Education

Design museum Gent, Belgium

welcome

developing Design Education in the UK

‘lessons learned’

Kevin Jones

www.attainmentpartnership.org.uk

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Attainment Partnership Ltd

Kevin Jones

- Deputy Head in secondary school in Staffordshire, England
- AST (Advanced Skills Teacher)
- 98 taking A. level design and technology
- SSAT National Subject Leader: Technology Colleges



Mary Southall

- Senior Teacher in secondary school in Berkshire, England
- AST (Advanced Skills Teacher)
- 100% grade A's at A. level
- commissioner teacher: London Challenge



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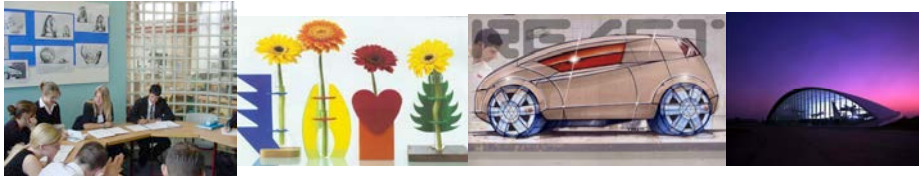
what do we do?

- Working in a variety of schools **every week**
 - The **Design Museum, London** (write and deliver secondary CPD)
 - The **Victoria and Albert Museum, London** (write and deliver CPD)
 - The **Design Council** (National 'Design Skills' advisory panel and chair of schools steering group) including **chief moderator Design Mark**
 - Teach **Masters Degree** in design education
 - Qualifications and Curriculum Development Authority **QCDA**
 - **IET Faraday** STEM materials (write and deliver)
 - Detroit area Education Department, **USA**
 - South East Asia International teacher's conference, **Brunei**
 - Buffalo State University, New York **USA**
 - **LTS** - Learning and Teaching **Scotland** (write learning materials)
 - **D&T Association** (write publications, deliver presentations, deliver CPD)
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UK context - then, now and what next!



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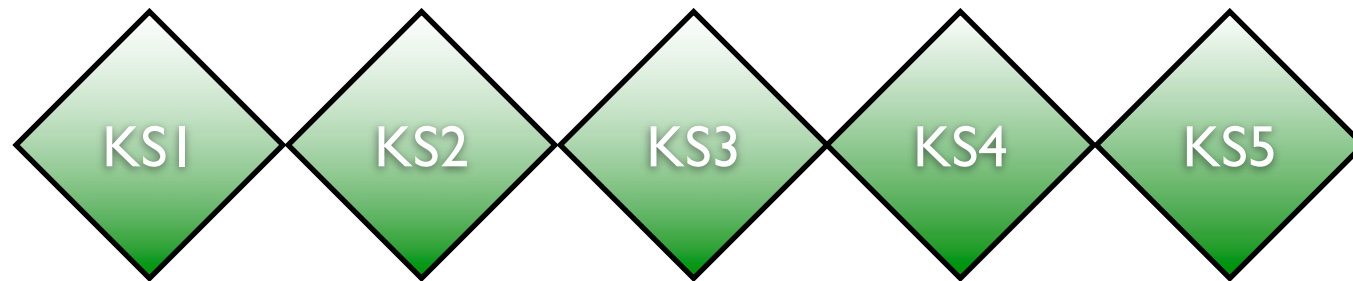


then - national context: history





then/now - National context



- England was first country to have a design based curriculum compulsory for ages 5-16
- now optional at post 14, KS4 (complacent?)
- progression of learning should be paramount
- important to build on the good practice of leading primary schools

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‘our children don’t like
designing they only like
making!’

