

**ethics and sustainability
in design education**

may 15-16, 2010_toledo, ohio

sat. roundtable notes

table six:

lee vander kooi_ *getting beyond the word: skills and competencies for reaching sustainable solutions*

big/small

While the landscape of professional practice in design shifts in relation to social, environmental, and economic pressure the challenges that design education programs face continue to emerge. Not only must students become thinking, ethical designers; but they must also be equipped to collaborate to reach sustainable solutions. The living principles are more than just a framework to help guide sustainable design decision-making. Economic, environmental, societal, and cultural factors form a framework that describe the conflicting values of diverse stakeholders which design solutions need to address.

This shift places emphasis on how decisions get made, how values get integrated, and how value is maintained through compromise within a design process. To often, emphasis is placed on a broad concept such as sustainability or collaboration with little unpacking of what these concepts mean in practice; what are the skills and competencies students need in order to collaborate effectively or to design sustainable solutions?

Interpersonal skills/collaborative process skills: generating ideas/being open, divergence/convergence, leadership roles in collaborative projects, understanding the roles/skills.

Building the value for collaborative efforts. Tolerating ambiguity in collaborative projects, embrace conflict, don't be afraid of what the outcome may be.

Group projects can help people realize their strengths. Interdisciplinary group projects/classes. For designers, the responsibility is to exercise their design expertise in a group project. The role of the designer is becoming more and more important to communicate between the cultures in the world. More emphasis on design in high school.