

Editorial

FORMakademisk – Five years anniversary

When we first published *FORMakademisk* five years ago, we stated in the very first editorial on page 1 in Volume 1, Issue 1 that:

The aim of the journal is to provide a venue for research in design and design education, and thereby develop an interest and working community of scholars in the field. The editorial team perceives design as a generic term that includes creative and performing activities in the great span of the artefacts ‘from the spoon to the city’. The editorial team relates to design education as a field that includes the dissemination of design in society and the teaching of design at all levels general education, vocational preparation, professional education and research education—from kindergarten to doctorate.

Since then we have published two issues every year, nine all together, with more than 50 articles. The editorial team saw that future contributors to *FORMakademisk* would mainly be recruited from researchers within the design disciplines, and their research interests would have their roots in creative and artistic design practice. At the same time, *FORMakademisk* has invited scientists from established academic disciplines, when their interest has been directed towards design issues.

Although the main aim of the journal has been to support the process of building design and design education as a serious field of research with its own theoretical framework and methodology, it has also been desirable to develop a partnership with established academic disciplines. In this way, the objective of the journal has been twofold: building design and design education as a separate field of research, while allowing for a competent and equal dialogue on design and design education with researchers within the established fields of knowledge. In such a dialogue, it has been especially important that authors position their own perspective and background, and their relation to the studied object or field. The articles in *FORMakademisk* are written by authors from a wide range of disciplines. The authors come from various colleges and universities in Norway, Sweden, Denmark, Iceland and Finland, as well as Great Britain, Germany, Austria, the United States and Qatar. Articles are written in the Scandinavian languages and in English. We have invited the most competent peer reviewers from all over the world, and most of them have accepted our request.

The origin of *FORMakademisk* was an informal conversation between some of us from the Doctorate Programme at the Oslo School of Architecture and Design AHO—a late evening in the spring of 1997 at the Chelsea School of Art in Western London, where we were attending our special PhD course in art and design. We decided to build a research field by 1) establishing a research network—DesignDialog—chaired by Liv Merete Nielsen, which now is 10 years old, 2) to establish a research journal—*FORMakademisk*—edited by Janne Beate Reitan, which is now five years old, and 3) arrange an international research conference—the DRS//CUMULUS Oslo 2013—which will take place on 14-17 May 2013. In this way the research field of design and design education has been growing.

The source of all this is our dear ‘doctoral mother’, and for some now even ‘doctoral grandmother’, Halina Dunin-Woyseth, who initiated and was the leader of the doctoral programme at the Oslo School of Architecture and Design for many years. She raised us, her

doctorate children, to not just build our own academic careers, but to take responsibility for building the research field of design and design education.

The editorial team

Up to now, the five individuals comprising the editorial team have been members through all five years of the journal's lifetime.

Professor Dr Techn. **Halina Dunin-Woyseth**, architect and professor at the Oslo School of Architecture and Design (AHO) since 1981. Dunin-Woyseth was for many years and until 2012 Chair of the Swedish School of Textiles, University College of Borås. In the recent academic year she has shared her responsibilities in Norway between AHO and the Telemark University College (Arts, Design and Traditional Arts). Since 1990 she has been the founding head of the AHO's doctoral programme, with over 40 Scandinavian and international PhD students. The programme is opened to PhD students recruited from various 'making' professions such as artists, designers, architects, planners, art and design educators, and engineers. Her professional, teaching, and research experience originated in urban design and spatial planning-related issues. She has a broad teaching and research practice in Scandinavia and other countries, and has been guest professor at several universities internationally, e.g., Sint-Lucas School of Architecture in Brussels, Belgium, Chalmers University of Technology in Gothenburg, and the University of Gothenburg, both in Sweden. Her main research interests have during the recent two decades been various issues of knowledge in the design professions, the epistemology of architecture, and the philosophy of science. Since 1991 she has edited and co-edited *Research Magazine*, which documents the development of this field of inquiry in the context of vocational and research education. She has lectured extensively at the doctoral level and supervised PhD students in Norway and abroad. She has successfully served as a main doctoral supervisor for many PhD students, as well as been external examiner at numerous public doctoral disputations in Norway and abroad. She has been commissioned as an evaluator by several research councils in Scandinavia and also has experience in assessing EU-funded research.

