



**University of Brighton**



## Creating a PodScape Together

PodScape is an initiative run by the EU-funded DEEDS project (Design Education Sustainability [www.deedsproject.org](http://www.deedsproject.org)). The PodScape, once established, will provide web-based, open-access resources relating to sustainable design education and practice, created for and by design educators and practitioners. DEEDS invites you to participate in the pilot version of this project by contributing a Pod that reflects your own interest and expertise in sustainable design education and practice. The pilot version will go online in September 2008, to coincide with a conference to be held at the University of Brighton: 360° - Charting New Territory in Sustainable Design Education, 19-21st September 2008. Please check [www.deedsproject.org/html.php?Events\\_and\\_News](http://www.deedsproject.org/html.php?Events_and_News) for information on this conference.

Pods may address one or more of the following themes:

- Pedagogic research, theories, approaches and experiments in sustainable design education
- Practical implementation of sustainability design education (e.g. project work, case-studies, best practice, partnership with industry)
- Political, institutional and philosophical aspects of sustainable design education

Pods may take the form of:

- Short essays
- Case studies
- Module or curriculum outlines
- Collections of teaching materials (images, audio-video, etc.)

This form is set out to allow you to contribute a complete pod: with full references, guidance for implementation and content outline. If you do not have enough material or time for a fully developed pod but would like to submit some information towards one aspect of sustainability that you are interested in then simply fill out any of the fields that you feel you can contribute to.

Pod Creation may take up to one hour. Please send your Pod to Tom Ainsworth at the University of Brighton [t.c.ainsworth@bsms.ac.uk](mailto:t.c.ainsworth@bsms.ac.uk)

**DEEDS**  
[www.deedsproject.org](http://www.deedsproject.org)

Embedding sustainability into design and design into sustainability, by providing new educational models and tools.

**Project leader**  
ICIS (International Centre for Creativity, Innovation and Sustainability)  
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**Project partners**  
Academy of Fine Arts in Poznań, Poland  
BEDA (Bureau of European Design Associations), Barcelona, Spain  
ICIS Center, Hornbæk, Denmark  
SERI (Sustainable Europe Research Institute), Köln, Germany  
University of Brighton (Faculty of Arts and Architecture), UK

## A About you

### 1. Personal details

<b>First name:</b>	<b>Surname:</b>
<b>Position:</b> Please indicate if you are a design teacher, a practitioner or both.	
<b>Institution, practice or other:</b>	
<b>Contact address:</b>	
<b>Postcode:</b>	
<b>Phone (with country code):</b>	<b>E-mail address:</b>

## Pod outline

### Pod details

<b>Pod name &amp; one-sentence description:</b>	<b>Who might use this pod?</b> Highlight one or more <ul style="list-style-type: none"><li>• Teachers</li><li>• Practitioners</li><li>• Students</li><li>• Industry</li><li>• Policy Makers</li></ul> <b>Specify educational level, design field, etc.</b> (If applicable)
<b>Date of pod creation / Last modified:</b>	<b>Discipline area:</b> (E.g. Architecture, Product Design, etc.)
<b>Brief Profile of the pod:</b> Please provide a one-paragraph summary of the contents and intention or potential uses of your pod.	
<b>How to use this pod:</b> Describe the situation or context in which this pod may be useful.	
<b>Additional resources needed to use this pod:</b> (E.g. materials, information, space, staff, skills)	

## Core content

**Core content:**

Please give all relevant information, descriptions, and texts relating to your pod.

**Bibliography:****Web links:****Comments (strengths, weaknesses, envisaged development of Pod content)**

## Referencing your pod

<b>Key words:</b>	
<b>Image details / description ('Image' folder):</b> 1. 2. 3. 4. 5. ...	<b>Multimedia details / description (Audio, Video, PowerPoint, pdf):</b>
<b>DEEDS core principles that this pod addresses:</b> (See appendix 1)	<b>Copyright / Creative Commons licence:</b> (See appendix 2)

**Please place images here:**  
(JPEG format, 72dpi, 21cm x 29cm max)

# Appendix 1

## DEEDS Core Principles

6 generic themes & 24 principles for sustainable design, designing for sustainability:

"SCALES"  
Skills  
Change  
Awareness  
Learning  
Ethics

### Synergy

#### Special skills - holistic approach

(S 1) Develop learning and applying skills for recognising, framing and solving problems

(S 2) Define problems holistically and analysing from multiple perspectives - systems & Life Cycle Thinking (LCT) combined with Life Cycle Pricing (LCP) and Life Cycle Marketing (LCM)

(S 3) Encourage design thinking & practice in the four sustainability dimensions - economic, social, institutional and environmental, while understanding the limitations of design (when not to design)

Special skills - eco-efficient production & resource usage

(S 4) Develop LCT, LCA and 'cradle to cradle' skills to encourage cyclic flows of materials & energy

(S 5) Encourage regeneration, don't deplete, by focusing on renewables/new materials, waste issues, energy issues, resource flows, bio-regional resources

(S 6) Focus on technology know-how and appropriate application for safe, non-toxic, efficient and humanising designs

#### Special skills - communication & leadership

(S 7) Develop listening, communicating, narrative and presentation skills

(S 8) Develop, leadership and scenario setting skills

(S 9) Learn the language of business but do not be restricted by their mindset

#### Creating change agents

(C 1) Demonstrate that the sustainability context expands the design context

(C 2) Encourage a shift in perceptions by showing the diversity of 'value-added' outcomes of sustainable design including economic as well as 'non-materialistic' benefits

(C 3) Demonstrate new design approaches that provide significant, immediate and visible benefits to encourage consumers to aspire to a new, sustainable cultural representation of the "good life"

### **Awareness - systemic & context**

(A 1) Encourage design fitting into context, by awareness of context and connections (people, culture, community, bio-region, fit/fitness, diversity, locality/place, prosperity, impacts, key drivers, feedback loops, side effects, time frames)

(A 2) Encourage awareness of positive and negative impacts in this context, and how the human □ society □ nature relationship is affected

(A 3) Encourage awareness of choice and responsibility under these circumstances

### **Learning together**

(L 1) Encourage inter-disciplinary thinking & practice

(L 2) Encourage mutual learning, creativity and team working

(L 3) Encourage Teaching & Learning (T & L) through participation

### **Ethical responsibilities**

(E 1) Encourage design that does no harm (responsible design, with integrity), but contributes to a “good life”, that can be easily adapted in the future, and that asks ‘why/why not?’

(E 2) Encourage design that enhances human choices, personal standing and acceptance, and thus social sustainability

(E 3) Encourage human-centred design (i.e. focussed on material and non-material human needs) that is practical, functional, emotional, spiritual, humble and *fun* design (experiences not objects?)

### **Synergy & co-creating**

(S 1) Encourage the development of teams, communities and networks

(S 2) Encourage synergistic clusters of competence

(S 3) Encourage stakeholder participation, collaboration, sharing and partnering

## Appendix 2

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