



## Design as Education Performance

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### Abstract

From the age of simulation of life, as a realized material revolution, with a completely change of our civilization, where the mind and matter suffered many changes, we must talk from a new era, the stimulation era of a new image-world. In this one, the design has a mission of a composer of an image with meaning. We must return to the big view change operated by Lévi-Strauss about what is thinking. In this line of thought, thinking is composing, and we have too ways to compose an image-world, "bricolage" and categorical way. Our tradition is based in the second one, but we must return to the first one. The bricoleur it's at performing a large number of diverse tasks in a universe of thinks (tools and materials) which is always finite and is also heterogeneous, because what it contains bears no relation to any particular project. The bricouler's attend the intellectual exigency of introduce a principle of order in the universe, in opposition to the theory that assumes an orderly world. They must be defined by its potential use of recollecter of beings and things, that which functions like 'operators', to construct meanings. These new environments, where each person became a designer of possible worlds, imply a new pedagogical approach, like we attempt to show.