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## **Design Latitudes: some questions to think about**

Further to the provocations published in the website, and the request for responses to the themes, I became inclined to prepare this that follows as a set of questions rather than as a set of statements. Here they go...

In what way you think that “the North” could be different from other places regarding design education?  
*(Is the climate a determinant? Is the history? Are the people? Is it the economic level? Does religion and other cultural traditions have any role to play? Are there other factors that affect the whole context?)*

What are the essential universal components of good design?  
*(Is there such a thing? Or does design change so much from region to region and from project to project that there is no way to find constant characteristics? Can one even want to find them? If so, why?)*

What are the different dimensions that design programs must consider in order to form competent and responsible designers, here and elsewhere?  
*(What does “competent” mean in this context? And “responsible”? Are we talking about ethics, the environment, the Law, economics, or what?)*

In what way would our thinking and the organization of our design programs change if instead of describing what should be **taught** in a design program we were to describe what must be **learned** in a design program?  
*(In what way would this change the way in which classes are organized, topics are decided, schools are built, and ways of working are proposed?)*

How could learning be defined in design? Would it just be to get to know and to get to know how to make, or would it need a broader, deeper, more complex interpretation? Where do attitudes, competencies and mindsets fit in the education of designers?  
*(Is this something to be decided by every association, by every school, or by every individual? Would it be possible to get used to the cacophony of diverse interpretations and benefit from them all, or will we fall again in the traps of imitation, distinctions between centres and peripheries, and make-believe universal values and goals? Can we at some point get rid of buzzwords, trends, fads and fashions, and think in terms of substance and precise descriptions? And how about learning how to learn? Isn't this the most important skill to acquire in the practice of a profession?)*

In the formation of designers: How can we differentiate education from instruction and from information?  
*(Where is the place for each one of them? Are they sufficient to cover the role of design education? How can our understanding of the ways in which people grow be extended? And in this connection, what about wisdom, as different from knowledge? How can one nurture both?)*

Which are other disciplines that are essential for design and design education? Why are they essential?  
*(Can the formation of a designer be attempted just on the basis of design? Or should we extend our set of resources and summon other disciplines related to different emphases that an institution or an individual could choose? Or to others that become relevant depending on the nature of the problem treated or the design response conceived?)*

Conversely: which are the fields, disciplines and activities in which design can make a significant contribution if it were to participate? How could we sketch those fields, map the potential territory for design, and plan proactive strategies toward a better integration of design and society?

I leave you with the questions. We might have some reactions at the meeting.

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