

Editorial

FORMakademisk and research-based teaching in higher education in design and design education

The Norwegian Act relating to Universities and University Colleges states that higher education should be research-based. The demand for research-based instruction also applies to higher education in design and design education, which are the primary fields of research that are published in the journal FORMakademisk. As a relatively young field of research, much of the research of design and design education are published as articles rather than monographs. The journal FORMakademisk plays an important role as a source for research-based teaching, as the only Norwegian scientific journal in this field.

As FORMakademisk also publishes articles in Norwegian, we contribute in addition to that universities and colleges can meet the Universities and Colleges Act for maintenance and further development of Norwegian terminology in design and design education.

In terms of academic editorial, it adds weight to use the most competent referees we can find nationally and internationally to evaluate articles before publication and develop as good a standard as possible on the research we publish. This requires a lot of work for us, but it is very important that what we publish should also be of good quality for teachers and students in higher education in design and design education.

For higher education in design and design education to be able to benefit from this important publication channel in the future, it is essential that the institutions and organizations in design and design education support the journal financially.

In this issue, *Judith Gløppen* writes about a growing interest among scholars, practitioners and organizations as to how design may benefit management, particularly when this happens in a service context. In this exploratory qualitative study, she investigate such a multi-disciplinary intersection with the aim of better understanding how service design may be of value for leaders in service organizations on a strategic level.

Nina Scott Frisch explores how part of the culture historian professor Ernst Gombrich's vocabulary can be used in two examples of today's drawing processes among children (age 9–12). His terms are related to their possible theoretical origin and placed in sociocultural understandings of human activity—and contrasted with other possible useful terms in a drawing-teaching context. How terms can encourage various teaching practices is then discussed.

Per Gunnar Røe and *Inger-Lise Saglie* write in their article that in the 1970s it was argued that suburban centres in the US had developed into “minicities”, offering a wide range of possibilities for consumption, cultural events and a sense of the urban. In this article we explore to which extent this description of minicities may be valid in two cases in the suburban hinterland of Oslo. They further discuss whether the “urbanization” of these suburban centres may contribute to a more sustainable urban development, with respect to everyday travel.

Gudrun Helgadóttir tells that the Icelandic sweater is presented and received as being traditional—even ancient—authentically Icelandic and handmade by Icelandic women from the wool of Icelandic sheep. Even so, the sweater type, the so-called ‘Icelandic sweater’ in English, only dates back to the mid-20th century and is not necessarily made in Iceland nor from indigenous wool. Nevertheless, the sweater is a successful invention of a tradition, popular among Icelanders and tourists alike since its introduction in the mid-20th century. It

has gained ground as a national symbol, particularly in times of crisis for example in the reconstruction of values in the aftermath of the Icelandic bank collapse of 2008.

Erlend Vinje presents the results from a survey conducted among teachers in Oslo in the fall of 2010. The survey had the aims of finding out teachers' preferences regarding school architecture and examining teachers' perceptions of the relationships between school architecture and their ability to practice important competencies as teachers.

Karen Brønne discusses the history of the Norwegian school subject, Art and crafts, from the perspective of traditions in other Nordic countries like Sweden and Denmark. The article examines how two ideological points of view, art pedagogy and the crafts tradition, are segmented in the subject. It addresses how actors in this field value different aspects of art and design activities and what ideologies this reflects.

Oslo, December 2011

Janne Beate Reitan

Editor -in-chief FORMakademisk

I dette nummer av FORMakademisk skriver *Judith Gløppen* om en økende interesse blant forskere, praktikere og organisasjoner for hvordan design kan være nyttig innen ledelse, spesielt når dette skjer i en tjenestesammenheng. I denne utforskende kvalitative studien, undersøker hun et slikt tverrfaglig skjæringspunkt, med sikte på bedre å forstå hvordan tjenstedesign kan være verdifullt på et strategisk nivå for ledere i organisasjoner.

Nina Scott Frisch utforsker i sin artikkel hvordan vokabularet til kulturhistorikeren professor Ernst Gombrich kan benyttes i forhold til barns tegneprosesser (alder 9-12). Hans begreper er relatert til deres mulige teoretiske opprinnelse og plassert i en sosiokulturell forståelse av menneskelig aktivitet. De er videre kontrastert til andre relevante begreper i en tegneundervisningssammenheng.

Per Gunnar Røe og *Inger-Lise Saglie* skriver i sin artikkel at det allerede på 1970-tallet ble argumentert for at drabantbysentre i USA hadde utviklet seg til "minicities", som tilbyr et bredt spekter av muligheter for forbruk, kulturarrangementer og en følelse av det urbane. I denne artikkelen undersøker de i hvilken grad denne beskrivelsen av minicities kan være gyldig i to drabantbyer i omlandet til Oslo, Asker og Sandvika. De diskuterer videre om "urbanisering" av disse drabantbyene kan bidra til en mer bærekraftig byutvikling, med hensyn til daglige reiser.

Erlend Vinje presenterer resultatene fra en spørreundersøkelse som ble gjennomført blant lærere i Oslo-skolen høsten 2010. Undersøkelsen tok sikte på å finne lærernes preferanser knyttet til skolearkitektur, samt å finne lærernes oppfattelse av relasjonene mellom skolearkitektur og mulighetene for utøvelse av viktige lærerkompetanser.

Karen Brønne har skrevet en artikkel, med bakgrunn i nordisk historieforskning på skolefagene Kunst og handverk, Bild/Billedkunst og Slöjd (Sverige og Danmark). Hun drøfter hvordan to fagideologiske ståsteder, den kunstpedagogiske og den handverksfaglige tradisjonen, har blitt segmentert innen en norsk kunst- og designdidaktisk fagkontekst. Spørsmålet som blir diskutert er hvordan ulike sider ved formgivingsaktiviteten får verdi som ideologi hos fagaktører innen det kunst- og designdidaktiske feltet.