BACKGROUND

Norman (2021) argues that "teachers' reflections on the direction that designing in schools should take could [should?] plan a fundamental role in the subject's reform".

RESEARCH AIM

We aim to develop D&T curriculum through consensus using a design-based approach. We are not so much focusing on the curriculum content, but on the curriculum design, implementation, and framing of the curriculum.
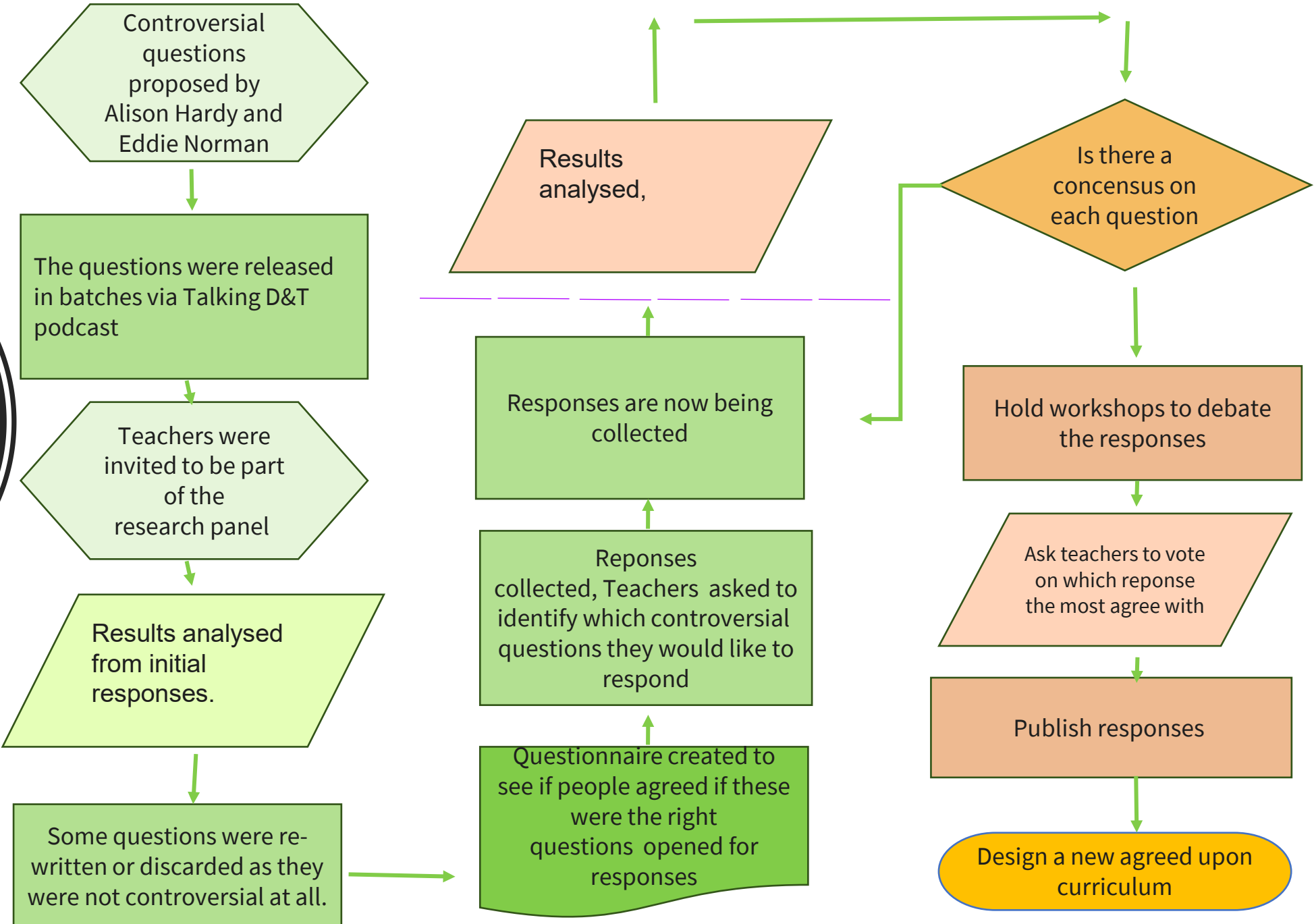
METHODOLOGY – THE DELPHI TECHNIQUE

To achieve this aim there are several phases:

- Phase 1: Identification of the big or controversial D&T curriculum issues (COMPLETED).
- Phase 2: Debating the controversial D&T curriculum issues and reaching consensus (IN PROGRESS).
- Phase 3: Designing and evaluating curriculum solutions in response to the consensus.
- Phase 4: Agreeing on a new D&T curriculum.

PROJECT DESIGN

Controversial questions proposed by Alison Hardy and Eddie Norman

The questions were released in batches via Talking D&T podcast

Teachers were invited to be part of the research panel

Results analysed from initial responses.

Some questions were re-written or discarded as they were not controversial at all.

Questionnaire created to see if people agreed if these were the right questions opened for responses

Reponses collected, Teachers asked to identify which controversial questions they would like to respond

Responses are now being collected

Results analysed,

Is there a concensus on each question

Hold workshops to debate the responses

Ask teachers to vote on which reponse the most agree with

Publish responses

Design a new agreed upon curriculum

AGREED CONTROVERSIAL QUESTIONS

1. D&T is a vocational subject
2. What does the 'technology' in design and technology?
3. Does D&T make a difference to industry?
4. Design: is it art or technology or science or humanity?
5. Does craft have a place in D&T?
6. Is there design knowledge?
7. What do we mean by skills in D&T?
8. Is there a core body of knowledge for D&T or is its knowledge drawn from other disciplines/ subjects?
9. Is making vital to D&T?
10. What is design thinking?
11. Do design decisions involve making value judgements?
12. Do children need to be skillful makers and modelers?
13. Should children make what they design?
14. Can you start a D&T project without knowing anything?
15. Do we teach transferrable skills in D&T?
16. Do you need a workshop? Or any specialist space?
17. Is the outcome more important than the process?
18. Can we assess design?

RESPONSES SO FAR

DT is a subject that fosters critical thinking and importantly, allows them the creative freedom to explore change.

Increasingly the need to make decisions regarding sustainability, inclusivity and affordability when designing should be integral and not an add on. Embedding this in our teaching of design should be non negotiable.

NEXT STEPS

WORKSHOPS

Invite teachers to gather to debate the responses.

VOTE

Ask teachers to vote on each question – which debate they agree with

PUBLISH

Publish the consensus

DESIGN

Teachers design and share a D&T curriculum that addresses the consensus

REFERENCES

- John Ludlow - The Delphi Method Techniques and Applications Edited by Harold A. Linstone Portland State University Murray Turoff New Jersey Institute of Technology

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- Norman, E. (2021). Towards design and/or technology 2.0. In A. Hardy, & E. Norman (Eds.), Redesigning D&T … talking … thinking (pp. 108-109). Loughborough Design Press.

THANK YOU

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