Visual tools for sustainable design education

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Additional Information:

- This is the report of an ADM-HEA funded project, Visual tools for sustainable design education, which set out to investigate the requirements and identify the attributes of resources to support the social element of sustainable design education.

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‘Visual tools for sustainable design education’

Final report for ADM-HEA

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28th March 2011
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This report outlines the key steps undertaken in the fulfilment of the ADM-HEA project entitled ‘Visual tools for sustainable design education’. It outlines the key activities undertaken in order to meet the research objectives and presents the findings which emerged. The project culminated in the development of a ‘Food for thought’ checklist and a range of ‘Social Issues Cards’ which were tested with UK students and found to be valuable resources for raising awareness about social sustainability in undergraduate design students. They offer a design oriented perspective of social issues (which has not been provided before) and have been seen to raise student awareness of social sustainability.
INTRODUCTION

In line with ADM-HEA’s ‘Education for sustainable development’ theme this project aimed to investigate the requirements and identify the attributes of tools to support the **social** element of sustainable design education. Four key objectives are to:

1. Identify limitations of existing tools with respect to supporting the social element of sustainability.
2. Investigate which social issues should be included in a social sustainability tool.
3. Create a tool to support the social element of sustainable design teaching.
4. Test and evaluate the appropriateness of the new tool with design students.

Two key deliverables: literature review and social sustainability tool.

Figure 1 illustrates the process that was followed and the key activities undertaken.

![Diagram of the project process](attachment:figure1.png)

Figure 1 The process followed during the project and the key activities undertaken
The key findings from completing these deliverables will be presented below alongside evidence as to how the objectives for the project have been met.

**COMPLETION OF OBJECTIVE 1**

Objective 1: ‘Identify limitations of existing tools with respect to supporting the social element of sustainability’, has been met through the completion of a number of activities:

- Observations and feedback from 10 years of teaching sustainable design to industrial designers at Loughborough University.
- Experience of using ecodesign tools with industrial collaborators.
- Online questionnaire sent to approx. 75 academics who teach product design/industrial design to investigate current experiences of teaching sustainable design in British HE.
- 10 semi structured interviews with expert sustainable design academics have been carried out.
- An in-depth literature review has been completed.
- Knowledge developed relating to tools for industrial designers’ has been drawn upon.

**KEY FINDINGS**

- There are no existing tools which are suitable for teaching social sustainability to student product/industrial designers (Lofthouse, 2010a).
- Some of the tools investigated did provide useful guidance re. what social issues are most relevant to designers (supporting objective 2) (ibid).
- Social issues differ to ecodesign issues in that not all issues are going to be relevant to the set brief. As such students need to feel that they can pick and choose the relevant issues to focus on (ibid).
- The lifecycle format of Ecodesign web was not the best way forward for the tool, as was first anticipated.
  - the life cycle focus encourages students to think about issues which are just too far out side of the remit of designers and omits a lot of relevant social issues e.g. emotional durability.
  - the fact that not all social issues will be appropriate to each project – whereas with the ecodesign web encourages as many issues as possible to be considered.
- Other existing tools offer useful attributes which had the potential to be utilised in a social sustainability tool (more effectively than the Ecodesign web). Opportunities offered by 'Information/Inspiration' and the Design Abacus may lead to a more comprehensive tool.
- Positive and negative characteristics for a social sustainability tool were identified (ibid) see Table 1.
Table 1 Potential positive and negative attributes to integrate and avoid in the development of a social sustainability tool

<table>
<thead>
<tr>
<th>Pros – to consider including</th>
<th>Cons – to avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer guidance</td>
<td>Need for a reasonable level of prior knowledge</td>
</tr>
<tr>
<td>Inspirational case studies</td>
<td>A lack of guidance means students often focus on inappropriate social issues</td>
</tr>
<tr>
<td>Educate them / raise awareness</td>
<td>Not clear how to use it</td>
</tr>
<tr>
<td>Offer dynamic access</td>
<td>Time intensive for teaching</td>
</tr>
<tr>
<td>Be written in a non scientific language</td>
<td>Not easy to apply to real life projects</td>
</tr>
<tr>
<td>Visually interesting</td>
<td>Not holistic enough (only focuses on one issue at a time)</td>
</tr>
<tr>
<td>Flexible to allow students to consider a wide array of issues</td>
<td>Lack of guidance</td>
</tr>
<tr>
<td>Encourage discussion</td>
<td>Unfeasible outputs</td>
</tr>
<tr>
<td>Encourage students to think about what issues are appropriate, rather than simply copying them down</td>
<td>Lifecycle focus</td>
</tr>
<tr>
<td>Interactive, support learning by doing</td>
<td></td>
</tr>
<tr>
<td>Game element makes it interesting</td>
<td></td>
</tr>
<tr>
<td>Visual reminder – wall chart</td>
<td></td>
</tr>
<tr>
<td>Allows novice designers to compare different characteristics of a product in a better than worse than way</td>
<td></td>
</tr>
<tr>
<td>Can be picked up with a bare minimum of expertise</td>
<td></td>
</tr>
</tbody>
</table>

