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# Designing Education

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An RP-UK  
Transnational Partnership

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## Institutional Development & Innovation Grants

CHED Memorandum Order No. 33, Series of 2016



### **CHED-INITIATED PROJECTS UNDER THE INSTITUTIONAL DEVELOPMENT AND INNOVATION GRANTS\***

The Commission will also endeavor to form partnerships with local and foreign organizations to jointly initiate and fund projects in line with the thrusts and categories of the Institutional Development and Innovation Grants

### **Joint Development of Niche and Priority Programs between Philippine and UK HEIs**

- Piloting of the joint development of programs at the graduate level within the list of niche and priority programs/courses identified
- Preferred models are twinning, joint degrees, dual qualifications or double degrees
- Program duration is for 2 years (commencement of new program offering by Academic Year 2018)
- Collaboration between the Commission on Higher Education (CHED) and British Council
- Support includes capacity building, seed funding, and close coordination with the CHED and British Council throughout the process

## An RP-UK TEACHING & RESEARCHING PARTNERSHIP

For transnational **curriculum**

For research funding **proposals**

For professional development **programmes**

For dissemination **presentations**

For international **networks**

- PG Cert & MA in Designing Education
- Newton Institutional Links
- 7 x faculty staff workshops
- 4 x conferences RP & UK
- RP & UK Design NGO conversations

RP-UK TRANSNATIONAL EDUCATION (TNE) LINKS PROGRAMME  
Blending mission statements workshop 25.04.17

The Philippine Design Education for the 21<sup>st</sup> Century diverse learner centers on the development of glocal knowledge and skillsets, cultivation of creativity and innovation and ultimately the transformation and empowerment of an evolving dynamic society that values positive change.

In a culture of creativity and innovation, the Miriam College Design Education program enables and empowers diverse learners with local and global knowledge, values, and skills in pursuit of positive and transformative change for a dynamic, evolving, and just society.

PHILIPPINE DESIGN EDUCATION EQUIPS THE 21<sup>ST</sup> CENTURY FILIPINO CITIZEN WITH EMPOWERING GLOCAL KNOWLEDGE, VALUES AND SKILLS; NECESSARY IN CULTIVATING, NURTURING, AND SUSTAINING A CULTURE OF CREATIVITY AND INNOVATION IN SCHOOLS IN THE SPIRIT OF SOCIAL JUSTICE.

Design Education pursues multifaceted strategic and transformative processes towards the empowerment of diverse learners and stakeholders, sustaining the creativity and innovation in learning systems that cultivate positive change in a dynamic and just society.

The 21<sup>st</sup> century learner, empowered by design education, acquires glocal knowledge, skill sets, and transforms the processes that leads to relevant change.





TENSE

PART  
OF THE  
SYSTEM

NO  
CONTROL  
(POWERLESS)

PRESSURED

PURPOSEFUL

# Designing as Transformative Educational Practice

COMPETITIVE

NEGATIVE

VALIDATED

CLOSURE

MOTIVATED

CENTRED

NERVOUS

UN  
CLEAR

JUDGED

TESTED

DOUBTFUL

ANXIOUS



A way of collaborative working with our Filipino partners to bring a plurality of identities, cultures and experiences to enrich and enhance learning and teaching.

