

Editorial

Permanent funding for FORMakademisk

FORMakademisk is the only scientific journal in the Nordic countries that publishes articles in both design and design education. The modern education requirement for research-based teaching also applies to higher education in design and design education, which is the primary field of research published in the journal FORMakademisk. As a relatively young field of research, a great deal of research in design and design education is published as articles rather than monographs. The journal plays an important role as a source of research-based teaching and education, and the articles are used as part of the curricula at several institutions. The purpose of FORMakademisk is to build and strengthen design and design education as a research field of its own, to enhance existing design research fields, and to strengthen design education as a field in itself.

After the initial phase, the journal now has a permanent organization. Efforts to date have been made financially possible through seed funding from the interdisciplinary Research Programs, formerly Technology, Environment and Design (TDM) and Communication, Education and Culture (KLOK) – now Urban Research Program – at Oslo University College and later by Strategy Funds from Oslo and Akershus University College of Applied Sciences, through the Faculty of Technology, Art and Design and the Department of Art, Design and Drama.

FORMakademisk also received production support for electronic journals from the *Norwegian Research Council* (NFR) in 2011, 2012 and 2013. For 2014 we have sought support from the *Joint Committee for Nordic Research Councils for the Humanities and the Social Sciences* (NOS-HS) because FORMakademisk has become increasingly Nordic. We have always published articles by Nordic authors since the beginning of the journal in 2008, but we also now have several Nordic members on our Editorial Team. Support from NFR and NOS-HS requires that we also receive funding from other sources that amounts to at least 50% of our annual costs. Among other things, these funds we are requesting support, and in addition we are requesting support to the extensive editorial work we execute.

It is reasonable that the institutions benefiting from the scientific articles published in FORMakademisk, which has open access, i.e., free and freely accessible to all, contribute financially. Since 2008, the Editorial Team have contributed to the success of the journal by devoting a large part of our R&D time and leisure to make this happen. This goes beyond the Editorial Team members' time to be spent on independent research and publishing. To ensure the continuous operation and quality of the journal, the institutions within the field must now take greater responsibility. There are those who receive the proceeds of the articles that are published, in Norway publishing points, representing about 30,000 NOK per article. In addition, students, academic staff, and others benefit from the research being published. The support from the *Profession Council of design education in Higher Education in Norway* for the creation of FORMakademisk, adopted at their meeting 13.10.2008, has been very important during the creation of the journal and in the process towards scientific approval at level 1.

PhD dissertations consisting of separate articles published in various journals and anthologies are becoming increasingly prevalent. Since its inception, FORMakademisk has been

a publishing channel for these types of articles from different countries. We view this role as an important contribution to the broadly defined research fields of design and design education. The published articles that comprise doctoral dissertations will provide publishing points and additional revenue for the institutions with which doctoral candidates are affiliated.

FORMakademisk has numerous advantages as an online publication channel for article-based dissertations:

- FORMakademisk accepts long articles, which is particularly important for article-based doctoral dissertations.
- FORMakademisk has a high-level peer review process that meets international standards. This is a significant advantage in that both supervisors and experts provide input.
- Articles may be submitted at any time, and thus the publication of theses will not be affected by delays associated with the publication of journals that only accept articles according to predetermined deadlines. This means doctoral candidates can complete their work within the stipulated time.

FORMakademisk has published 11 issues to date; themes have included: Design and design education in focus, DesignDialogues, one aspect of "doctorateness", and Research-by-Design. In the special issue Research-by-Design, we integrated videos in addition to photos, and thus we developed the shape of scientific articles tailored to the characteristics of design research. We have also published special issues: one in conjunction with the conference NORDCODE by the Institute of Product Design at Akershus University College, a five year anniversary special issue of FORMakademisk, and one in conjunction with the conference Making, Materiality and Knowledge at Telemark University College at Notodden. We also look forward to the special issue from the conference Architectural Competitions in Finland and from the conference DRS // CUMULUS Oslo 2013.

The articles

In Volume 6, Issue 3 of FORMakademisk, we have published several articles.

Erlend Vinje, Research Fellow at the Urban Studies Program and the Faculty of Education and International Studies, Oslo and Akershus University College of Applied Sciences, discusses the fact that we have seen examples of hard battles regarding the architecture of new school buildings in recent years in Norway in his article *Kampen om skoleanlegget - historikken bak baseskolene* (The Battle about the school building – the history behind the new wave of open plan schools in Norway). In this article, he gives voice to four central figures in this debate: the former Minister for Education and Research, Kristin Clemet; the leader of the teachers' union Norsk Lektorlag, Gro Elisabeth Paulsen; the director of the Department for school buildings in Oslo, Harald Øvland; and the main safety representative for teachers in Oslo, Knut Myhrer. Vinje discusses questions like: who wanted the open plan schools (baseskoler), why the open plan schools were welcomed, who opposed the open plan schools, and why there was opposition against the open plan schools.

