Design Education Forum of Southern Africa

DESIGNED FUTURES

Design educators interrogating the future of design knowledge, research and education.

8th International DEFSA Conference
9-11 September 2019

CONFERENCE PROCEEDINGS

Hosted by

IIE VEGA SCHOOL
CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

IIE Vega School
DESIGN • BRAND • BUSINESS

Cape Peninsula University of Technology

Editors

Dr Susan Giloi
Mr Herman Botes

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Introduction –
Conference overview and publication of proceedings

The 8th International DEFSA Conference was hosted by the IIE Vega School and the Cape Peninsula University of Technology from the 9th to the 10th of September 2019 on the Vega campus in Cape Town South Africa. The broad theme of the conference addressed *DESIGNED FUTURES: Design educators interrogating the future of design knowledge, research and education.* The theme and subcategories of design knowledge, design research and postgraduate design education drew a broad range of responses from the design education community. A workshop on postgraduate education and supervision was held and for the first time, and research posters of postgraduate work were displayed at the conference.

A call for abstracts was published on the DEFSA web site and circulated to member institutions in August of 2018. This resulted in the submission of 90 abstracts – an increase of 41% on the previous conference held in 2017. The abstracts were evaluated using a double-blind, peer-review process that involved 41 peer reviewers. The review process was managed through the DEFSA online system, ensuring the anonymity of the authors and reviewers. Posters abstracts received from postgraduate students received automatic entry to the conference. Of the 90 abstracts received, one was withdrawn, and 50 presentations and one poster presentation were approved through the peer-review process. Ultimately, 46 presentations took place at the conference, and 14 posters were displayed.

For the conference proceedings, 44 full papers were submitted for double-blind peer review, two were withdrawn, 13 were rejected, and 29 were accepted for publication. Acceptance of full papers for the proceedings was based on a second, double-blind peer-review process. Authors received letters indicating acceptance or not. The online double-blind peer review of the full papers ensured that each paper was reviewed by two peer reviewers. Where necessary, a third reviewer was asked by the editors to review papers that had conflicting outcomes from the two original reviewers. Based on the reviews, individual papers required revisions that were indicated in a feedback document. Ultimately, 29 papers and one poster are published in the 2019 DEFSA Conference Proceedings.

Keynote speaker

Andrew Morrison, Director of the Centre for Design Research at the Oslo School of Architecture and Design, leads design research projects on Communication and Interaction Design. These projects include collaborations on service, systems and product design for the Institute of Urbanism and Landscape at AHO. His work includes design writing, fiction and criticism, and design and technology critiques. His recent publications include *Inside Multimodal Composition* (2010), *Exploring Digital Design* (2010) and *Futures and Design Studies*. He has co-authored books on doctoral design education and the network city. Morrison has also coordinated the AHO PhD School, supervised and examined widely and is on the board of several international journals. Prominent projects that Morrison has been involved in include YOUrban, co-chairing the Design + Power NORDES 2017, participating in the Anticipation 2017 Conference and leading the AHO Research Review 2014-2017. He will be chairing the 3rd International Conference on Anticipation in Oslo in autumn 2019. Morrison's presentation incorporated language, visuals and concepts to provide a unique perspective on futures and an interdisciplinary approach to addressing design problems. The topics that he addressed resonated with similar challenges experienced in Southern Africa.

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Foreword by the editors
Herman Botes and Susan Giloi

The 2019 DEFSA conference proceedings reflect the conference theme that challenged design educators and researchers to consider how design education will be impacted by technology, a global economy, societal changes and a response to the damaged environment. Authors were asked to reflect on how design education might prepare students for an unpredictable future in which they will have to rapidly acquire new knowledge, learn new skills and adapt to new contexts and cultures. A further question posed was how design research and postgraduate studies might support the production of new design knowledge for a rapidly changing world.

