

## **ADAPTING DESIGN EDUCATION TO TECHNOLOGICAL ADVANCEMENTS AND POSTHUMANISM PARADIGMS: EXPLORING THE CLASH BETWEEN TRADITION AND INNOVATION**

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### **ABSTRACT**

The rapid advancements in technology and the emergence of posthumanism have presented design education, research, and practice with profound dilemmas. This paper examines the growing conflict between students' desired knowledge, the traditional teachings they receive, and the relevance of these approaches in an evolving future. One of the key challenges lies in accurately predicting the future's influence on the design process and its outcomes, particularly as we explore alternative paradigms beyond the human-centered perspective. In the posthuman era, design information has become readily accessible, allowing anyone to "generate" artifacts personalized to their unique backgrounds and experiences. This shift, coupled with AI generative designs, micro-compartmentalization, and customizable artifacts, renders the traditional approach to achieve a 'holistic design' or a product that is 'one size fits all', obsolete.

The rise of influencers and user-generated comments (UGC) as feedback mechanisms (for iterations) introduces biases rooted in digital and cultural divides. The connected mediascape, through the internet and other technologies, is a boon but also a bane if it is considered part of the feedback loop in design iterations. Consequently, the privileged opinions of influencers often outweigh those of end-users, resulting in the "aesthetics of the online mob" and the potential creation of unsuitable products.

In light of these challenges, this research endeavors to define a new design pedagogy that can effectively adapt to the changing technological, societal, economic, and political landscape. Design as a discipline and its disseminators must realize that collaboration, evolution, and adaptation according to the demands of rapidly expanding AI in design

education will transform us into coyotes of inventors and adaptors, which appears to be a pressing need. Embracing posthumanism, this study seeks to reconcile the transformative potentials of emerging technologies while addressing issues of social equity and distorted feedback, ultimately reshaping design approaches for a transhuman future.

New entrants to the design area will be better equipped thanks to the shaking up of the established educational paradigms and AI taking over the field. Reviewing an extensive amount of literature on the topic and academic publications on topics like design education, technology, and posthumanism will form the backbone of this study's methodology. Theoretically, this will help set the stage, and identify current perspectives on the conflicts between traditional education and the knowledge and abilities that today's youth will need to thrive in the future. Observations and ethnographic studies within design classes and studios will also be conducted to understand better the dynamics, relationships, and obstacles experienced by students and teachers as they attempt to reconcile the gap between established pedagogies and rapidly developing professional norms. This will provide light on the actual difficulties encountered and the complexities of their context. We will also analyze how several leading design schools in India have addressed the tensions between conventional curriculum and current industry standards by comparing their respective design education programmes. Eventually, we will be able to determine what works by thoroughly investigating curricular variations, instructional approaches, and student outcomes.