

Design Futures Literacies

VOL. 1 & 2

ED. ANDREW MORRISON

ANTICIPATORY PEDAGOGIES, PRACTICES AND REFLECTIONS
THROUGH DESIGNING IN MASTER'S AND PHD DESIGN EDUCATION

What are the core challenges design students and educators need to face as we grapple with the changing contexts and effects of climate change?

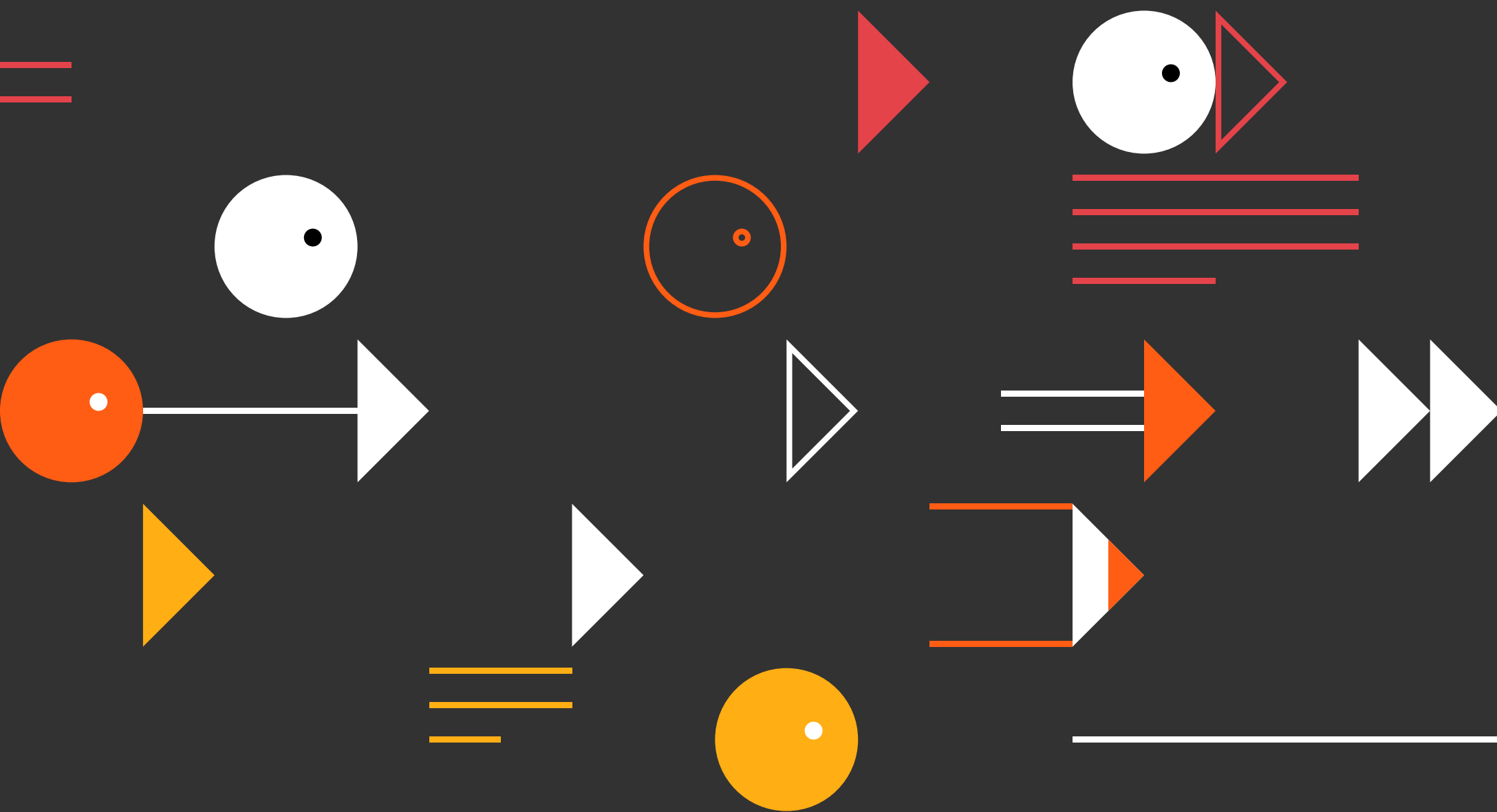
How is design education to prepare students to working towards building sustainable futures?