Professor Dr Ing. **Liv Merete Nielsen**, from the Institute of Art, Design and Drama (EST) Faculty of Technology, Art and Design (TKD) in Oslo and Akershus University College of Applied Sciences (HiOA) is a designer and design educator. She was trained in general teacher education at Sagene University College, Oslo, and also in special teacher training in art and design at Konstfack University College of Arts, Crafts and Design, Stockholm. She has her PhD from the Oslo School of Architecture and Design (AHO), where her thoughts on design education for citizenship were first formulated. She has been teaching art and design at the upper secondary school level, and art and design education at the BA, MA and PPU at the university level for almost 30 years, and has also been responsible for teaching several courses in design education at the PhD-level at AHO. She has supervised approximately 40 students at the MA level and six students at the PhD level, and been external examiner at seven public doctoral disputations in the Nordic countries. She has been head of the Research Advisory Board at EST, and member and leader of numerous academic committees and evaluations. She has chaired committees for national curricula and been a member of the board of the Danish Centre for Design Research. She was chief editor of *FORM*, the journal for the Norwegian organization for art and design education, which was *FORMakademisk*'s formal owner at the beginning. She is founder and leader of the research network DesignDialog and project leader of the research project Design Literacy. Her research interest is in design education for citizenship from the perspective of a sustainable future. She has written and edited several books, and is the chair of the coming design education research conference DRS//CUMULUS Oslo 2013.

Professor PhD **Birger Sevaldson** is professor at the Institute of Design at AHO, Oslo School of Architecture and Design, and a principle researcher at the OCEAN Design Research Association. He trained in interior architecture and furniture design at the Norwegian National Academy of Craft and Art Industry and holds a PhD from AHO. He is an academic and designer working in a broad field of design and architecture, and has been in private practice since 1986. His practice spans from interior architecture to furniture and product design, including lighting armature and boat design. It also includes experimental architecture, and several art installations in collaboration with the composer Natasha Barrett. He has been lecturing and teaching in several countries. He was particularly important in the start-up of *FORMakademisk*, particularly in the design and configuration of the technical solutions for the journal in the Open Journal System software. He has been a member of a number of international evaluation committees, and he is member of the council of the Design Research Society. He has also been leader of the National Council for Higher Design Educations in Norway, Vice Rector of the Oslo School of Architecture and Design, Director of the OCEAN Design Research Association, and curator of Gallery AHO.

Associate Professor PhD **Marte Sørebo Gulliksen** is trained in general teacher education, holds BA and master's degrees in art and design education, and a PhD from AHO. She is Head of MA Study in Art and Design Education, and has been Acting Head of the Department of Art Education at Telemark University College. She has been lecturing and teaching at the BA, MA and PhD level in Design, Arts and Crafts at Telemark University College and Stavanger University, and also taught at the Byfjord Primary School. She was leader of the Scientific Committee and the Organising Committee at the International Conference on Materiality and Knowledge in 2012. She is a deputy member of the interim PhD Council for the PhD program in Culture Studies, and a member of the Telemark University College Research Council. She is co-supervisor for a PhD student, and has been second opponent for one and reader for several PhD candidates. She has also supervised eight master students, developed an Internet-based version of the MA in art and design education at Telemark University College, and been external evaluator for MA exams in art and design education at Oslo University College. She is a member of the research network DesignDialog.

Associate Professor Dr Ing. **Janne Beate Reitan** trained in general teacher education at Levanger University College, has a BA and a master's degree in art and design education, and a PhD from AHO. She is at the Institute of Art, Design and Drama (EST), Faculty of Technology, Art and Design (TKD), Oslo and Akershus University College of Applied Sciences (HIOA), where she started as head of the department of further education for teachers in Art and Design in 1992, and chaired the committee for further education for teachers in drawing, form and colour (Tegning, form og farge) for the national curricula in Reform 94. In recent years she has been working for interdisciplinary research programs, in particular the Urban Research Program at the University College. She is also educated in textiles, and has been working as a clothing designer for short periods. She has been the Chief Editor and organizer of the journal *FORMakademisk* from its start five years ago. She is the co-chair of the scientific committee and member of the Organising and Programme Committees at the design education research conference DRS//CUMULUS Oslo 2013. She has been a member of an assessment committee for the degree of PhD at the Norwegian University of Science and Technology (NTNU). Her main research interest is in vernacular design and design education, with an emphasis on learning-by-watching and research-by-design. She is a researcher in the project Design Literacy, and a member of the research network DesignDialog and the OCEAN Design Research Association.

