

CALL FOR CHAPTERS

Scope

Design is a subject of universal importance. Due to its inherent necessity to combine creativity, cognitive and technological competencies as well as business perspectives, design is one of the few subjects not likely to be replaced by computers in the foreseeable future. In addition, it is often referred to as a key driver of innovation and hence a nation's prosperity. Good design is human-centred, commercially viable, technologically sound and socially responsible. The experience of good design and the ownership of functional, usable and desirable products is valuable to people across their professional and domestic lives. Our society depends on large-scale design projects being delivered successfully. Design has a significant impact on and is impacted by individuals, groups, societies and cultures. It is both a scientific/technical discipline and an art that provides opportunities for people to realise their goals and aspirations.

The purpose of this book is to provide an insight into the key technical design disciplines, education programmes, international best practices and delivery modes aimed at preparing the trans-disciplinary design workforce of near tomorrow, grounded in recent advancements in design research. This includes ancillary topics such as design in the context of public policy, standards for professional registration and design programme accreditation. It is meant to serve as a handbook for design practitioners and managers, educators, curriculum designers, programme leaders, and all those interested in pursuing and/or developing a career related to the more technical aspects of design.

The book provides an overview of the scope of and state-of-the-art in design education. Grounded in design education research, scholarship and professional practice, the book explores signature design education programmes from around the world and across all levels in both traditional and distance learning settings. Also, professional societies for designers and design educators as well as existing standards for professional registration and programme accreditation are discussed.

Proposed topics

Topics of interest include but are not limited to the themes outlined below:

- 1. Introduction.**
- 2. Scope: Technical design domains including industrial design, product design, engineering design, systems engineering design and design engineering.**
- 3. Educating the design workforce of near tomorrow, design managers, practitioners, researchers and educators.**
- 4. Research in design education: recent advancements in and the evolution of design education research; national and international initiatives; research focus areas and pathways to impact.**
- 5. Design education programmes: K-12 programmes and initiatives; degree apprenticeships; undergraduate and postgraduate programmes and courses.**
- 6. Design Education Settings: onsite and studio-based design education; design education in distance learning settings and in the context of MOOCs; maker spaces and communities.**
- 7. Design and design education as a profession: professional registration and membership of societies for designers and design educators; continuous professional development (CPD).**
- 8. Accreditation of design education programmes.**

Design Education Today

Technical Contexts, Programs and Best Practices



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Timeline

March 15, 2018	Extended Abstract Submission
April 1, 2018	Author Notification of Acceptance
July 1, 2018	Draft Chapter Submission
August 1, 2018	Author Notification of Acceptance / Revision Requirements
October 15, 2018	Revised Chapter Submission
November 15, 2018	Final Manuscript due to Publisher
2nd Quarter 2019	Anticipated Publication Date

Submission Process

Researchers, practitioners, and educators are invited to submit an **extended abstract** of up to 500 words outlining the scope and content of their proposed chapter. 3-6 key words and a brief statement as to why the proposed chapter falls within the scope of the book should be included as well.

Please send extended abstracts directly to:

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