This collection of twenty-six papers selected for publication in the conference proceedings, strongly reflect design as a discipline with the characteristics of what Bernstein refers to as a region. Regions face inwardly to disciplinary knowledge and outwardly to the real world, both facets influence curriculum design, pedagogy, assessment and research. The various design disciplines face inwardly in consideration of disciplinary knowledge and procedures and face outward to the world of work, extended contexts and evolving technologies. Although design education has always had to accommodate these two influences, the papers in this collection reveal future details of how two facets impact what design education is and what it might be in the future.

In considering the many exterior contextual influences on design, education papers in the proceedings explore the demands of preparing graduates for professional practice where soft-skills, business and entrepreneurship know-how prepare them for the commercial world. However, a commercial context is not the only consideration as papers provide insight into how design students should be faithful to their local culture and have greater agency over their learning. In 'becoming' a designer culture, there are elements that should be acknowledged, namely, gender, climate change, sustainability and new design processes that include community and user participation in the design process. The push and pull of context on curricula are clearly illustrated in studies that explore where graduates are employed and how students might be encouraged to think critically and creatively.

The papers focused on research and postgraduate education, paint a picture of the limited number of design master's and doctoral graduates and the impact that this might have on design education moving forward. The unique approaches found in design research, such as practice-based and practice-led research, result in challenges for design educators when negotiating institutional policies, ethical clearance procedures and acceptable forms of research outputs. In addition, authors consider how design thinking, the application of theory in practice and research supervision may enhance postgraduate study and even provide richness to other areas such as staff development.

The papers in this collection establish the significance of the research conducted on design education and how a publication, such as these proceedings, contributes to the building of knowledge in this rather unique field of education. The proceedings, which are provided on an open platform, reaffirm the importance of DEFSA as an organisation that circulates new knowledge of benefit to design educators in Southern Africa and to design educators elsewhere.

We wish to thank all those who were involved in organising the DEFSA conference and the publishing of the papers.

Herman Botes and Susan Giloi

Editors

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Ms	Gail	Barry	Master's Degree	Fashion Design, Interior Design, Design Education
Mr	Herman	Botes	MAVA (Cum Laude)	Communication Design, Design Education
Ms	Amanda	Breytenbach	BArch, MBA, PrArch	Interior Design, Architecture, Design Research, Design Education
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Mr	Angus Donald	Campbell	MTech Industrial Design	Industrial Design, Design Research
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Table of contents

1. Introduction – Conference overview and publication of proceedings ii
2. Foreword by the editors.....iii
3. Herman Botes and Susan Giloi.....iii
4. Reviewers.....iv
5. Table of contents.....vii
6. Embracing Cosmopolitan Localism for Sustainable Graphic Design Practices in Ghana..... 1
   Ginn Bonsu Assibey: Cape Peninsula University of Technology
   Alettia Vorster Chisin: Cape Peninsula University of Technology
   Johannes Cronje: Cape Peninsula University of Technology
7. The Postgraduate Supervision Space: From formal meetings to late-night calls..... 16
   Amanda Breytenbach: University of Johannesburg
   Emmerencia Petronella Marisca Deminey: University of Johannesburg
8. From Experiment to Social Action: The shift in critical design..... 26
   Bruce S Cadle: Nelson Mandela University
9. Planet of Boiled Frogs: Factors influencing the future environment of design education..... 37
   Piers Carey: Durban University of Technology
10. Transferring Experiences from a Photography Practice Research PhD Study into a Creative Practice-Teaching Context..... 48
    Dr Anneke de Klerk: Vaal University of Technology
11. Assessment of Postgraduate Studies: Are we missing the mark? 57
    Rudi W de Lange: Tshwane University of Technology
    Edinah Ndlovu: Tshwane University of Technology
12. Nomads and Narratives: Navigating personal and professional literacies in design education..... 68
    Monica Di Ruvo: Cape Peninsula University of Technology
    Janet Purcell van Graan : Cape Peninsula University of Technology
13. Towards a Pragmatic Code of Ethics for Design Research 78
    Allan Munro: Vaal University of Technology
    Inge Economou: Nelson Mandela University
    *Rudi de Lange: Tshwane University of Technology*_Toc26781056
14. Writing-up Research Through Design: An approach to research report writing in early level postgraduate education 88
    Terence Fenn: Department of Multimedia, University of Johannesburg
15. Towards a Design Thinking Mindset in Academic Staff Development: Cross-continental design principles for blended learning course design 105
    Daniela Gachago: Cape Peninsula University of Technology
    Laura Cruz: Pennsylvania State University
    Jolanda Morkel: Cape Peninsula University of Technology
    Michele Parker: University of North Carolina Wilmington

