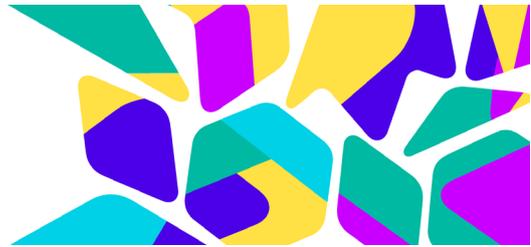


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Editorial: Design Pedagogy

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The number of DRS 2020 paper submissions relating to design education reflects the ongoing and active engagement of the design education research community. 2020 will, of course, be remembered for the Covid-19 pandemic and its impact on design education programs and colleagues around the world. The rapid shift to new and unfamiliar modes of delivery has been a challenge for teaching colleagues and design students and looks likely to have further longer-term impacts over the next years.

The pandemic has highlighted a number of issues in design education. Colleagues have had to be far more explicit and articulate about design education and confront a number of assumptions taken for granted in proximate and synchronous teaching settings. For many, this has been a particular challenge: our (design) knowledge is often experiential making it exceptionally difficult to communicate. But this is part of the ongoing maturation of design education research as its own area of inquiry, reflected in many of the papers submitted this year.

A particularly strong theme in papers this year is the continuing debate around the purpose of design education. In particular, whether its value should be the induction of students towards a profession or the development of individual learners' general design competencies and abilities (papers 120, 193, 386). Another theme is that of the relationship between student and teacher and its importance in design learning. The complexity of what is a complex and nuanced relationship like this is explored in terms of how this can be reconsidered and reshaped (papers 157, 194, 315).

And, of course, there are many papers describing case studies of design instruction, studios, curricula, and courses. These give a sense of the contemporary landscape of design



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education and highlight the importance of sharing knowledge in the community of design educators.

Some institutions have seen the pandemic as an opportunity to rethink approaches: to explore critical pedagogy and ideas. For others, the necessity of physical learning in proximity to experts has been more challenging to replicate. And, for yet others, the uncertainties of unpredictable learning contexts and unreliable technologies are simply an everyday reality. The exposure of these challenges has highlighted the importance of having an inclusive design education research community that recognises and values all design education colleagues.

The DRS Pedagogy SIG Convening Team.

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For more information on the Design Pedagogy SIG, please visit the SIG's webpage at <http://drs.silkstart.com/cpages/design-pedagogy-sig>. To find out whether the SIG is organising a satellite event to the DRS2020 conference, or just to get in touch with members and see news on the SIG, please visit the SIG webpage.