COMPLETION OF OBJECTIVE 2

Objective 2: ‘Investigate which social issues should be included in a social sustainability tool’, has been met through the completion of the following activities:

- In depth literature review.
- Online questionnaire sent to approx. 75 academics who teach product design/industrial design to investigate current experiences of teaching sustainable design in higher education in the UK.
- Semi structured interviews with 10 academics working in the field of sustainable design education in British Universities.
- Peer review workshop (see Figure 2).

![Figure 2 Action shots from the peer review workshop](image)
KEY FINDINGS

- The literature review did not reveal a definitive list of relevant social issues for designers, though a range of potential issues did emerge (Lofthouse, 2010b).
- The study to date has raised more questions than it has answered, however it may have shed some light on why the social element of sustainable design is not more considered.
  - Social sustainable design issues are both holistic and selective (project specific).
  - The lack of definition and identification re what sorts of social issues designers should be responsible for/influence means that social sustainability has not been made relevant to design.
  - Social sustainability takes a ‘needs’ focus which is considerably more difficult to implement than the product focus of ecodesign.
- There is a need for a range of different types of tools offering different opportunities, but the fact that social sustainability is a relatively new topic for product design students means that an introductory tool would be very valuable.
- This tool may be more about awareness raising than priority setting, as initially anticipated.
- There is no recognised way of grouping social issues (unlike for ecodesign issues).
- Nine clusters have been identified from the literature review.
- Literature review findings were mapped those from the interviews and surprisingly the number of potential issues for student designers to consider has been reduced.
- The emergent issues were tested for validity in the peer review workshop and the first comprehensive list of appropriate social issues of student designers was compiled (see Appendix A).

COMPLETION OF OBJECTIVES 3 AND 4

As these two objectives are integral to one another and have been considered iteratively they will be considered together.

Objectives 3 and 4: ‘Create a tool to support the social element of sustainable design teaching’ and ‘Test and evaluate the appropriateness of the new tool with design students’ has been met through the completion of the following activities.

- Early prototyping.
- Peer review workshop.
- Pilot study (Lofthouse, 2011b)
  - Development of ‘Food for thoughts checklist’ (see Appendix B).
  - Review of checklist by module staff.
• Testing with 120 x 2nd year Industrial/Product design students in Design week project to support the use of the Design Abacus.

• Analysis of student response to the checklist by reviewing the evidence of social issues in their Design abacuses and drawing out findings.

• A final checklist of social issues was drawn up based on the findings of the pilot study (see Appendix C).

• The checklist has been sent to Dr Ricardo Victoria Uribe for testing with undergraduate students in Mexico.

• Prototype social issues tool (Lofthouse, 2011a) see Figure 3.

  o Development of the ‘Social Issue Cards’ (see Appendix D) using the refined list of social issues.

  o Literature review to identify appropriate case studies.

  o Refinement of the issues to make them appropriate to the cards format.

  o 30 double sided Social issues cards were developed. One side presents a question and the other side presents a case study. Case studies are drawn from both developing and developed countries. 8 sets were printed.

  o Review with professional designer.

  o Testing with 50 x 2nd year Industrial/Product design students enrolled on the elective Sustainable Design module (see Figure 4).

  o The cards have been sent to Dr Ricardo Victoria Uribe for translation and testing with undergraduate students in Mexico.

• Social Issue Cards have been uploaded to the 'Information/Inspiration' website for free download.

Figure 3 Photograph of a selection of the laminated Social Issues cards
KEY FINDINGS

- The social issues were reformatted for delivery as positive/negative attributes through the design abacus and as a checklist. It was felt that these could be supported by case study examples, provided through InformationInspiration. In the end a hybrid checklist called ‘Food for thought’ was produced which asked questions around each of the issues identified to try raise students’ awareness of the issues (Lofthouse, 2011b).

