

**Moving from the
margins**

**In design
education**

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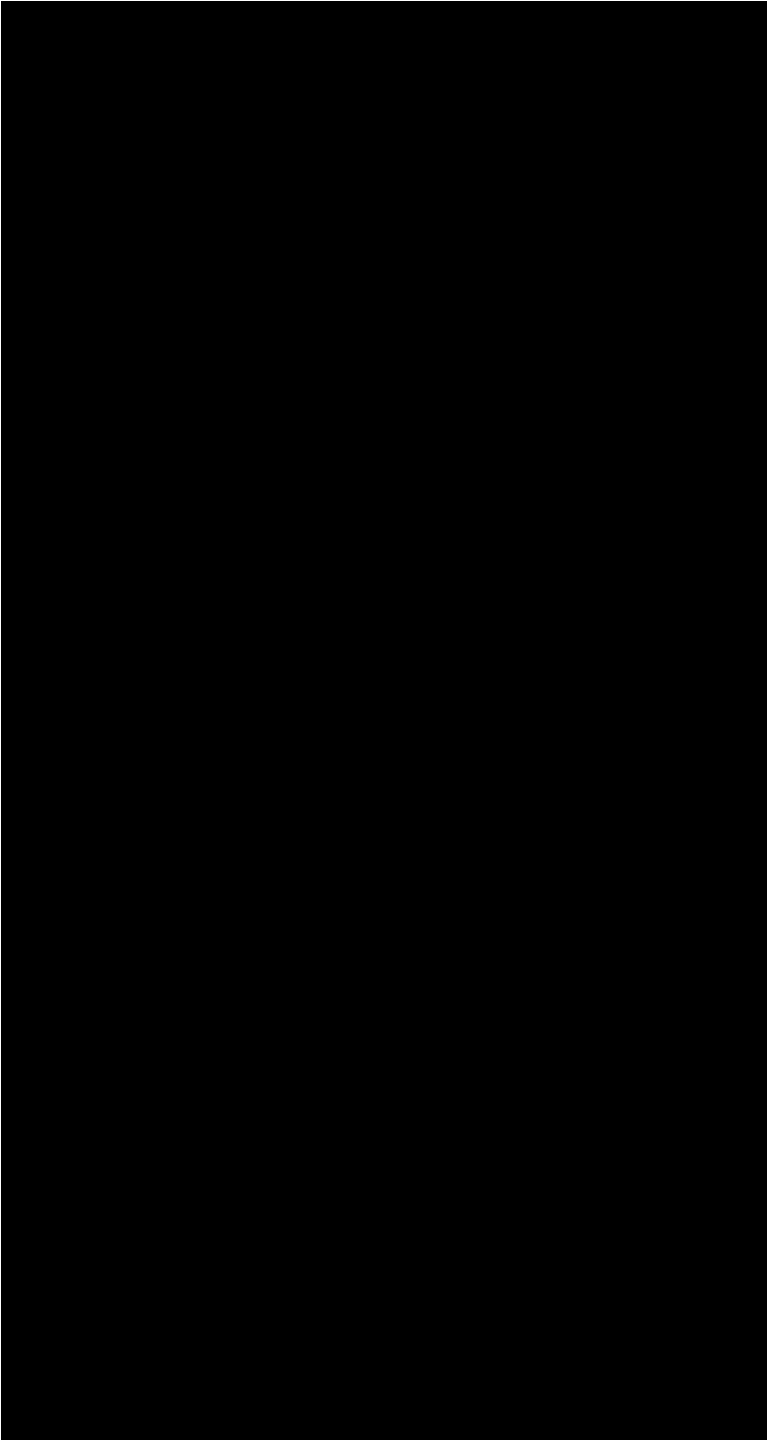
**Embedding inclusive
thinking**

“The difference between good and bad architecture is how long you stay in it”

David Chipperfield

“Good design enables honest and effective engagement with the world”

(Robert Grudin 2010)



“If you create buildings that are worse for people to live, work and walk in, [the design] has failed...all projects have to give “that sense of inclusiveness”.

Ian Lomas – Make (UK)

how do designers go about their
work?

experience?

compliance?

practice of the practice?