### **designing as critical practice**

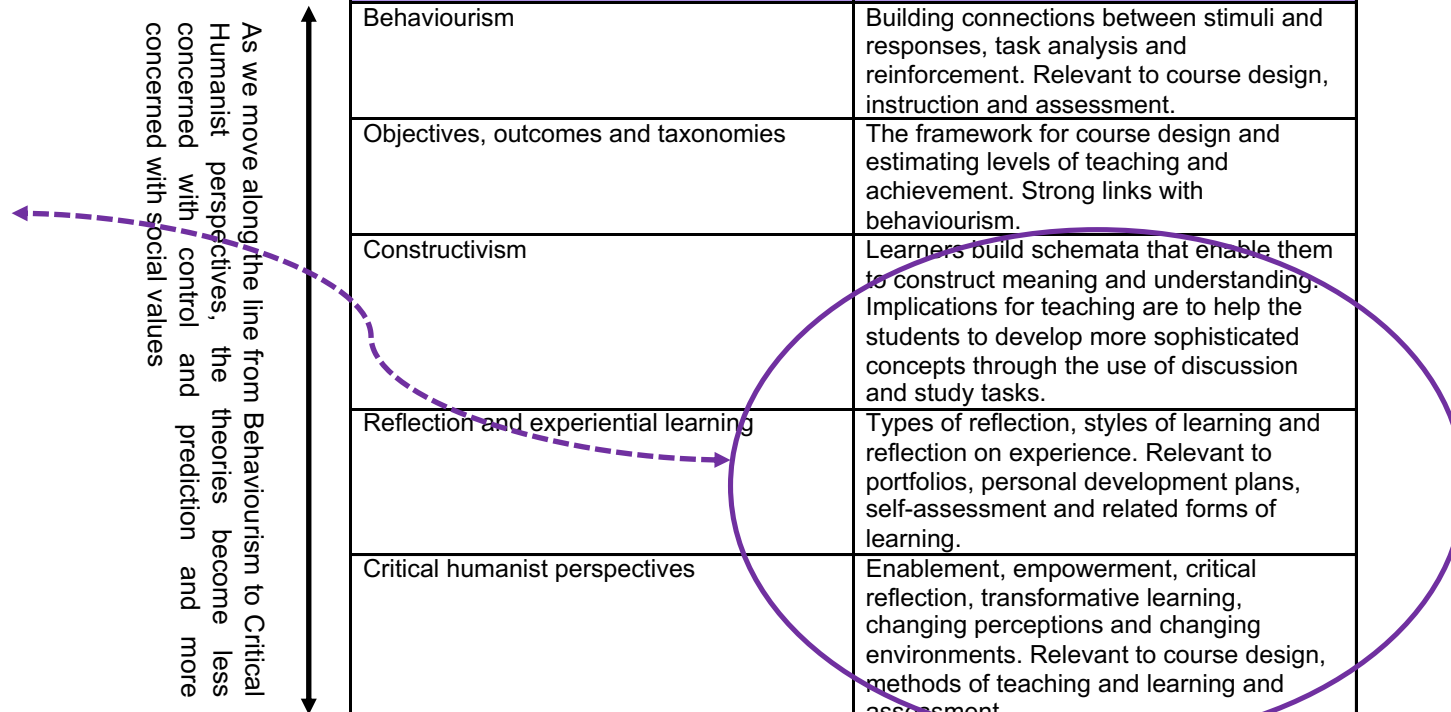
allows us as educators to see beyond the closure of the present moment, to conceptualise, ideate and action new possibilities, transferring human-centred methods and mindsets to learning and teaching environments.

### **pedagogy in practice**

by looking at the continuum of learning theories from behaviourist to critical humanist approaches, we uncover contradictions, locate disjunction and critique dominant discourses.

- Experiential Learning (Dewey, Kolb)
- Expansive Learning (Engeström)
- Biographical Learning (Alheit)
- Transformative Learning (Mezirow)
- Communities of Practice (Lave & Wenger)

As we move along the line from Behaviourism to Critical Humanist perspectives, the theories become less concerned with control and prediction and more concerned with social values



Theories of Learning	
Theories/Perspectives	Key concepts
Behaviourism	Building connections between stimuli and responses, task analysis and reinforcement. Relevant to course design, instruction and assessment.
Objectives, outcomes and taxonomies	The framework for course design and estimating levels of teaching and achievement. Strong links with behaviourism.
Constructivism	Learners build schemata that enable them to construct meaning and understanding. Implications for teaching are to help the students to develop more sophisticated concepts through the use of discussion and study tasks.
Reflection and experiential learning	Types of reflection, styles of learning and reflection on experience. Relevant to portfolios, personal development plans, self-assessment and related forms of learning.
Critical humanist perspectives	Enablement, empowerment, critical reflection, transformative learning, changing perceptions and changing environments. Relevant to course design, methods of teaching and learning and assessment.

Table adapted from Brown, G. (2004) *How Students Learn*, A supplement to the RoutledgeFalmer Key Guides for Effective Teaching in Higher Education series



The practice of design supports us in:

- creative-critical thinking
- opportunity & problem identification and solving
- team work and collaboration
- entrepreneurial and business acumen
- resilience
- flexibility and a 'can do' attitude
- self-confidence
- appreciation of and ability to plan
- using mistakes and criticism helpfully
- making ideas
- communication

