

## Anticipation Design: Participating in the construction of new social senses for education

The Language, Interaction and Construction of senses Laboratory (LINC-Design)<sup>1</sup> integrates the graduate program in Design at the Pontifical Catholic University of Rio de Janeiro-Brazil (PPG-Design/PUC-Rio). Working in the concentration area Design and Society, PPG-Design is located in the Theology and Humanities Center (CTCH) and, in line with the Center, develops research in the humanities context.

In the present session proposal, the general objective address to the question “Means and methods for making the future accessible?” and pretend to promote in the designer the sense of responsible participation along the challenges and complex contemporary demands, circumscribing him as an agent and as a subject of his own development and the development of their projects. The proposal is anchored in the research and projects of LINC-Design that aim to develop the sensibility of the designer for the anticipation of needs/demands/human opportunities with a view to the common good.

It is opted for the reflection-action circumscribed to interdisciplinary researches/projects that point to the participation of the Design in Pedagogical Political Projects in the field of Education. In this sense, methodological processes will be approached in favor of a formation in Design that anticipate respect to the multiple intelligences of the human being (Gardner 2015) and that participates in the formation of professionals inserted in contexts of Teaching-Learning with a view to the resignification of the artistic/visual/technological formation adopted in these contexts, mainly because this formation is, in most cases, subordinated to verbal formation (research that is inserted in the Design axis Editorial in Education that gathers a group of researchers from LINC<sup>2</sup>); and Design projects in favor of access to education for the majorities that, in countries like Brazil, are treated as minorities, for example, people with disabilities, black people and people with priority learning competence different from the verbal competence, with a view to respect for diversity, plurality and singularities, thus anticipating an education based on equity (research that is inserted in the Axis Design for an Inclusive Education that gathers another group of researchers from LINC<sup>3</sup>).

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<sup>1</sup> <http://linc.net.br/>

<sup>2</sup> Examples: Lacerda, Maira Gonçalves e Farbiarz, Jackeline Lima. **Reader’s visual education through the lens of Design in Reading**: books for children and young people. PhD Thesis. Arts & Design Department. PUC-Rio, 2018. [http://www.dbd.puc-rio.br/pergamum/tesesabertas/1412546\\_2018\\_completo.pdf](http://www.dbd.puc-rio.br/pergamum/tesesabertas/1412546_2018_completo.pdf)

Oliveira, Luciana Perpétuo e Farbiarz, Jackeline Lima. **Moving together, ways of seeing, being emotioned by mobiles**: mobilizing the senses in creative production of readings and multimodal writings in formative processes. MSc Dissertation. Arts & Design Department. PUC-Rio, 2018. [https://drive.google.com/drive/folders/1YnbKQa\\_3ppwfpOD3XoaSCzLV5i5IZDil](https://drive.google.com/drive/folders/1YnbKQa_3ppwfpOD3XoaSCzLV5i5IZDil).

Tabak, Tatiana e Farbiarz, Jackeline Lima. **(Not)solving, (non)problems**: Design contributions to educational urges in a complex world. MSc Dissertation. Arts & Design Department. PUC-Rio, 2012. [http://www2.dbd.puc-rio.br/pergamum/biblioteca/php/mostrateses.php?open=1&arqtese=1011897\\_2012\\_Indice.html](http://www2.dbd.puc-rio.br/pergamum/biblioteca/php/mostrateses.php?open=1&arqtese=1011897_2012_Indice.html).

<sup>3</sup> Examples: Sousa, Lucas Brazil de. and Farbiarz, Jackeline Lima. **Design in Play**: an understanding of the industry-design degree-toy triad. MSc Dissertation. Arts & Design Department. PUC-Rio, 2018. [http://www.dbd.puc-rio.br/pergamum/tesesabertas/1612259\\_2018\\_completo.pdf](http://www.dbd.puc-rio.br/pergamum/tesesabertas/1612259_2018_completo.pdf).

Salles, Mariana Nioac e Farbiarz, Jackeline Lima. **“Nothing about us, without us”**: Design, a way to reduce the fragmentation in the process of inclusion of children with autism spectrum disorder in the teaching-learning environment. MSc Dissertation. Arts & Design Department. PUC-Rio, 2019. <https://drive.google.com/drive/u/1/folders/OB0lKb2olqhlvLS1wZ0t6UUxXS00>.

In attention of the general objective, the methodological path to be adopted in the proposed session is based on reflective practice/reflection in action (Schon 2014), proposing a workshop consisting of three interconnected moments:

1. Contextualization - contextualize and reflect about sensitization researches from LINC designers;
2. fundamentation – signifying the Design in Partnership approach and the Meaning of words/objects technique, as a basis for the anticipatory actions of LINC; and
3. reflexive practice/reflection in action - propose an action of anticipation in favor of human sustainability, with a view to resignification of complex problems for which the designer is formed to project.

It is the nature of LINC to base a formation in Design that enable the future designer to act in favor of the announcement of new paths (Bomfim 1998). It is understood that these paths are both inscribed in social senses as they anticipate them, when they are responsibly projected.

The fundamental values of LINC are a responsible anticipatory act along the education with a view to pluralism, diversity and fairness. In this sense, authors such as Mikhail Bakhtin, who in his philosophy of the Act (1919) assumes the indissociability of art-science-life; Paulo Freire (1970); and Gustavo Bomfim, who sustains that the design can both maintain myths and social stereotypes and announce new ways, anticipating the construction of social senses, are the pillars of LINC-Design.

Next to them, the laboratory researches are supported by authors such as Norris (2004), Fairclough (2016), Gardner (1997), Couto (1997), Frascara (2000), Morin (2016), Schon (2008) and Teixeira (1970). All authors produce reflections on interaction, multimodality, situational context, multiple intelligences, body-mind dichotomy, spaces and discourses, interdisciplinarity, theory and praxis. Fundamentally, researches present the fragmentation of knowledge. From the researches, a hierarchy is observed that presupposes the primacy of the verbal over the visual and the spatial, of the disciplinarity over the interdisciplinarity and of the individuality over the collective.

It is defended in this session proposal the integration of Political Pedagogical Projects in Design with Political Pedagogical Projects in Education, considering that interdisciplinary results are the fruit of interactions between objects and actions that require mediator subjects with abilities to the demands of the contemporaneity. This one request that we are charged with the formation of subjects capable of interacting, in the full exercise of a collaborative autonomy, between different areas of knowledge.

The proposed workshop to be developed in the session will be coordinated by PhD Jackeline Lima Farbiarz. The moment of contextualization will be developed by PhD Alexandre Farbiarz; the basis of the methodological approach Design in Partnership will be presented by MSc Renata Mattos de Santos Eyer; the moment of presentation and practice of the technique of Word Re-signification will be given by MSc Luciana Oliveira; and the moment of reflexive practice / reflection in the action on the participation of the Design in Pedagogical Political Projects of Education, with a view to anticipating equity in favor of the common good, will be directed by Phd Maira Lacerda and MSc Lucas Brazil.

**Keywords:** Anticipation Design, Formation in Design, Crisis on Education, Political Pedagogical Projects, Interdisciplinarity, Construction of Social Senses.

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