- Findings from the pilot study:
  
  - Use of the checklist encouraged student to integrate new (relevant) social issues into the Design Abacus.
  - The checklist enabled students to identify social issues which were relevant to their brief.
  - Students were naturally drawn towards issues that were relevant to the brief and that they could relate to.
  - The inclusion of issues which had not been seen in student Design Abacuses in the past suggests that the checklist did help to raise their awareness with respect to social issues.
  - The checklist allowed students to recognise that it is not always appropriate to consider all social issues.
Not providing the actual words to put in to the Abacus meant that students had spend
time thinking about the meaning, rather than copying them verbatim.

The checklist did not stop the students from coming up with things their own social
issues, which is a good outcome.

The flexible format of the checklist meant that new issues could be easily absorbed in
future iterations.

A series of visual cards were proposed for the prototype tool. They were to be based on the
social issues identified, and contain illustrative case studies. The cards would provide the visual
element, offer dynamic access in a workshop environment, as well as offering inspiration
through the case studies provided, which would help to demystify the process and demonstrate
how each of the issues can be considered by designers (Lofthouse, 2010a).

Findings from the testing of the prototype tool – ‘Social Issues cards’

All of the findings from the pilot study (listed above) were seen to be true for the ‘Social
Issues cards’. In addition it was seen that:

- The cards and the checklist together proved to be a useful combination.
- The visual nature of the cards in terms of the examples and the fact that they
could be played with, was well received by the students.
- In general the students liked the examples on the cards. A number specifically
stated that they found them to be inspirational. It was identified however, that
examples MUST be relevant to product design to be valuable and therefore
need to be carefully selected. Selection of inappropriate case studies can lead
to disillusionment.

CONCLUSIONS

As a result of the study, a much clearer understanding of the types of social issues which are
appropriate to student industrial designers has been identified. This will have benefits for teaching
the subject in general and will also provide staff using the Design abacus with a ‘crib sheet’ of typical
issues for student to utilise. The project has open up the debate as to what social issues are
appropriate to student industrial designers and identified that the whole gamete of social issues
often thrown at student designers can have a negative effect on their engagement with the issues.

In general both the students and the staff found the ‘Food for thought’ checklist and the ‘Social
Issues’ cards to be valuable resources for raising awareness about social sustainability in
undergraduate design students. They offer a design oriented perspective of social issues (which has
not been provided before) and have been seen to raise student awareness of social sustainability.
They are a complementary resource for supporting the Design abacus – which is well placed to allow
student to consider a wide range of sustainable design issues. Though the intention was that the
‘Social Issues’ cards be the main output of this project, the suggestion of benefits from providing
both tools in combination means that they will both be uploaded onto the ‘Information/Inspiration’
website for others to access.
There is potential for these resources to be fairly easily translated into other languages, the checklist has already been successfully translated and is being tested. The cards will be translated ahead of being tested by colleagues in Mexico.

Though the cards are quite time consuming to initially prepare when a large number of groups are involved (e.g. 8 groups x 30 social issues cards), and there is a cost involved. Once they have been created they are available for future iterations, and were considered to be worth the investment.

**NEXT STEPS**

- Test and evaluate the appropriateness of the Social Issues cards with design students in Mexico – examples will need translating. This will be delayed slightly due to the different terms times in Mexico.
- A journal paper focused on ‘Identifying relevant social issues for student designers’ is planned for Design and Technology Education: an International Journal, published by Trentham Books Limited.
- A journal paper focused on ‘Tools for social sustainability in undergraduate design education’ is planned for the International Journal of Technology and Design Education published by Springer.

**DELIVERABLES**

- Interim report
- Seven internal reports:
• ‘Food for thought’ checklist
• 30 Social Issues cards
• Final report
## APPENDIX A: PROPOSED ISSUES TO BE INCLUDED OR EXCLUDED FROM A TOOL FOR STUDENT DESIGNERS