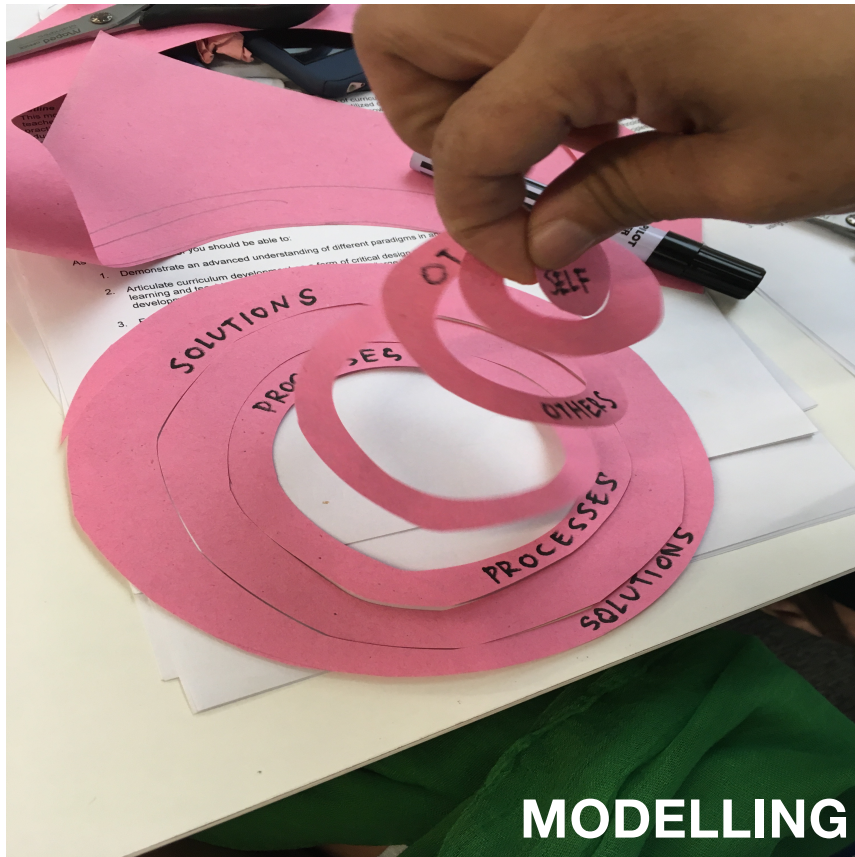


# Critical Pedagogy

## Design Practice



## A Process-Oriented Partnership



Miriam  
College  
PG Cert

+

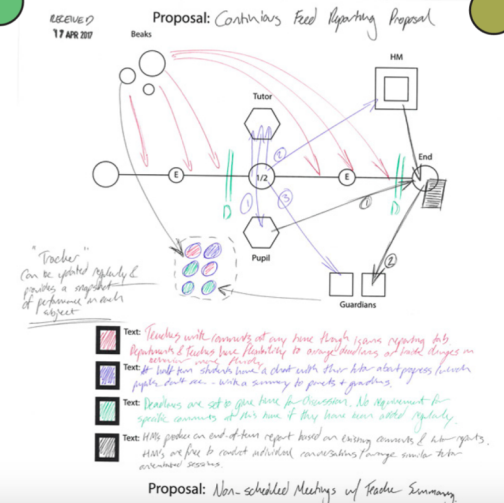
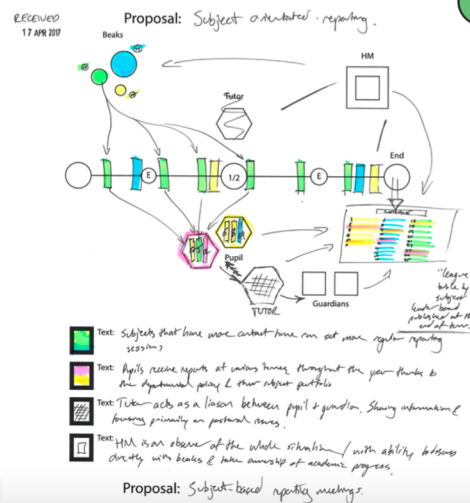
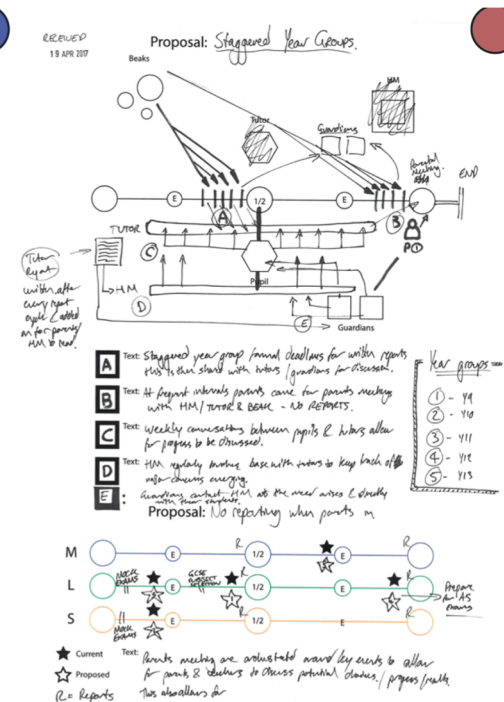
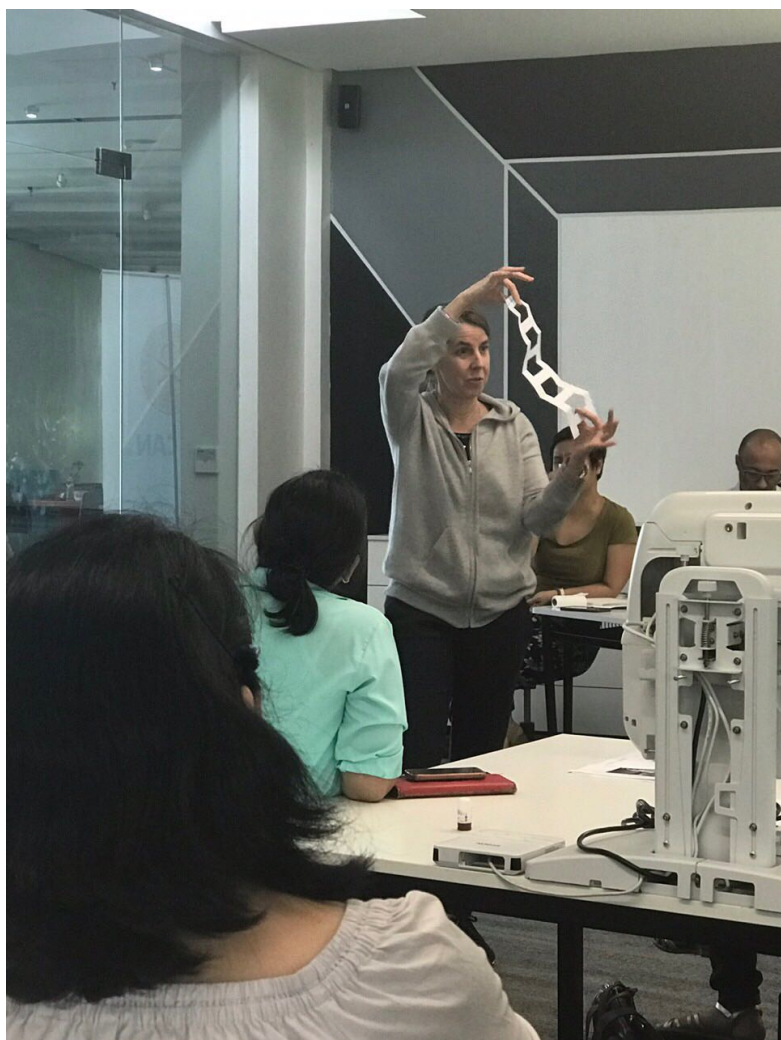
Goldsmiths  
MA

<b>MA Design Education Local/Individual Context</b> <b>Taught:</b> Choose option modules up to a total of 60 CATS (any combination of 30 and 15 CAT modules) <b>Assessed:</b> Option assignments totalling 12,000 words or equivalent Options taught in 3x option blocks.	<b>60 CATS</b> <b>Level 7</b>
<b>MA Design Education Core Modules</b> <b>Taught:</b> Critical Pedagogies (30 CATS) <b>Assessed:</b> 6000 word (or equivalent) critical reflection <b>Taught:</b> Design Learning Environments and Practices (30 CATS) <b>Assessed:</b> 6000 word (or equivalent) portfolio	<b>60 CATS</b> <b>Level 7</b>
<b>MA Design Education Independent Project/ Thesis</b> <b>Taught:</b> Educational Research Methods and Independent Project (60 CATS) <b>Assessed:</b> Project presentation and project document (4,000 word contextual report, or a 12,000 word report or research document)	<b>60 CATS</b> <b>Level 7</b>

