Making connections

PG Certificate unit 1 / Active learning session / 10.02.16 / Darren Leader

Hello

Introduction / NUA graphics HPL / agency life / studio / teaching

Practitioner

Educator

the best of two worlds

Learning theories

Professional perspective / surface and deep learning / experiental / reflection

Something interesting has happened
in design education. There's been a revolution,
and the old order has been reversed.
What do I mean by this? I mean that in
many instances the students are now
smarter than the employers.

Adrian Shaughnessy

'The state of design education'
Source: Computer Arts / Creative Bloq / 2013



I had no natural talents whatsoever.
I made a job of work at getting good.
And the way I could learn was to
see how other people did it.

David Bowie, 2003



I had no natural talents whatsoever.
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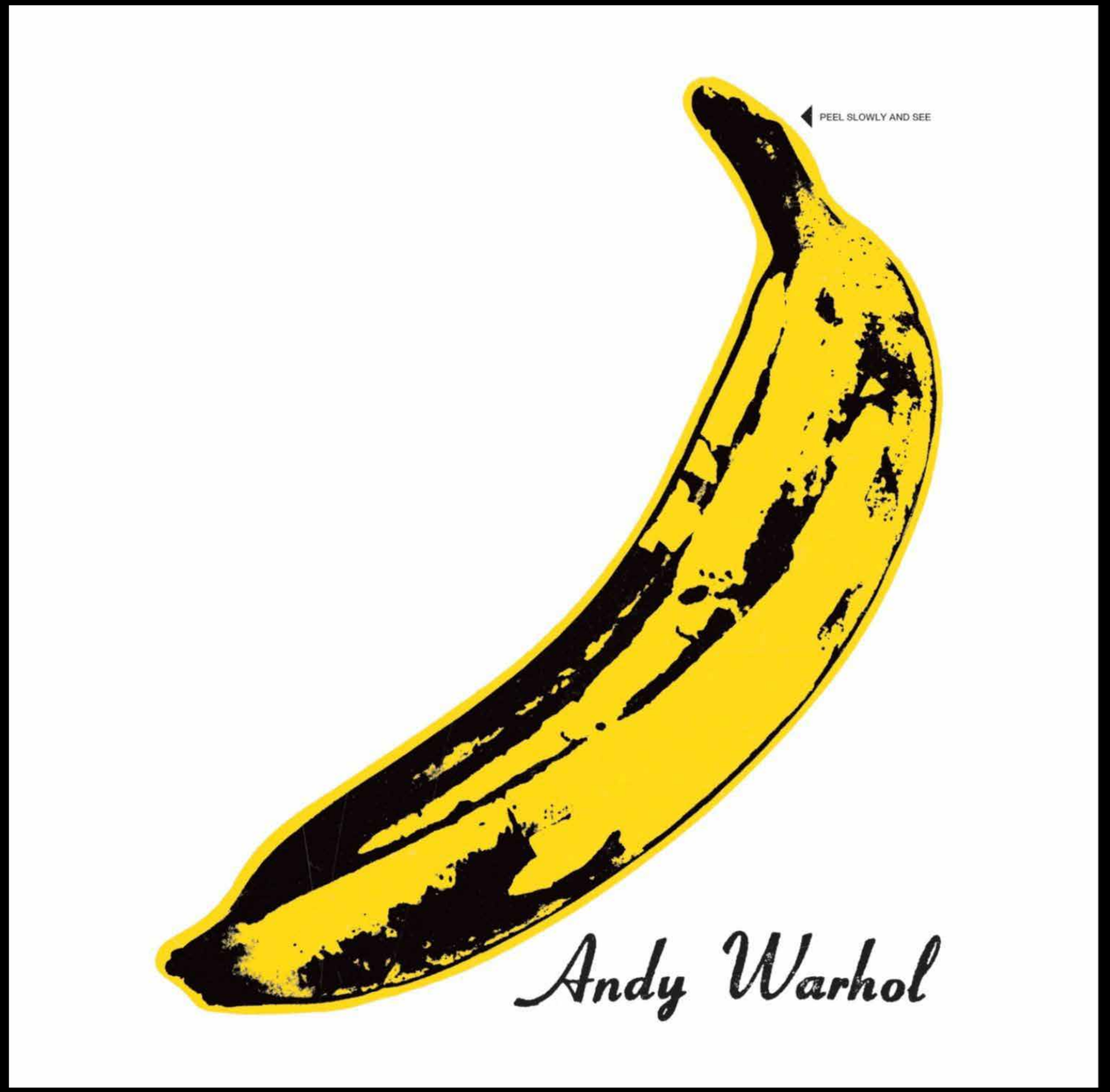
David Bowie, 2003



