EUROPEAN Designers DRIVING RANGE
Innovative Landscapes for a tangible, non-hierachical learning space within a material and immaterial togetherness
together: Prof. Dr. Marina-Elena Wachs + Prof. Ashley Hall PhD
THESIS:
Europeans Designer Driving Range explores a concept of knowledge sharing in non-hierarchical, cross-cultural learning landscapes to reflect on needs for tomorrows’ creative playground.
OVERVIEW
- Thesis about Designer Driving Range
- Industrial design landscapes in relation to ...
- ... Design heritage – Germany and Great Britain
- ... Education examples – linear and decentralized
- Future: cross-cultural – non-hierarchical,...
- ... Pan European TOGETHER – interlinked design playground

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GERMAN context

- Germany Design Yesterday are...
- Object based - Designers based - Industrial based - Process based
- Since 1980s design management and theoretical reflection came into greater interest in design theory...
- behind...man made...maker spaces...thinkers of linear process...
- Remembered by brand names / designer names: to mention a few: Adidas / Porsche / Schiesser / Braun /... German Heritage in Industrial Design Konstantin Grcic, Stefan Dietz, Dieter Rams, Jil Sander by Peter Schmidt
- Werkkunstschulen, Bauhaus and others build the bridge to industry and serial production vice versa universitary education... In a linear process...

From a linear process ...

Idea – prototype – evaluation – construction / process details – production – transport – selling ...
the product / concept – evaluation again....
EUROPEAN Designers DRIVING RANGE

EUROPEAN context

• Europe / global tomorrow ...
• Challenges... transdisciplinary interlinked Design schools
• Design councils engagement in „education of the folk“
• Design institutions / foundations to discuss and engage together
• Entrepreneurial engagement...
• Together in non hierarchical structures
• ... In a DECENTRALIZED process...

Nowadays / in the future:

..........non linear processes...to solve design problems...not only object based...circular and decentralised...
.....cross-cultural non-hierarchical... beyond culture...
UK context

- Industrial revolution introduced art colleges and schools of design in the UK from the 1830’s
- Focus was firmly on design ‘serving’ industrial needs
- Design was very much at the end of the process humanising machines
- Robin Darwin had proposed bridging domains of design and engineering as early as 1945
- 1980 the first industrial design engineering postgraduate course is set up
The challenges

- **Shift of level** from delivering education from undergraduate to postgraduate to a focus on including wider disciplinary perspectives.
- Question the value of **traditional design skills** and their ongoing relevance verses cross disciplinary design led innovation skills.
- When students graduate from engineering design without an ability to draw, yet express themselves creatively through code.
- Technologies like AI alongside biotechnology and nanotechnology become more **intangible** as a result of their material scale challenging long held traditional tangible models.
- Cultural behaviour in design and **decolonising ‘west knows best’** into compatibility with other cultures and philosophies.
- Creative methods potentially **limiting global design variety**.
Case Study 1: Miscommunication

- Miscommunications in **early stages** of interdisciplinary cross-cultural design project can lead to impactful innovation concepts
- Used a process of c-sketching and analysed group **emotional journeys** that were compared to creative outputs
- These were then cross referenced across the entire sample (40+) discovering that **ambiguous misunderstanding** leads to differences, which **inspired unintended innovations**
Case Study 2: Failure

- **Failures avoided** by design students especially those from technical backgrounds.
- Often this is for good reason for example in **reducing risks** in critical structures.
- In design led innovation **failure is a key ingredient** for success.
- The Elastic Octopus module was developed to **challenge students to fail**.
- They would **succeed** in direct relation to their ability to fail.
- Key insight came from student who claimed project improved her **creative resilience** to failures.
Case Study 3: Aesthetics

- Experiment noting lack of **tangible aesthetic skills** for discussing design innovations.
- Ubiquity of **screen based** creative tools and ‘finished’ quality of digital content impacts on tangible form creation.
- Developed tangible aesthetics workshops to **improve developing analogue analysis** leading to identifying affordances and signifiers.
- Found that **differentiating between** objective and subjective features was more difficult for students.
- Began appreciating value of developing **competence in form language**.
DESIGN DRIVER IN INDUSTRY + EDUCATION

Experts / - Thinkers

Management

Materials

Design /-concepts

Craftsmen - makers

Engineers

Foundations

Organisations...

Connectivities

...in arts, crafts, industries...

M. Wachs / A. Hall at EPDE Conference 2019, University of Strathclyde, UK.
Workshop I: "Light and textiles", Charlotte Spödell, William Franke, Oliver Heß in Germany - non-hierarchical interdisciplinary cross-cultural Project TEXTILE-POP MAY 2019 © Prof. Dr. Marina-Elena Wachs
a linear process...
Scene from yesterday...
Interlinked design learning landscape and a decentralizes process...
Scene from tomorrow...
A decentralized process...
Scene for tomorrow...
- in(t)erlinked
- together
- digital cross-cultural
- non hierarchical...
DRIVING RANGER ... Design Driver
Marina-Elena Wachs and Ashley Hall

Domains
(Sciences, Arts & Humanities, Design)

Disciplines
(Eg. Product, Textiles, Fashion, Service etc.)

Partners
(Societies, Government, Industry, Foundations, Councils Etc.)
Needs in **industrial design engineering areas** after 4\textsuperscript{th} Ind. Revolution:

DISCIPLINES - DOMAINS - PARTNERS means...

- non hierarchical structures in design engineering + design education
- interactive projects and integration of digital AND analogue tools
- interdisciplinary and cross-cultural solving tasks together
- geopolitical changes / working conditions evoke interacting design education
- everybody could participate on sustainable living conditions
- pan European design education driven by Designers *(drivers)* Range!
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After EPDE Conference 2019: the need for visionary learning landscapes:
- participate open minded at „workshop projects“ with all parties: students – teacher – experts +... cross cultural
- create „fearless spaces“ to work in – together – to have space to failure
- create interlinked analogue and digital connected learning landscapes
- ...landscapes for „oberservers“ (re/cognition) and other skills to trigger
- to go on in „self evaluation methods“ for students to create the own trip...
EUROPEAN DESIGNER DRIVING RANGE

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More: link....? Which one?

Thank you so much! - designing together!