Extended Editorial Team

Beginning in Autumn 2012, we extended the editorial team by adding three more members, for both academic and practical reasons. We wished to strengthen both the Nordic and the international academic profile of the journal, as represented by the new members of the editorial team. We realized that the reviewing process should be supported by new and broader expertise, as the field of design and design education has been growing in its complexity.

Professor Dr. **Fredrik Nilsson** is an architect SAR/MSA located in Gothenburg, Sweden. He graduated as architect, gained his PhD in 2002, and is since 2009 professor of Architectural Theory at Chalmers University of Technology. He is partner and Head of Research and Development at White Arkitekter. He was senior professor at Sint-Lucas School of Architecture, Brussels, and has taught and lectured at several schools for architecture and design in the Nordic countries. His research has mainly been directed to contemporary architecture, architectural theory and the relation to philosophy. Concerned with issues on how knowledge is generated and used within architectural work, his research has focused on architectural knowledge, design theory and theory of science in relation to architectural research and practice. He is currently Director of the Strong Research Environment "Architecture in the Making. Architecture as a Making Discipline and Material Practice" hosted at Chalmers in collaboration between the Swedish Schools of Architecture and funded by the Swedish Research Council Formas. He is board member of ResArc – The Swedish Research School in Architecture, Bygginnovationen (The Swedish Building Innovation), the Nordic Journal of Architecture, member of OCEAN Design Research Association, and was for three years member of the committee for Artistic research and development for the Swedish Research Council. He is author and editor of several books and frequently publishes articles, architectural criticism and reviews of books.

Associate Professor PhD **Siri Homlong** is Museum Pedagogue at the Swedish Museum of Architecture, Stockholm and Project Leader for implementing Special Teachers Training in Art and Design at Konstfack University College of Arts, Crafts and Design, Stockholm. She was an assistant professor for textile design and crafts at Uppsala University for 20 years, and taught arts and crafts in an upper primary school in Oslo for six years. She was chief editor of the journal *Forming i skolen*, now named *FORM*, the journal of the Organization for Art and Design Education, for some years, and was also leader of the organisation; she is now the Swedish representative at NordFo. She received her special teachers training in art and design at Oslo Art and Design Education University College (now EST). She has also studied design pedagogy, art history, ethnology and other subjects.

Professor PhD **Michael U. Hensel** is an architect, researcher, writer and educator. He earned his PhD at the University of Reading and is tenured professor at the Oslo School of Architecture and Design (AHO), where he directs the Research Centre for Architecture and Tectonics (RCAT). Previously, he taught for 16 years at the Architectural Association School of Architecture (AA) in London, and held visiting professorships and innovation fellowships in Europe, North America, Asia and Australia. He is the founder and current Chairman of the OCEAN Design Research Association and the Sustainable Environment Association, as well as a board member of BIONIS—the Biomimetics Network for Industrial Sustainability. Since 2007 he has been a board member of AD Wiley, and from 2007 until 2010 he was an editorial board member of *JBE*—the *Journal for Bionic Engineering* (Elsevier Scientific Press). He is a frequent contributor to *AD*, *Arch+*, *Arkitektur N* and other journals. He has written extensively about research by design in architecture, performance-oriented architecture, sustainability, and other

topics in architecture and urban design. He has published, lectured and exhibited in Europe, the Middle East, Asia, Australia and the Americas.

Editorial Board

FORMakademisk has an **Editorial Board** of experts from a wide range of research fields in the Nordic countries. We are grateful to the members of this editorial board, who were intended to sit for one year, and have now been sitting for five years without complaint. Some have been more involved than others, although each of them is really important in the interdisciplinary correction of the publications of design and design education research in *FORMakademisk*.

The uniqueness of *FORMakademisk*

The mission of *FORMakademisk* is to provide a unique service to research in the creative design disciplines, with a particular focus on PhD and post-doc level research. Emphasis is placed on building the field, knowledge production and the education of researchers. In this way, *FORMakademisk* fulfils an existing need that is rooted in the Bologna process and the meetings in Prague, Berlin, Bergen, London, Leuven, Budapest/Wien and Bucharest.