<table>
<thead>
<tr>
<th>Proposed issues to included...</th>
<th>Proposed issues to be excluded...*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does it improve health and well being?</td>
<td>Is it designed to be inclusive / universal?</td>
</tr>
<tr>
<td>Does it encourage participation and belonging?</td>
<td>Does it stimulate the senses?</td>
</tr>
<tr>
<td>Does it encourage empowerment and promote human competence?</td>
<td>Is the product appropriate for the society and culture it will be used in?</td>
</tr>
<tr>
<td>Does it enhance social interaction, communication and engagement?</td>
<td>Will it encourage the maintenance of traditional knowledge and skills?</td>
</tr>
<tr>
<td>Does it enrich users’ lives or increase quality of life for all?</td>
<td>Will it maintain social or cultural traditions?</td>
</tr>
<tr>
<td>Does it promote happiness?</td>
<td>Is it designed to be inclusive / universal?</td>
</tr>
<tr>
<td>Is it actually needed?</td>
<td>Will it be fair trade?</td>
</tr>
<tr>
<td>Is the brief ethical?</td>
<td>Will workers have fair working conditions?</td>
</tr>
<tr>
<td>Does it encourage a sense of community?</td>
<td>Does it support learning and understanding?</td>
</tr>
<tr>
<td>Does it encourage a sense of community?</td>
<td>Is the product responsible?</td>
</tr>
<tr>
<td>Does it encourage a sense of community?</td>
<td>Is it locally produced?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed issues to be excluded...*</th>
<th>Summary of the reasons as to why they were excluded...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it designed to be inclusive / universal?</td>
<td>Although recognised as a relevant social issue for designers, it is a well supported issue &amp; commonly addressed in design practice and therefore wasn’t included.</td>
</tr>
<tr>
<td>Does it stimulate the senses?</td>
<td>This was only identified as a relevant issue by 1 author so was not included.</td>
</tr>
<tr>
<td>Is the product appropriate for the society and culture it will be used in?</td>
<td>Experts recognised the need to keep a design focus, &amp; this issue was seen to be outside the control of student designers, also it is difficult to envisage where a product might be used (e.g. mobile phones).</td>
</tr>
<tr>
<td>Will it encourage the maintenance of traditional knowledge and skills?</td>
<td>Outside the remit of student designers.</td>
</tr>
<tr>
<td>Will it maintain social or cultural traditions?</td>
<td>Outside the remit of student designers.</td>
</tr>
<tr>
<td>Is it created in collaboration with stakeholders?</td>
<td>Though widely discussed, it was recognised that despite its good intentions, it was not always viable, &amp; due to its context specific nature, may not always be desirable.</td>
</tr>
<tr>
<td>Will it be fair trade?</td>
<td>Only really appropriate for coffee, tea, chocolate and bananas.</td>
</tr>
<tr>
<td>Will workers have fair working conditions?</td>
<td>Outside the remit of student designers.</td>
</tr>
<tr>
<td>Does it support learning and understanding?</td>
<td>Though highlighted in the literature, it was felt this could be covered elsewhere &amp; it had limited relevance to student designers. It did not feature in the interviews.</td>
</tr>
<tr>
<td>Is the product responsible?</td>
<td>It was felt that including this suggested that normally design wasn’t responsible. This also led to issues re “who can say what is responsible or not”. Therefore it has been left out for being too subjective &amp; potentially covered by other issues.</td>
</tr>
<tr>
<td>Is it locally produced?</td>
<td>Not everything can or should be produced locally (cars, domestic appliances, plastics etc.).</td>
</tr>
</tbody>
</table>
APPENDIX B: ‘FOOD FOR THOUGHT’ CHECKLIST

Think about social issues, consider:

- How could your design improve health and well being?
- How could your design encourage participation and belonging?
- How could your design encourage empowerment?
- How could your design promote personal abilities?
- How could your design enhance social interaction?
- How could your design enhance communication?
- How could your design enhance social engagement?
- How could your design enrich users’ lives?
- How could your design increase quality of life for all?
- How could your design promote happiness?
- Is the product actually needed?
- How could your design encourage a sense of community?
- How could your design maintain local/ cultural traditions?
- Other….

Which of these issues could you feed into your Design abacus?
Think about social issues, consider:

- How could your design improve health and well being?
- How could your design encourage participation and belonging?
- How could your design encourage empowerment and promote human competence?
- How could your design enhance social interaction or engagement?
- How could your design enhance communication?
- How could your design enrich users’ lives and increase quality of life?
- How could your design promote happiness?
- How could your design demonstrate the values of the user?
- How could your design create an emotional bond with the user?
- Is the product actually needed?
- How could your design encourage a sense of community?
- How could your design maintain local/ cultural traditions?
- Other…

