

# Enhancing Design and Arts Studies by aDvAnced infrastructure and Training (EDAS-DAT)

---

Invitation for a collaborative project Erasmus+ Capacity Building - 2015

---

## ***Rationale***

---

Design and Art studies (D&A) have undergone major changes throughout the last several years. The change is reflected in mainly two dimensions: advanced tool and methods in teaching D&A and the new roles of designers.

In 2007, the UK Design Council established a design initiative called Dott 07 (Designs of the Time) in order to identify the future roles of designers. The initiative identified three main pillars: **The designer as researcher** (e.g. user centered or user experience research) **the designer as strategist** (e.g. shifting from "being the handmaiden of commerce [to being] a voice of conscience and a catalyst at the first stages of the innovation process"). **The designer as facilitator** (bringing together different stakeholder groups, enabling them to collaborate creatively in a process of reflection and invention to work toward solutions that address their challenges).

As such teaching methods and tools in EU higher education D&A studies have evolved considerably. From **Project Based Learning** (PBL) (a non-hierarchical approach in which the lecturer serves as partner and advisor rather than as an instructor who organizes the students' work); **Implementing advanced digital technologies** and tools, moving toward a **participatory, interactive learning paradigm** where students learn through social networks and by participation, collaboration and immersion in digital and real hybrid/blended spaces to seek, share and create knowledge etc.

In ISRAEL however D&A studies are very fragmented and rely mainly on tacit knowledge of instructors. There is no centralized body of knowledge **in and between** the major D&A HEI in

Israel. Moreover, despite the fact that Israel is a leading technological nation, implementing new technologies into D&A curriculum and methodologies is very limited.

This leads to the fact that although design is a cutting edge profession with constant innovation and extensive use of materials, neither the instructors nor those who lead the agenda's in D&A studies have the relevant knowledge and the 'know-how' of how to implement new technologies and mediums into current curriculum. This phenomenon is creating a gap between lecturers/teachers and the students. While young students are aware e-learning, User experience design, open-source, Digital Asset Mgmt, Social network etc. they find out that it is not implemented in current curriculum **minimizing their likelihood of employability and professional relevancy.**

## ***EDAS-DAT Objectives***

---

The project aim is to mitigate the identified Gap By:

1. Creating a D&A studies "body of knowledge" allowing a more rigorous and structured studies according to the Bologna standards
2. Upgrade curriculum's infrastructure with an emphasis of implementing advanced digital technologies and the usage of advance new teaching methods (such as Critic based learning) into already existing courses
3. Train and update core faculty in advance teaching and training methods
4. Establish a framework for Mobilizing D&A students and faculty to study and teach in EU higher education institution increasing students and faculty expertise while creating long-lasting institutional effects.

## ***Project structure***

---

<b>WP No.</b>		<b>Outline</b>
1.	Requirement analysis and benchmarking	(1) Survey the needs, capabilities and barriers of Israeli Hel in the field D&A studies. (2) Assess the interests, views and priorities of relevant stakeholders, such as Design and art professionals and agencies, firms dealing with art and design, Israeli education system; (3) Provide D&A teaching and learning benchmarking training and analysis.
2.	Strategic plan for D&A in education in	Development of a strategic plan for D&A education in Israeli academic institutes as well as priorities on the national level.  The purpose of the strategy is to serve as a guide for the introduction and

	Israel	<p>development of new methodologies and new technologies implementations in academic institutions activities. The plan will include strategic objectives for the next five years, prioritization of key focus areas of international cooperation activities, guidelines for curriculum development and the infusion of new teaching's methodologies in research and administration.</p> <p>Moreover a detailed plan for the functions, staffing, and budget of an Academic "Technology Implementation in Design" Officers suitable for an Israeli academic will be developed.</p>
3.	Setup D&A Education "body of knowledge"	<p>The main goal of WP3 is establish a "body of knowledge" for Israel's design and art HEIs that will enable them to share their knowledge, get exposed to best practices and provide learners with a more customized, personalised learning experience. This <b>dynamic</b> body of knowledge will also involve industry and practitioners community and will be composed of several "chapters" or "working groups" : Teaching methods for D&amp;A; Implementing new technologies and methodologies in D&amp;A studies; Future role of designers etc.</p>
4.	Faculty training Professional development activities – Train the trainers	<p>This WP will focus on faculty professional development throughout training the teachers/lecturers variety of topics such as: Using ICT for D&amp;A education; Using social media for D&amp;A education; Using advanced materials for D&amp;A education; The use of digital fabrication tooling; Understanding the designer's role in the future and implement it in its daily activity; reflective practice, project-based learning etc.</p> <p>In addition practicum activity based on international exchange will take place in this WP.</p>
5.	Establish an upgraded curriculum infrastructure by tool development	<p>The main goal of WP5 is to upgrade the curriculum's infrastructure in complex systems by developing the following: Toolkit using fabrication tools; Social media tools ; Advanced material toolkit ; ; Toolkit for ICT implementation in design and art studies ; Toolkit for dynamics of interaction – we will build a workshop managing dynamic interactions and build a toolkit which will define how to embed dynamic interaction in existing courses.</p>
6.	Mid Project Pilot	<p>WP6 will focus how to implement pilot activities in each Israeli academic institute partner with the support and mentoring by experienced EU partners. The rationale for the pilot is that hands-on activity is a highly effective training method, which will allow the academic institutions' teams to adapt the methodologies and practices they acquired to their own institutional demands while enjoying the guidance of EU partners. Pilots will also involve members of the academic institutions' staff and students.</p>
7.	Quality Assurance	<p>QA methodology comprising three levels: On the meta-level, the project outcomes themselves are controlled. In addition, on this level there will be a constant review of steering methods to control for results on the MESO-</p>