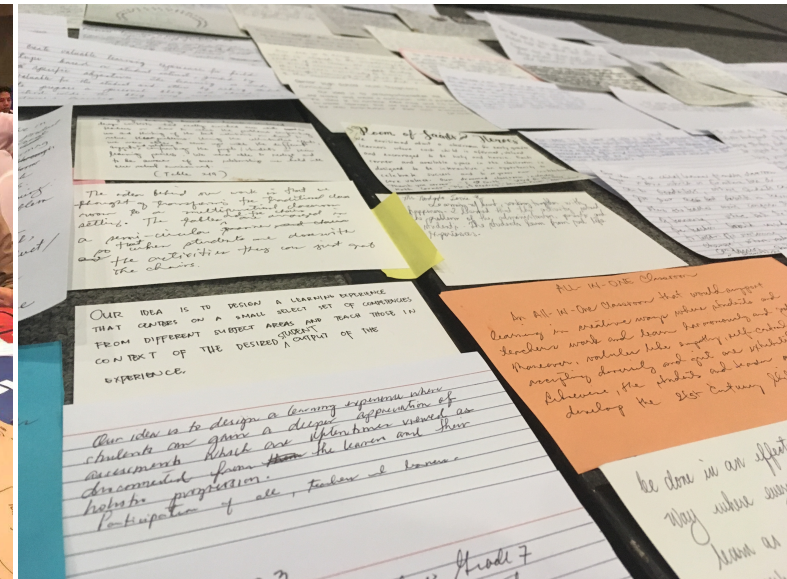
**MODELLING OUR APPROACH IN CPD WORKSHOPS**

25 participants









## MODELLING OUR APPROACH IN CPD WORKSHOPS

300 participants

# Design Thinking as Transformative Educational Practice: WORKSHOP

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## LEARNER-CENTRED DESIGN CONTEXTS

Classroom spaces are traditional and fixed in layout and furniture

Curriculum is compartmentalised into separate packages of content

Assessments are disconnected from the learner and their holistic progression

Local culture is not included in the curriculum

Large class sizes are seen to support didactic teaching

School development initiatives are not supported by local government and private sector agencies/industries

Scheduling of classes is inflexible and restrictive

Out of school visits and field trips are undervalued as learning experiences

## PHASE 1: **I N S P I R A T I O N**

### **Mindset** OPTIMISM

Optimism is the embrace of possibility, the idea that even if we don't know the answer, that it's out there and that we can find it. Optimism makes us more creative, encourages us to push on when we hit dead ends, and helps all the stakeholders in a project to work together. Human-centered designers are persistently focused on what could be, not the countless obstacles that may get in the way.

### **Method** FRAME YOUR DESIGN CHALLENGE

We have given you a design context. From this you will develop a specific **design opportunity**.

### **Mindset** EMPATHY

Empathy is the capacity to step into other people's shoes, to understand their lives, and start to solve problems from their perspectives. Human-centered design is built on empathy, on the idea that the people you're designing for will guide you to innovative solutions.

By putting ourselves in the shoes of the person we're designing for, human-centered designers can start to see the world, and all the opportunities to improve it, through a new and powerful lens.

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## Phase 2: IDEATION

### Method BRAINSTORM

Brainstorms are a way of recording collective thinking about a question, topic or idea. Brainstorms work best when the group is positive, optimistic, and focused on generating as many ideas as possible.

### Method GET VISUAL

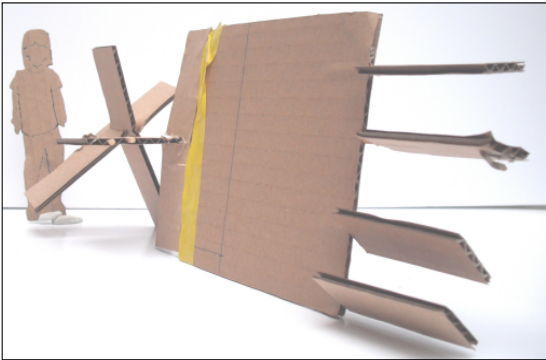
Even though some people are naturally more visual and will express themselves easily through pictures, everyone can benefit from thinking visually.

Getting visual makes ideas more tangible, and helps clarify your thoughts for your team.

### Method RAPID PROTOTYPING

For human-centered designers, Rapid Prototyping is an incredibly effective way to make ideas tangible, to learn through making, and to quickly get key feedback from the people you're designing for. Because prototypes are meant only to convey an idea—not to be perfect—you can quickly move through a variety of iterations, building on what you've learned from the people you're designing for.

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## **What we have learned**

Considerations for internationalisation such as quality assurance, social justice and interpreting the UK-FHEQ in Filipino contexts.

Engagement with opportunities for innovation in curriculum development presented by national educational change in RP and a creative approach offered by Miriam College.

Building a collaborative process that enables learning from each other – from producing learning outcomes to networking events.

A shared awareness of critical pedagogy to develop an approach to the collaboration, construction of knowledge that recognises and values pluralities of identities in local and international contexts.