In order to accomplish its task, *FORMakademisk*'s online journal provides a series of *unique features*:

- Length of peer-reviewed papers: *FORMakademisk* accepts long papers. This is of particular importance for paper-based PhD dissertations. Typically such papers are required to be substantial, that is, over 5,000 words. Most journals typically do not accept papers that are longer than 5,000 words, which entails that these papers need to be substantially reworked to be included in dissertations with a monograph character.
- Peer review as substantial expert supervision: Peer review for papers aimed at paper-based dissertations offer the significant advantage of substantial expert input in addition to the general supervision of dissertations. This is of particular significance for inter- and trans-disciplinary research, which typically requires a wider scope of expert supervision and review.
- Since paper-based PhDs consist typically of three to five papers and a binding caper, the additional expert input ensures adequate review and quality for a major part of such dissertations.
- Submission at any time: Papers can be submitted at any time and therefore cause no delay in the development of dissertations. Most other journals only accept papers at preset submission deadlines.

Cooperation Partners

FORMakademisk is a member of the Norwegian Journal Association (Norsk Tidsskriftsforening), where we actively contribute to the development of academic journals in Norway. In the last three years, we have received support for production from the Research Council of Norway (Norges forskningsråd). We have received seed grants from the interdisciplinary research programs (formerly Technology, Environment and Design (TDM) and Communication, Education and Culture (KLOK), now Urban Research) at Oslo University College, and are then in a position to receive grants from NFR, for which we are really thankful. The institutions that actually gain the fruits of *FORMakademisk* academically as well as economically should in the

near future contribute more to the upkeep of the journal, in order to keep it a permanent and important builder of the research field of design and design education.

The Oslo and Akershus University College of Applied Sciences (HIOA) has also contributed with accounting support and, in the last year, with technical support for the Open Journal Systems (OJS) by the staff at the Learning Centre and Library, as well as network meetings for the six OJS' journal hosted at HIOA.

In the last year the BA and MA students in information architecture at Gjøvik University College, tutored by Information Designer and Assistant Professor Ole E. Wattne, have completed a redesign project for *FORMakademisk*. A group of students will implement the new design of *FORMakademisk* in the near future, with a greater focus on students as the future readers and contributors to the journal. Going forward, we have also appointed Laila Etelka Køteles as *FORMakademisk*'s Editor Team Secretary. She is a first-year master's student in art and design education at the Institute of Art, Design and Drama (EST), Faculty of Technology, Art and Design (TKD), Oslo and Akershus University College of Applied Sciences (HIOA).

The future of *FORMakademisk*

The future of *FORMakademisk* seems bright. We already have several special issues from different conferences on the agenda for upcoming years, and hope for more to come. Our ambition is to become a leading international academic journal within design and design education research during the next five years.

The articles in this special issue

Invited articles

The first section of this issue of *FORMakademisk* consists of invited articles:

Ashraf M. Salama, Professor at Qatar University, has submitted an article entitled 'Evaluation Research as a Mechanism for Critical Inquiry and Knowledge Construction in Architectural and Urban Education' that responds to the misconceptions that continue to characterise the delivery of knowledge content in architectural courses. Based on a review of the literature on pedagogy, the paper explores the value and benefits of introducing evaluation research as a mechanism for critical inquiry and knowledge construction in theory courses in architecture and urbanism.

David Wang, Professor at Washington State University, in the article 'Towards a New Virtualist Design Research Programme', considers how the influence of computer cyber networks informs a new way of seeing on the part of designers as well as design researchers. In an adaptation of the notion of 'virtual realities' made possible by computer technology, this new way of seeing is termed 'the new virtualism'.

Halina Dunin-Woyseth, Professor at Oslo School of Architecture and Design and **Fredrik Nilsson**, Professor at Chalmers University of Technology, discuss in the last of the invited articles in this special issue "Doctorateness in design disciplines. Negotiating connoisseurship and criticism in practice-related fields" that there are continually higher expectations with regard to quality of research in the ADA fields (Architecture, Design and Arts) and criteria for 'doctorateness' has been debated in the traditional academic disciplines as well as in the creative fields. The paper elaborates on the concept of 'doctorateness', and argues that a more elaborated definition of 'doctorateness' could be of use as a pedagogical tool in research education in the design fields as well as in dialogues between professionals of design practice and research.