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16. Design-Based Research: Bridging the gap between fashion design education and research on design 116
Neshane Harvey: University of Johannesburg
Piet Ankiewicz: University of Johannesburg
Francois van As: University of Johannesburg

17. Theory in Design Research: A supervisor reflection on research design 131
Philippa Kethro: Durban University of Technology

18. Typographic Shifts Arising from the Connection between the User, User Interface and Typographic Layout 145
So-dam Lee: Cape Peninsula University of Technology
Izak van Zyl: Cape Peninsula University of Technology
Monwabisi Ralarala: Cape Peninsula University of Technology

19. In Search of a Wisdom-Seeking Creative Research Approach: Intimacy, creativity and rasa 158
Reshma Maharajh: Vaal University of Technology

20. Sincerity, Authenticity and the Artistic Imperative in contemporary Zulu indlamu dance costume 167
Motshidisi Manyeneng: Tshwane University of Technology
Owen Seda: Tshwane University of Technology

21. 'The Pretty Stuff': Gender bias and the future of design knowledge in the South African industrial design context 184
Ashton Margarete Moseley: University of Johannesburg
Angus Donald Campbell: University of Johannesburg

22. An Unknowable Future: The significance of fashion entrepreneurship education in preparing young designers for the industry..... 196
Tando Sisanda Mbanga: Durban University of Technology

23. The Value of Using Hypothesis-Testing Research for Graphic Design: Do decorative pictures contribute to learning? 205
Ts'ekelo P Moremoholo: Central University of Technology
Rudi W de Lange: Tshwane University of Technology

24. Negotiating Material Design Knowledge: Making through design research 216
Karolien Perold-Bull: Stellenbosch University
Elmarie Costandius: Stellenbosch University

25. The Imperative for Developing Critical and Creative Thinking Competencies in Postgraduate Design Education 230
Mary-Anne Potter: Inscape Education Group
Heather Goode: The Da Vinci Institute

26. Designing Social Value: Informed Programme Development for Future-Focused Social Entrepreneurship in Africa..... 240
Ms Adelaid Margaret Sheik: University of Johannesburg

27. Hacking the Taste Cycle: A process-oriented view for sustainable interior fit-out 253
Hilde Snyman: University of Pretoria
Zakkiya Khan: University of Pretoria

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28. Fashion, Frugal Futures: how informal micro-businesses design and develop apparel 266
Mariette Strydom: UNISA
Elizabeth L Kempen: UNISA

29. Curriculum Development for Fashion Product Development in an ODeL Context 277
Lorna Christie: UNISA
Mariette Strydom: UNISA

30. Student Photography and Ethical Clearance: Do we need a tailored code for research ethics? 288
Marius Sullivan: Tshwane University of Technology
Rudi W de Lange: Tshwane University of Technology

31. Representations of Agency for Female Documentary Subjects in Selected Films on Netflix 300
LJ (Nic) Theo: Cape Peninsula University of Technology
Nirvana Bechan: Cape Peninsula University of Technology

32. 'Research Practice' as Design Informant 310
Elana van der Wath: University of Johannesburg
Raymund Konigk: University of Lincoln

33. Communication Design Futures: A pilot user interface course case study at the University of Johannesburg 321
Christa van Zyl: University of Johannesburg

34. Postgraduate Communication Design Education in South Africa: Challenges and opportunities 333
Ria (HM) van Zyl: IIE Vega
Loffie Naude: Da Vinci Institute and Southern Business School)

35. Simulated practice: The interior treatise through a cumulative design research process. 347
Raymund Konigk: University of Lincoln
Elana van der Wath: University of Johannesburg

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