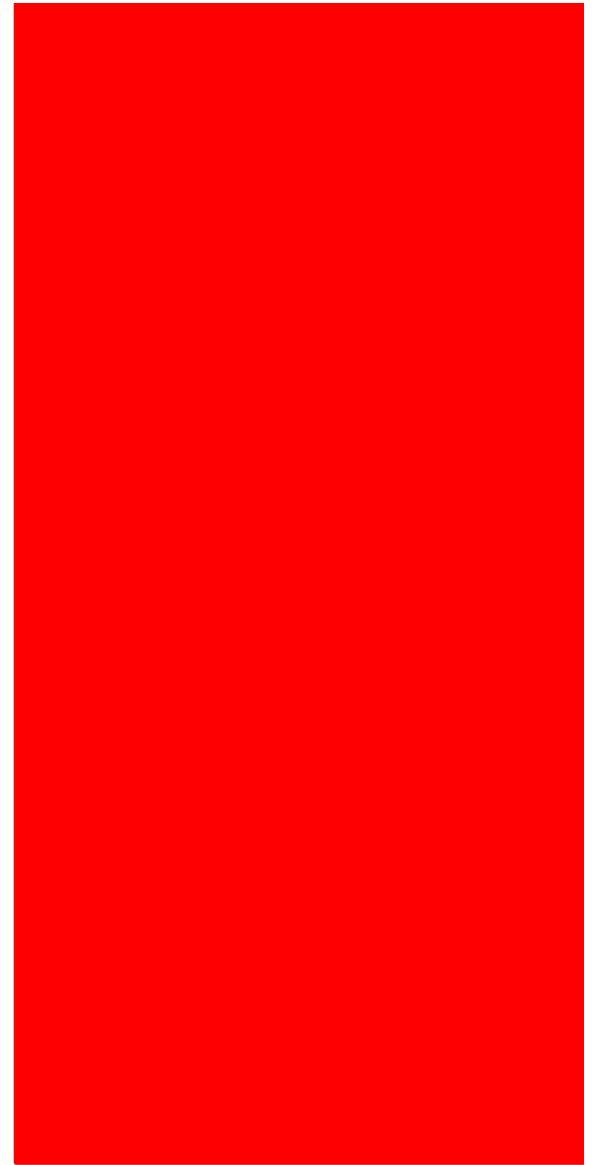
a university education gives
you the skills...

to think through problems...

but is it the **correct** problem*?

"I want our
students to learn
to solve problems,
reframe the
questions and ask:
'Is this what we
need to be
solving?'"

Helen Lockhead, Dean, UNSW Built Environment



“Good designers never start by trying to solve the problem given to them; they start by trying to understand what the real issues are...human-centred design (is used) to ensure that the results fits the human desires, needs and capabilities.” (Norman, 2013, 218-219)

“Despite many years of campaigning and design effort, the built environment continues to be often inaccessible to disabled people ...the result of the underlying **commonsense conceptual frameworks** we all use to think about disability, ability, occupancies and material space.”

(Boys, 2014, p. 3)

Design Curriculum Shortfalls

Design education about disability is often taught as accessibility and access compliance.

Boys, 2014; Geoghegan, 2015, Harrison et al, 2015

Studies have found that when Universal Design principles or inclusive attitudes are taught, they are not well embedded within full degree courses.

Harrison et al., 2015



U Design

One approach to change
design thinking..

**Spatial
Justice**



<http://www.panys.org/alerts/234-fair.jpg>

“spatial (in)justice refers to an intentional and focused emphasis on the spatial or geographical aspects of justice and injustice. As a starting point, this involves the **fair and equitable** distribution in space of socially valued resources **and the opportunities to use them** (Soja, 2009, p.2)”

Critical Spatial Thinking of Justice

Led by scholars, such as
Henry Lefebvre, David Harvey and
Edward Soja

Soja's (2009, 2)

3 Ontological Principles:

- Ontological spatiality of being
- Social Production of Spatiality
- The socio-spatial dialect

Changing Attitudes and behaviour(s)...

...starts with awareness raising..

so the project surveyed student's thoughts and experiences of UD and spatial justice after six weeks of awareness raising learning and exercises.

student responses from Queensland.. (Stafford, 2016)

"Spatial justice is a **vital** contributor to human rights and dignity. Without a clear understanding of this **equality is not reached.**"

"(UD) this topic should be **tightly woven** into design subjects during university."

"(UD is) **less of an after thought** - I consider universal design through out the design and not just checking spaces are fair at the end of the project."

"...I would now consider designing more **holistically** for users, rather than simply catering for all users... There is a difference in my mind!"

student responses from Turkey..

(Afacan 2016.)

"If the designer does not design according to UD, **it is not a design.**"

"UD improves and enables (the designer) to look/
see from a huge perspective"

"Well designed (spaces) and social life **go together.**"

"I had a more **sensible** approach to design via UD"

Designing For All – Matters



“once the sum of people worldwide included in the six priority areas for design have been added together we find that we have designed for the majority after all”

Papanek (cited in Whiteley, 1997, p. 103)

What needs to happen?

**Change education
practice - curriculum!**

**Challenge attitudes and
Behaviours!**

Embed awareness!

Design for Dignity

thinking

DOC

living

ESD

beyond

POE

"Designing is not
a profession but
an attitude."

László Moholy-Nagy 1947

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Acknowledgement: Yasemin Afacan, Department of Interior Architecture & Environmental Design, Faculty of Art Design & Architecture Bilkent University Turkey – Teaching universal design: an empirical research in interior architecture 2011 paper. <http://yoksis.bilkent.edu.tr/pdf/files/10.1016-j.sbspro.2011.04.269.pdf>