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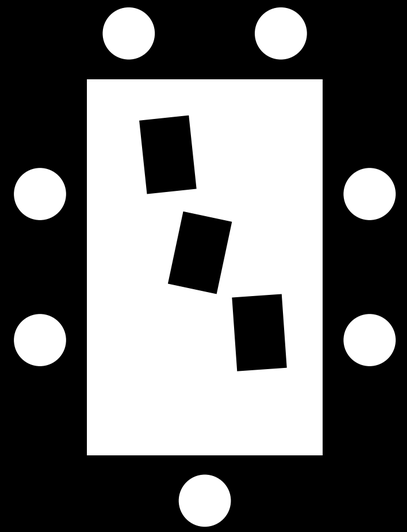



PEEL SLOWLY AND SEE
Andy Warhol

Project briefs / live briefs	Workshops	Tutorials / lectures
Contextural studies	Evalation / reflection	Submission / assessment

Tutorial

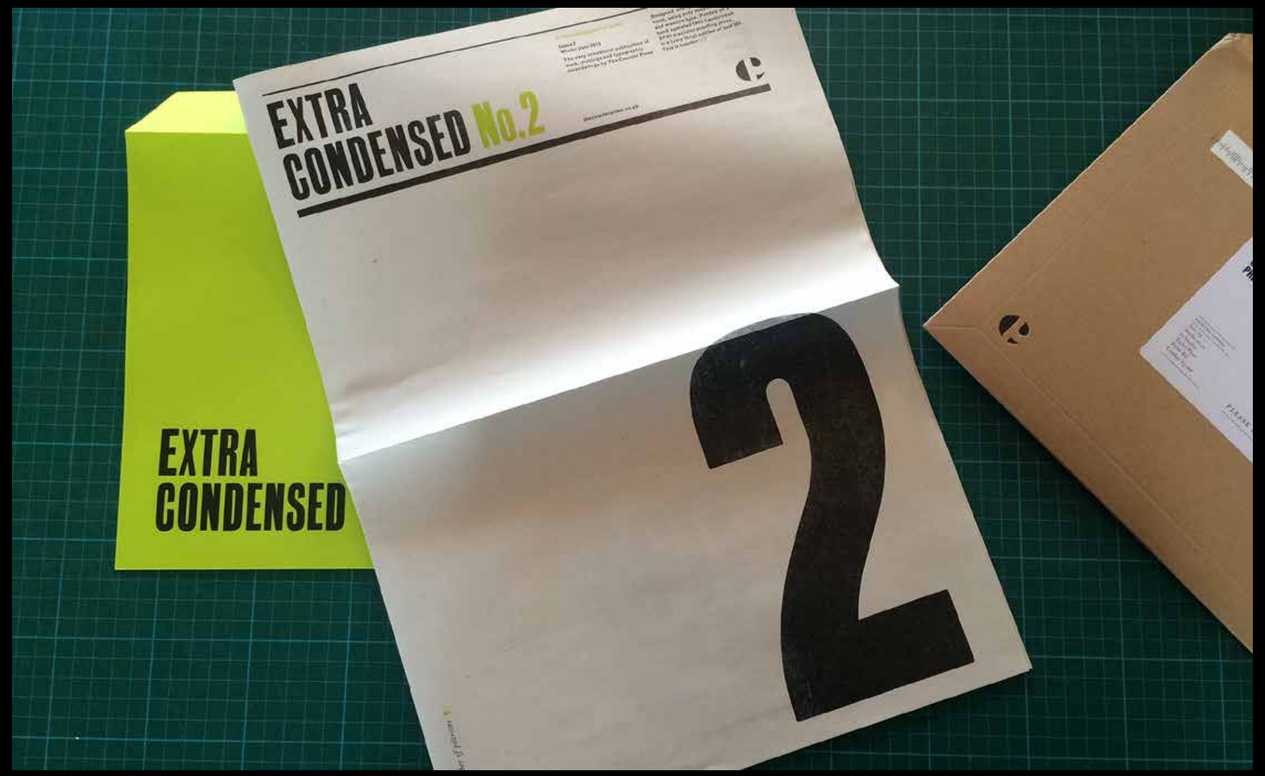
Tutor as partner and facilitator / share / discussion / action



Surface and deep learning

Understanding of the now / curious and investigative
empathy / abstract connections

