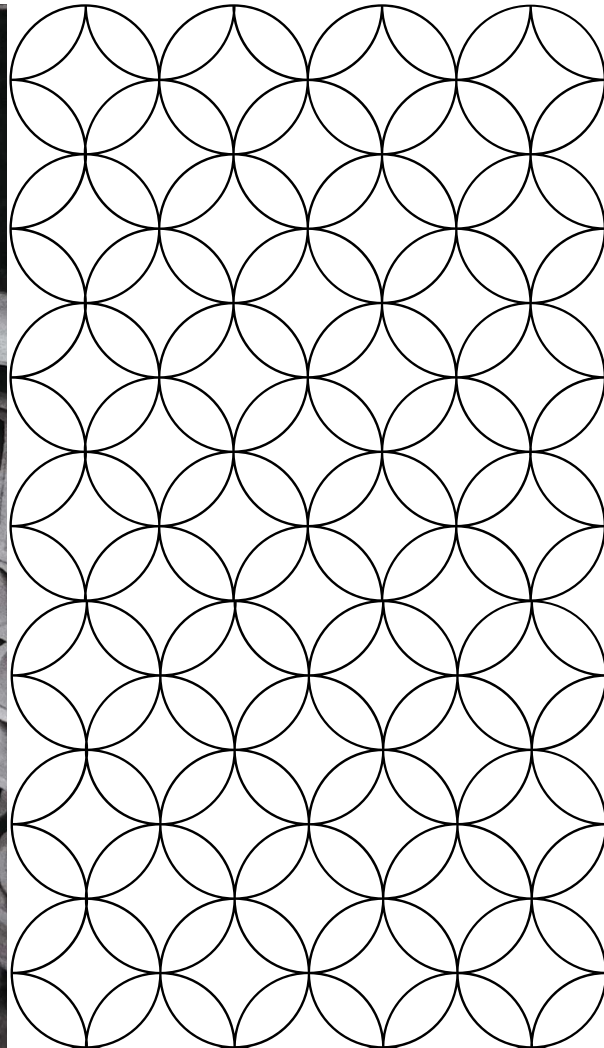# DESIGN CULTURE IN PUBLIC EDUCATION

EXAMINING THE DESIGN COMPETENCY FRAMEWORK

VALÉRIA PÓCZOS
PhD thesis

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Consellor:
Judit Bényei PhD

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THESIS

Based on to the current state of the legislative framework of public education in Hungary, we teach and learn on the basis of a disciplinary taxonomic classification which – following a prehistory rooted in earlier tradition – evolved in the 19th and early 20th century, following the structure of the classical scientific fields.The positive aspects of the pedagogical revolution brought about by the mapping of scientific disciplines are indisputable: however their establishment has created and continues to create artificial boundaries in the understanding of the world`s phenomena that do not exist in reality. I suppose that revealing of the interconnections of reality would (perhaps) also require the creation of a different classification of subjects alongside the current isolated subject model.

I assume that because of its multidisciplinary approach, design culture is suitable for aiding subject integration. Its problem-based approach provides a good basis for phenomenon-based education, which supports the development of holistic thinking. Its pragmatic nature makes it suitable for creating experiential learning and peer-constructive learning situations.

In my theoretical research, I will draw on the literature from design culture studies and pedagogy to create, develop and test a design competence network model, while also exploring the fields and boundaries of visual culture studies and material culture studies with the aim of interpreting the framework of design culture studies.

I formulated the main research question of my research (MRQ) as follows:

(MRQ) **How can design education be integrated into public education?**

In order to answer my initial main question, I formulated further research sub-questions (Q) based on the orientation of the disciplines that constitute the multidisciplinary nature of design culture as explored in the theoretical research:

Topic 1.

(Q1) How can the relationship between design culture and visual culture be defined, what are the boundaries and framework of the two fields, and are there any intersections?

Topic 2.

(Q2) What kind of concepts does design culture contribute to the practice of public education?

Topic 3.

(Q3) Does design support a holistic approach to learning through solving complex problems across scientific disciplines?

Topic 4.

(Q4) How can design be integrated into the practice of public education?

The aim of my doctoral research is to identify a specific set of competences related to design that will help to embed the integrative discipline of design in the practice of public education. I will formulate a design competency framework as a proposal or discussion material for the academic and pedagogical community which they will be invited to argue for or against, or further develop in the hope of reaching a final consensus and introducing future design culture education.

I applied the Delphi method for the multi-round peer review of the developed design competence model. In addition, I created a version of the design culture modules that can be used in public education practice, which provides a model for integrating design culture in public education across the whole spectrum of grades 1-12. I have also carried out a trial and evaluation of this model. In doing so, I demonstrated the possibility of building design culture as a competence development system within the existing framework of public education. Finally, I formulated the following hypotheses (H) which would guide the continuation of my postdoctoral research.

(H1) I hypothesise that the dissemination of design culture in the practice of public education will significantly contribute to the development of skills groups that are of paramount importance in everyday life and in the world of work.

(H2) I hypothesise that the development of design competence in its sub-domains often has a different but measurable impact on the competence system as a whole. I hypothesise that development in specific sub-domains of design competency often has different, yet measurable, effects on the entire competency system.

(H3) I assume that design competences can be developed effectively through specific methods and cross-curricular collaborations.
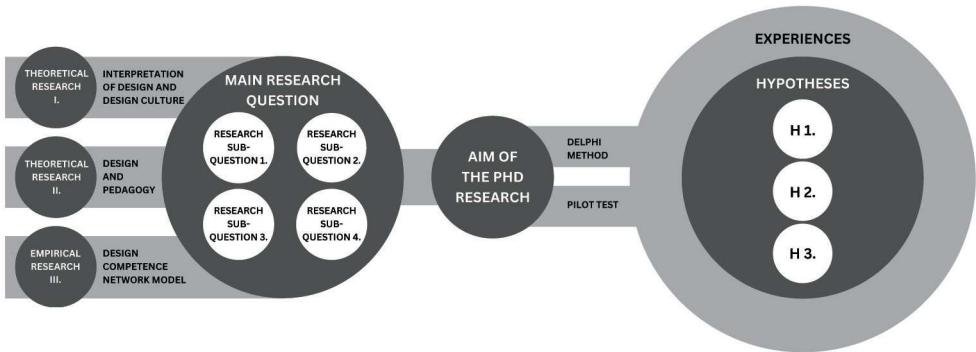
The structure of the dissertation