

PRESENTATION

We are very pleased to present the fifteenth bilingual edition (Portuguese and English) of *Collection of Advanced Studies in Design* for the reference community in Brazil and abroad, with the timely theme *Education*. This book aims to register researches, theories, analyses and reflections shared during the International seminar *Design & Education: Challenges for the new millennium*. The event was promoted by the Center for Studies, Theory, Culture and Research in Design of the Minas Gerais State University – UEMG in partnership with Casa Fiat de Cultura, on October 6, 2017 in Belo Horizonte.

The subject of education, which is particularly dear to these editors, has been approached in a large part of the debates in governments and academies in Brazil and worldwide. This can be explained by the rapid changes in scenarios in the last decades and by the impact of these changes in the training of professionals and citizens in the newly started third millennium.

It is worth mentioning that, in which regards design teaching, different questions arise about the format then in practice that would no longer mirror the current reality. The phenomenon of globalization, for example, has brought different cultures and identities face-to-face as never before. Technological and manufacturing advances, at the same time, have also enabled a dizzying and unbridled increase in mass industrial production. The digital world, the e-commerce and the dematerialization of products have also contributed to the transformation of this scenario. Thus, new lifestyles are rethought in search of a socio-environmentally sustainable model for future generations and all this reflects in education.

These and several other variants have motivated us to invite scholars, professors, researchers and practitioners of design practice and theory to an encounter and reflection during the abovementioned seminar, hoping they would bend over this exciting subject, prospecting its consequences for the education field in general and, particularly emphasizing the teaching of design.

The vigor of the debates held during the International Seminar *Design & Education: Challenges for the new millennium* was fruitful due to the substantial adherence of teachers and students at the auditorium of Casa Fiat de Cultura, reinforced by the high level of debates between

keynote speakers and the audience who often wished they would have more space and time to express and discuss their positions. This is precisely the proposal of the international seminars posed by the ED–UEMG’s “T&C Design Center”: to bring to light complex and unconsolidated themes, in search of better interpretation and systematization within the phenomenology of contemporary design.

It is worth noting that the format proposed for the seminars, conceived more than fifteen years ago, still demonstrates its soundness and relevance, since the invitation to distinguished interlocutors (scholars and researchers from renowned universities in Brazil and abroad) promotes a meeting of multiple and plural knowledge where one observes convergent and disparate points of view and even personal poetic approaches which, in many ways, enrich the themes under debate. With this purpose, two participants from the international community are invited for the “T&C Design” seminars, along with two from the Brazilian community outside the Minas Gerais region and two participants from the Postgraduate Program on Design – PPGD from our UEMG School of Design. The latter are encouraged to invite their masters and doctoral students for joint presentations, thus seeking to promote a healthy exercise of course for future design faculty and researchers in our community.

Keeping the logic adopted, we have decided to innovate in this edition by inviting professor Maria Cecilia Loschiavo dos Santos from the University of São Paulo – USP as seminar mediator, with the specific function of commenting and pointing out the highlights in each speaker’s presentation and mediating the debate between them and the audience. In addition, she has upgraded this publication by granting us the preface.

We started this publication with the proposal of Professor Vasco Branco of the University of Aveiro – UA (Portugal), with the theme *Design as cultural mediation of the experience of things as causes*, which presents a relevant opportunity for ontological reflections concerning design and cultural issues by the education bias.

Follows, professor Dijon De Moraes, from the Minas Gerais State University – UEMG, offers an intriguing reflection on the theme of *Phenomenology of contemporary design: challenges for the design in the open field, fuzzy and diffuse design*, where he demonstrates that the constant changes in scenarios and the fluidity of boundaries between art and design have created a fragile and uncertain terrain for design teaching in the 21st century.

Professor Célio Teodorico dos Santos, who, along with professor Claudio de São Plácido Brandão, both from the State University of Santa Catarina – UDESC, address the theme *From praxis design to teaching*, where they bring a rich reflection on design teaching in Brazil and its mismatch with the current reality, while questioning its tuning and alignment.

We present the reflections of professor Virginia Borges Kistmann, of the Federal University of Paraná – UFPR on *Fuzzy design education: perspectives for the teaching design in Brazil and world*, with a theoretical-analytical relation about the prospects for design education, considering the fourth industrial revolution (industry 4.0) and the knowledge economy.

The analysis by professor Jackeline Lima Farbiarz, of the Pontifical Catholic University of Rio de Janeiro – PUC-Rio, also brings a philosophical view on *Design and education: a tomorrow devoid of a today*, where, starting from the Law of Positioning, presents as a cut-off the physical space of the classroom in the context of Fundamental and College Education in Brazil, seen as a centralizer of actions between teaching and learning.

At the end of this edition, Carlo Vezzoli, professor of the Politecnico di Milano (Italy) who invited the researcher Cenk Basbolat, from the same university, to coauthor the article *A new design hope: designing sustainability for all and the LeNS worldwide open network*, which brings to light the importance of socioenvironmental requirements for design teaching within the LeNS Network. It is worth pointing out that Vezzoli makes explicit reference to the title of the emblematic book “The projective hope: environment and society” written by Tomás Maldonado in 1970, one of the first texts to address the issue of environmental sustainability and design. It was also Maldonado himself who prefaced the first edition of Manzini and Vezzoli’s book “The Development of Sustainable Products” published in Italy in 1998. Sad to say, as we wrote the presentation of this book, we were notified of professor Maldonado’s decease, and to him we wish to pay our homage and dedicate this volume.

These are the compelling themes that we offer hereafter to the reference design community in this fifteenth bilingual book of the *Collection of Advanced Studies in Design*, facing the timely and exciting topic of *Education*. We hope this manuscript will contribute in a critical, analytical and reflexive way to the progress in the field of design research in Brazil and abroad.

In due course, we emphasize that with the holding of the seminar Design & Education: Challenges for the new millennium, as well as with the publication of this book that makes up the Collection of Advanced Studies in Design, we concluded in this format the cycle of its achievements. Good reading.

Dijon De Moraes

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