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now - issues facing design and technology

- all things to all people
- still an infant in terms of other subjects: no single bedrock!
- many teachers still struggling with what it is, lack of professional development
- too many key bodies with self interests





now - national context

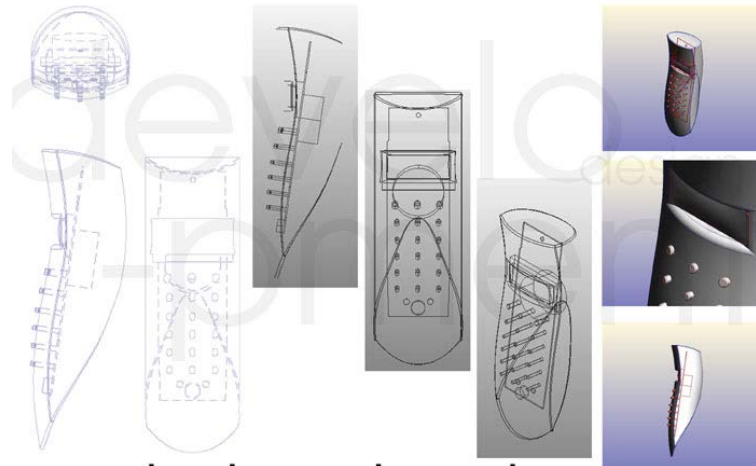
design and technology: what is it?

- product design (resistant materials - wood, metal, plastic)
- fashion design (textiles)
- graphic design (communication)
- systems and control / electronics
- food
- STEM / engineering



now - issues surrounding the teaching of design

- lack of passion for 'design'
- make first design, then do rest of folder
- lack of emphasis on design skills
- jumping through hoops
- lack of 'development'
- appropriate / desirable projects
- little structure to the teaching of design skills



design development



now - design process

- students really need to understand the process of designing?
- they need to know how the different elements fit together?
- and they need to understand the 'big picture'?

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what next - product analysis (cafe que)

- **c**ost
- **a**esthetics
- **f**unction
- **e**rgonomics
- **q**uality
- **u**ser
- **e**nvironment





what next - design history



arts and crafts



art nouveau



memphis



bauhaus

art deco





National context - industry issues



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**Design
Council**

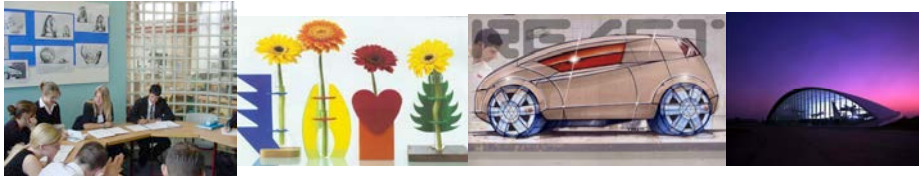
issues facing the design industry

- design industry generates £11 billion to the UK economy
- UK seen as a global leader in design industry
- BUT what's on the horizon?
- China !
- Design Council - Government agency promoting benefits of design



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DESIGN
MARK
AWARDED FOR
GOOD
DESIGN
PRACTICE

The Design Mark aims to **identify and reward** primary and secondary **schools** that are **delivering high quality design education** to their students.



GOOD DESIGN PRACTICE

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National context - Youth technologies



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‘youth technologies’

- social networking
- text messaging
- skype
- email



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'youth' technologies



early learning through 'new technologies'

high skill levels in 'youth' technologies





‘youth’ technologies



innovate not replicate

new learning pedagogy!
young people learning on games see
learning as a different mindset.



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SO.....

-
- standing still is not an option
 - be creative in exploring the potential
 - work with students to develop resources;
 - digital video clips
 - use of mobile phones
 - photos
 - voice recorders
 - on-line learning opportunities
 - on-line discussion forums
-



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Making sure it's good Design Education

- Design education encourages children to look to the future – to be **innovative** and **creative**
 - Design education encourages children to think about **users** and purposes for products which are **fit for purpose**
 - In design education children are involved in thinking about and making **design decisions**
 - Design projects should be as **authentic** as possible
 - In design education children need to experience a **range of activities** which support their learning in different ways.
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thank you

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