		level. On the MESO-level the different procedures within the project are monitored and on the micro-level, the outcomes for the individual participants are supervised, using ex-ante comparisons. For all three levels, benchmarks of success and failure are defined by the partners prior to any data collection. These will then be used to control the quantitative indicators on all three levels. This way, project quality will be actively improved rather than only be controlled.
8.	Dissemination	The main goal of WP8 is to raise awareness of the project and promote greater understanding of and interest in its goals and programs. The project dissemination activities aim at multiple relevant targets, nationally and internationally, including: (i) National target groups: public academic colleges and universities, their faculty, students and administrative staff; students and faculty organizations; relevant Israeli Ministries (Education; Culture and Sport); Israeli higher education governing bodies (ii) International target groups: organizations and networks for design and art education, higher education institutions overseas that might be interested in engaging in exchange programs with Israeli academic institutions, and international funding agencies. Dissemination efforts will also aim at the general public. Dissemination activities will be fine-tuned for each target audience, and will be complemented and reinforced by an advocacy campaign and networking activities aimed at non-partner academic institutions and key policy makers in Israel.
9.	Exploitation and Sustainability	The main goal is to ensure sustainability of the project's results within the academic institution's partners. The sustainability efforts are guided by the following guidelines: good networking, policy consensus, formal mechanisms, sufficient institutional financial support and engagement of each academic institution's community of faculty, administrators and students. Sustainability tasks will include activities at the national and at the individual organization level and will aim to integrate both levels:
10.	Project Management	The main goals are to set-up the management infrastructure (committees, procedures, project management tools etc.) and to provide financial and contractual management of the consortium.

## **About the School of Design, college of Management Academic Studies**

The School of Design at COMAS - college of Management, Academic Studies was founded at 1995 and serves as a model for academic entrepreneurship, generating new platforms based on the tight link between academic theory and practice. We prepare our interdisciplinary design students to meet the creative and leadership challenges in the local and global marketplace.

The school comprises of a four-year undergraduate program of **interior design** (encompasses 198 credit hours and culminates in a fully accredited Bachelor of Design degree) and a four-year undergraduate program of **Spatial Visual Communication** that is designed to merge the disciplines of spatial design and visual communication with context, content and meaning.

The School initiated an **MA in Design Entrepreneurship and Management**. Students enrolled in the MA program learn both the language of design and innovation and the language of business and entrepreneurship over three semesters of study and a two-week summer program abroad.

The School established innovative platforms including the flagship Designers' Clinic and FabLab Israel. The **Designers' Clinic** is geared to merge the field of spatial design and the world of social engagement. The platform uses a bottom-up design approach based on community participation in design processes and products. The clinic attracts multiple stakeholders from academia, government agencies, social organizations and NGOs. They are the clinic's clients and at the same time the participants in numerous design and planning projects. The designers' clinic operates in 3 major fields: community, academic and research.

**FabLab Israel** is a community-based digital manufacturing laboratory that is part of a global network of laboratories founded by the Center of Bits and Atoms (CBA) at MIT, Boston. FabLabIL hails a new approach to current technologies. Open code, information exchange and fabrication means being accessible to wide audiences, experimental and free access to working with digital tools. FabLabIL offers a new space for creation, with room for innovation, entrepreneurial and interdisciplinary creativity.

## **About the college of Management, Academic Studies (COMAS)**

Founded in 1978, COMAS was the first nonsubsidized, non-profit academic institution in Israel to be accredited by Israel's Council for Higher Education. Over the past 3 decades, COMAS has achieved impressive growth thanks to its success in recognizing and meeting an authentic need: young Israelis' desire for unique curricula and programs that combine professional knowledge with

practical application, close ties between faculty and students, and small classes. Boasting 12,000 students and over 40,000 alumni, COMAS is now the largest college in Israel. The college offers Bachelor and Master's degrees in Business Administration, Law, Media, Economics, Organizational Development and Consulting, Computer Science, Behavioral Sciences, Family Studies, Design and Psychology.

The college stresses the importance of maintaining close ties and ongoing collaborations between academia and industry, and between academia and the community. In accordance with its vision of community involvement, COMAS is committed to leadership in the fields of social and environmental responsibility, as expressed in numerous mentoring programs, community outreach initiatives, and innovative environmental activities.

### ***Partners:***

Hadassah Academic College

Bezalel Academy of Arts and Design, Jerusalem

### ***Contact Details:***

---

Noa Appel  
Lecture, Project Coordinator  
School of Design, COMAS  
E-mail: [noaap@colman.ac.il](mailto:noaap@colman.ac.il)  
Mobile: +972(54)6297929

Carmella Jacoby-Volk  
Dean of School of Design, College of  
management, Academic studies  
E-mail: [jacarmella@colman.ac.il](mailto:jacarmella@colman.ac.il)  
Mobile: +972(54)3177668