In her article, *Flid, nytte og kvalitet – dannelsesideal ved Den Kvinnelege Industriskole frå 1875 til 1960* (Diligence, usefulness and quality – Education ideal of the female Industrial School from 1875 to 1960), **Randi Veiteberg Kvellestad**, Assistant Professor, Oslo and Akershus University College of Applied Sciences, Department of Art, Design and Drama, focuses on the educational institution's first phase from 1875 to about 1960. Written sources about the history

and art and design education, as well as specific objects from an exhibition in 2010, are tied together to provide a picture of the educational institution's purpose and discipline. The article discusses the formation ideal, which is linked to the skill area; diligence and benefit, skill and patience. At the end of the article, the copying method, which characterized teaching in previous times, is connected to views in our time and thus given positive aspects.

Kjetil Sømoe, Assistant Professor, Stord/Haugesund University College, Faculty of Teacher and Cultural Education, discusses the introduction of the curriculum subject, Forming, later renamed Kunst og håndverk (Art and Crafts) in his article *Kunst og håndverk – fag eller tverrfaglig felt?* (Art and Crafts, a cluster of different subject matters, or a subject matter in its own right). He explains how it is often described as a merging of the three earlier curriculum subjects: handicrafts for boys (mainly woodwork), handicrafts for girls (mainly textile based activities), and drawing. This article use the curriculum subject history, as well as different descriptions of the controversy that has existed in Forming/Art and Crafts since the merging, to argue that Art and Craft is better described as a cluster of subject matters rather than a subject matter in its own right.

Lars Risan and **Siri Nørve**, both Senior Researchers at the Norwegian Institute for Urban and Regional Research (NIBR) have discussed the statement that universal design is “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design” in their article *Universell utforming og den vanskelige avgrensingen av «alle»* (Universal design and the difficult definition of "all"). They state that during the last 15 years this principle has been promoted in Norway as an unequivocal step forward. It may, however, be dangerous to believe that a pure technical solution in itself can bridge political controversies, to reach “universality”, and in this paper they strive to unravel important ideological biases that are hidden under the umbrella of universality.

Berit Ingebretsen, Associate Professor, PhD at Telemark University College, Department of Art and Design Education discusses in her article *Drawing with Metaphors. Mediating ideational content in drawing through metaphors* that it is not easy to express abstract concepts, such as time and society, in a drawing. This article also attempts to show that metaphors are important in visual communication. The cognitive linguistic metaphor theory of George Lakoff and Mark Johnson is used here to investigate how metaphors are used to construct meaning in the drawings of cartoonist and illustrator Finn Graff and artist Saul Steinberg. The article concludes by attempting to provide new insights regarding the use of visual metaphors.

Book Reviews

We have also published some book reviews.

Nina Scott Frisch, PhD, Associate Professor at Queen Maud University College of Early Childhood Education, has reviewed *Ann-Hege Lorvik Waterhouse's book I materialenes verden; perspektiver og praksiser i barnehagens kunstneriske virksomhet* (In the material world: Perspectives and practices in kindergarten art activities). The book offers great, relevant images related to new reflective concrete ideas, and it has a beautiful layout. Waterhouse points out her core argument several places in the text: a good kindergarten teacher is a creative kindergarten teacher – and the book reviewer adds, a good kindergarten teacher is a reading, reflecting kindergarten teacher.

Sigmund Asmervik, dr.ing. Professor emeritus, Norwegian University of Life Sciences (UMB), has reviewed *Inger Marie Lid's book Universell utforming: Verdigrunnlag, kunnskap og praksis* (Universal design: Core values, knowledge, and practices). He states that this book provides very good suggestions about topics relating to issues such as how people should be able

to develop in the community with others and how to look after issues relating to dignity and bodily vulnerability. This expands and challenges the discourse around the concept of universal design, and is the book's most important contribution.

Encouragement

To maintain a permanent operation of FORMakademisk it is necessary to enter into long-term economic agreements with institutions that use the journal to publish or reference literature. We therefore wish to make a statement about the long-term support to FORMakademisk with these institutions as soon as possible.

We encourage all our authors, peer reviewers, readers and especially the members of the editorial board to ask their institutions to provide financial resources and long-term agreements to support FORMakademisk when a letter is being sent to institutions as soon as possible.

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