In what ways might we together build designerly means to address the complex dynamics of environmental, ecological, political economic and societal change?

How are we to creatively and critically engage together in shaping design learning and knowing for durable, plural and survivable futures?

With and for whom may future designers collaborate to imagine alternative presents and to realise actionable, possible tomorrows?

Discover our two books making significant contributions to these questions through Design Futures Literacies ▶▶



Design and futures making and knowing

These are some of the pressing issues and possibilities for change that are taken up in two new publications that focus on master's and doctoral design education that engages with shaping relations between Design and futures making and knowing for action in possible presents.

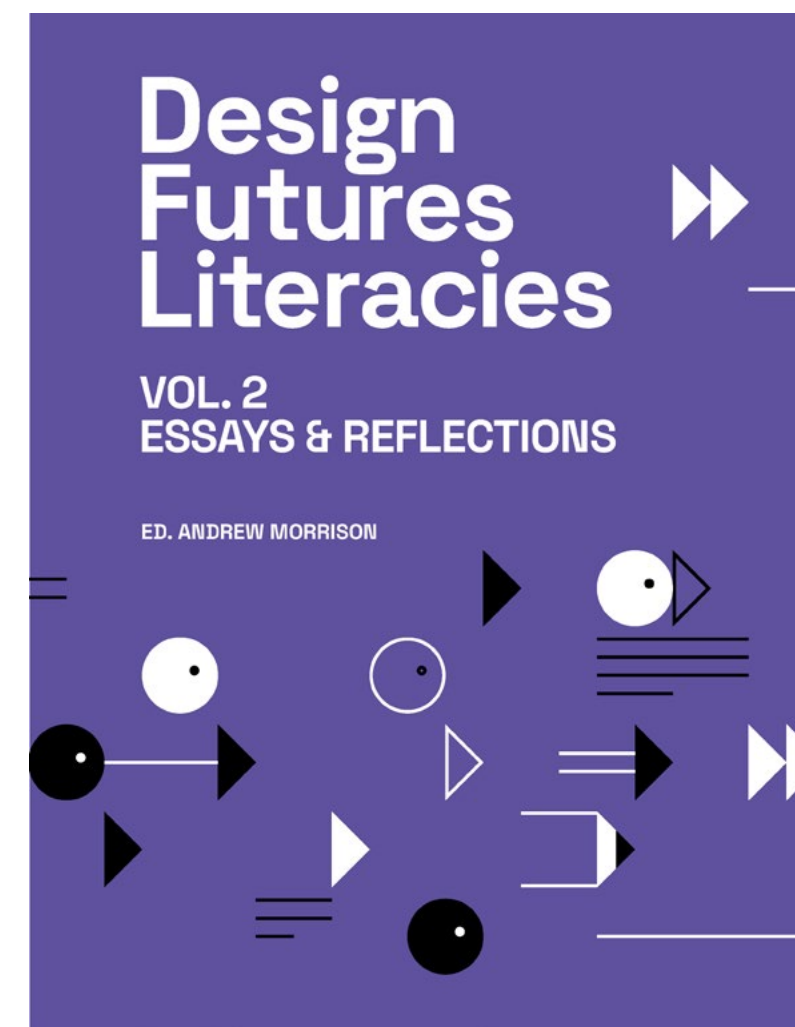
The books are the final outcomes of the [FUEL4DESIGN](#) project into Fuel for Design Futures Literacies. Located in four leading design universities across Europe, the publications draw on a diversity of views, experience, practices and commitments that have led to the development of resources, experiences and reflections on placing futures perspectives and anticipatory designing and pedagogies within design education

In so doing, participants to the project were confronted by the COVID-19 pandemic and severe challenges to embodied design learning, workshop and studio practices, fieldwork and face-to-face and in-person collaboration. FUEL4DESIGN needed to make substantive digital pivots in shaping online pedagogies and processes. These are presented in open access, digital formats as a contribution to modes of knowing through becoming that are experimental yet situated, exploratory yet pragmatic.