Petter Næss, former professor at Aalborg University and now at the Norwegian University of Life Sciences, presents in the last of the invited articles in this special issue, ‘Critical realism and urban planning research’, that discusses key meta-theoretical presuppositions in order for urban planning to be possible and meaningful, and points at critical realism as a fertile philosophical position for research within the areas of urban planning and development. Several among the currently most influential positions within the philosophy of science are, if taken seriously, incompatible with the production of the knowledge base necessary for urban planning to play any meaningful role

Articles

In the other articles in this issue:

Veronika Reichl, graphic designer PhD, and **Maria Martina Keitsch**, Professor at the Norwegian University of Science and Technology PhD, in their article ‘Pictorial Involvement. Providing access to philosophical texts via visualization through artistic practice’, write that theory dissemination in design can be labelled as what Rittel and Webber called a ‘wicked problem’. Design educators not only struggle with the vague ontology of their discipline, but also with the fact that basic conjectures are seldom made explicit, which impedes possibilities for teaching design theory to students. This article addresses the question of how to facilitate theoretical understanding in design with the help of visualisation through artistic practice.

Marte S. Gulliksen, Associate Professor at Telemark University College, in her article ‘Gode Valg—om læreres utvelgelseskompetanse i Kunst og håndverk (Good choices—on teachers’ selection competence in arts and crafts)’, highlights and discusses teachers’ educational selection competence in the subject area of arts and crafts, and introduces the assumption that it is possible and useful to construct a choice perspective on educational actions. Certain challenges related to the requirements of teachers’ selection competence, such as teachers’ knowledge, pedagogical content knowledge, content, methods and assessment of the subject, are also introduced.

Juha Hartvik and **Mia Porko-Hudd**, in their article ‘Forskningsbaserad lärarfortbildning i slöjd—hur möta lärarnas behov av inspiration till undervisningsinnehåll? (Research based in-service training for teachers in sloyd (crafts)—how to meet the teachers need of inspiration for teaching contents?’ need of inspiration for teaching contents?)’, discuss the conditions and structure for in-service training in *sloyd* (crafts) in the Finnish educational system.

Joar Skrede, Researcher at the Norwegian Institute for Cultural Heritage Research, in the article ‘The discursive (re)production of flexible capitalism. From culture and trade to culture as trade’, analyses a plan of action from the Norwegian government called ‘Culture and Trade’ (Kultur og næring) by means of (multimodal) critical discourse analysis (CDA). The document elaborates on how cultural life and business life can cooperate to become more competitive and create values.

Book Reviews

In this special issue we have also emphasized book reviews.

Ashraf Salama has reviewed ‘Design Innovation for the Built Environment: Research by Design and the Renovation of Practice’, edited by Michael U. Hensel.

Astrid Skjerven reviews ‘Planetveien 12: Arne Korsmo og Grete Prytz Kittelsens hus (Planetveien 12: Arne Korsmo and Grete Prytz Kittelsen’s house)’, written by Elisabeth Tostrup.

Siri Homlong reviews Mikkel B. Tin's book 'Spilleregler og spillerom. Tradisjonens estetikk (Rules and leeway: the aesthetics of tradition)'.

Tone Rasch has reviewed Kirsten Røvig Håberg's book 'Fra skyggetanter til yrkeskvinner. Livet, tiden og menneskene ved Den kvinnelige industriskolen fra 1875 til 1950 (From spinsters to career women. The life, times and people at the Female Industrial School from 1875 to 1950)'.

We will also remind you of the DRS // CUMULUS Oslo 2013 – The 2nd International Conference for Design Education Researchers 14 – 17 May 2013 at Faculty of Technology, Art and Design (TKD) in Oslo and Akershus University College of Applied Sciences. The registration is now open at www.hioa.no/DRScumulus.

We wish all our readers, authors and reviewers a Happy New Year for research in design and design education!

Oslo, December 2012

Janne Beate Reitan
Chief Editor *FORMakademisk*