Contributions to design, learning and futures

Our work in Design Futures Literacies points to difficult, complex and entangled engagement with learning and teaching to take care ahead of time. It encompasses creative, ethical articulations of working with challenges of uncertainty and change. Systemically, these are matters that matter immensely for higher education and how Design universities may contribute influence and impact for wider societal transformation in which ecology and businesses, making and consumption, resource uses and the pursuit of wider global equity may be realised.

We hope that the publications bring novel connections between Futures Studies and Design pedagogies and research and indicate some of the ways in which design may engage productively and critically with shaping shared futures.



◀ **DESIGN FUTURES LITERACIES: PRACTICES & PROSPECTS (VOL. 1)** positions our funded collaborative project within discourses and practices of design education. It shifts it towards futures in design education and builds upon pedagogies and research on futures of design education. Detailed overviews are given of work carried out under five work packages mediated through the project website. Our anticipatory design pedagogies and related literacies are summarised and positioned in regard to articulating possible and illustrative transformative teaching and learning, less definitive and normative frames. Examples are provided from novel work carried out by project partners, students and participants. These are more than merely illustrative. They point to actual accessible resources that are online and suggest some of the ways design futures literacies might be approached in interplays between futures and design.

◀ This work is placed within wider transdisciplinary relational design inquiry in the second book **DESIGN FUTURES LITERACIES: ESSAYS & REFLECTIONS (VOL. 2)**. Here a weave of eight extended essays provides elaboration on pedagogies and practice, making, learning and reflection presented in Volume 1. Through a mix of presentational modes, the essays enact a situated, relational and collaborative design rhetoric that articulates dynamics in working with futures and design as learning and compositional materials. In so doing, futures and literacies are positioned as plural, situated and located within emergent acts and processes of becoming geared towards supporting wider creative-critical knowing connected to 21st design literacies. Such acts and processes are located within learning and teaching through anticipatory designing. They draw together creative, critical imaginaries in shaping shared futures by design in working towards alternative presents and actionable futures.

 [DOWNLOAD THE TWO E-BOOKS \(FREE\)](#)

[READ THE PROJECT AND BOOK SUMMARY ↗](#)

Intended audiences

Drawing together a range of innovation, experimentation and critical reflection, these publications will also be of interest to graduate students Design and related educators and researchers. They offer frank and contextualised material on working to make pragmatic yet critical sense of the complex challenges of developing preparatory curricula and situated content for building 21st century competencies and fluencies within and beyond Design.

These books will be of interest to design students, educators and researchers together with those working in related practice and with policy. The publications also cover matters of wider communication of design's roles in shaping shared sustainable futures and thereby offer pragmatic and analytical resources for educators, researchers, administrators and strategists beyond Design.

Project members and funding

MEMBERS

Oslo School of Architecture and Design (AHO), project lead (Norway); ELISAVA (Spain), Politecnico di Milano (Italy), & University of the Arts (UAL, U.K.).



FUNDING

ERASMUS+ Strategic Partnership Programme (E.U.)



Access and Rights

These books are published under the open platform of **Creative Commons licensing**.

Please do feel free to circulate them to students and colleagues.

Do note that educational and research uses require accreditation and citation.

For further information

Please contact **Prof. Andrew Morrison**, Institute of Design, Oslo School of Architecture and Design (AHO): Andrew.Morrison@aho.no