‘we learn better with objects‘



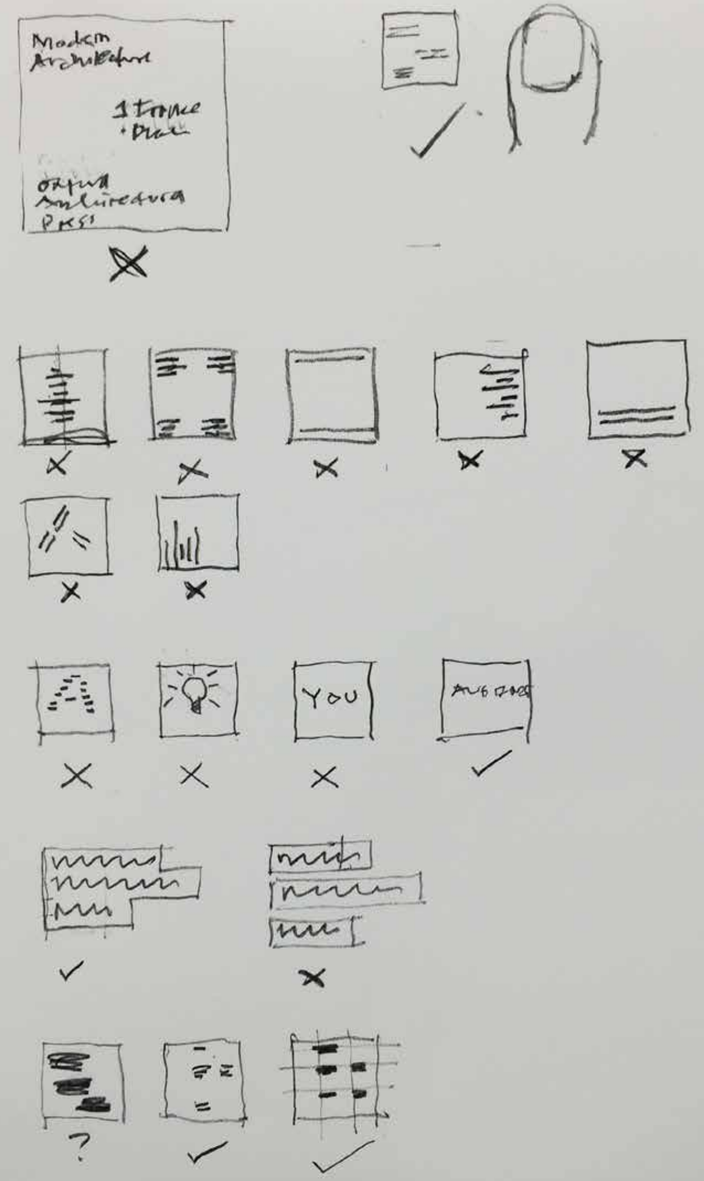
Experiential learning

Experience / problem-solving / collaborative /
learning through doing / 'set the task and back off' / review

YR2 Project: Create a poster that communicates Dieter Rams' 10 principles of good design

Workshop #1 / 3hrs

Individual activity / type hierachy and layout / Hamish Muir / Nigel Aono Billson



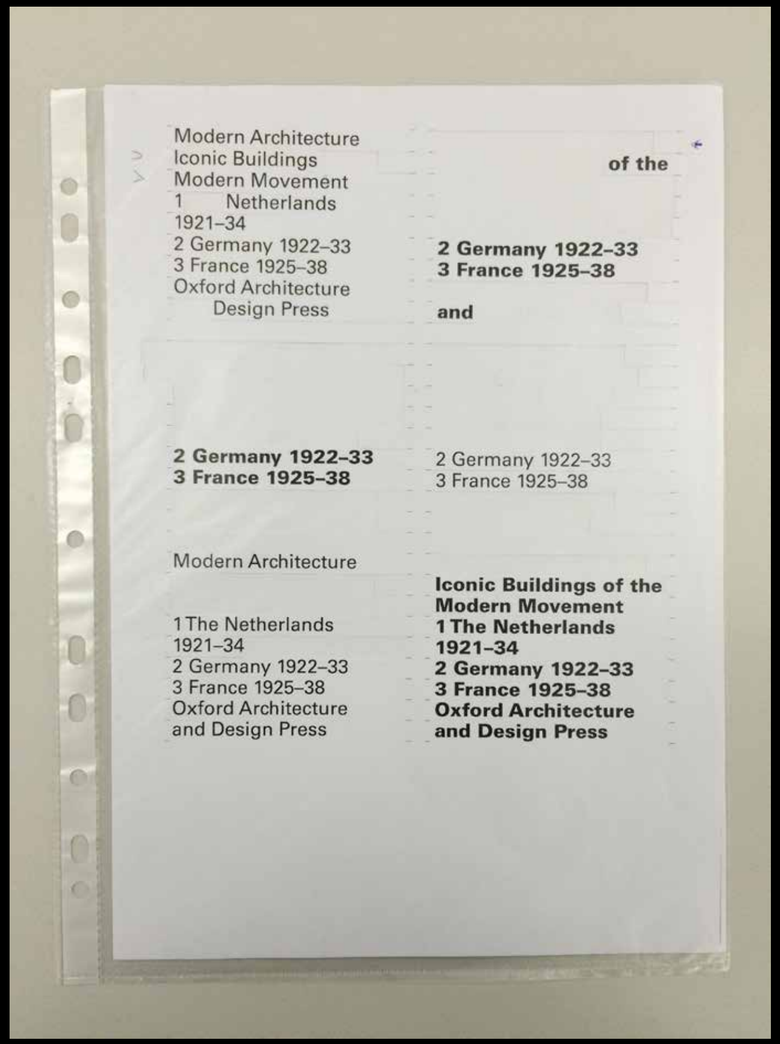
April
Helm
Wolfg
Bruno
Lucien
Wim C
Jan T
Philipp
Marga
Cather
Willi
Karl G
Armin
Josef
Emil R

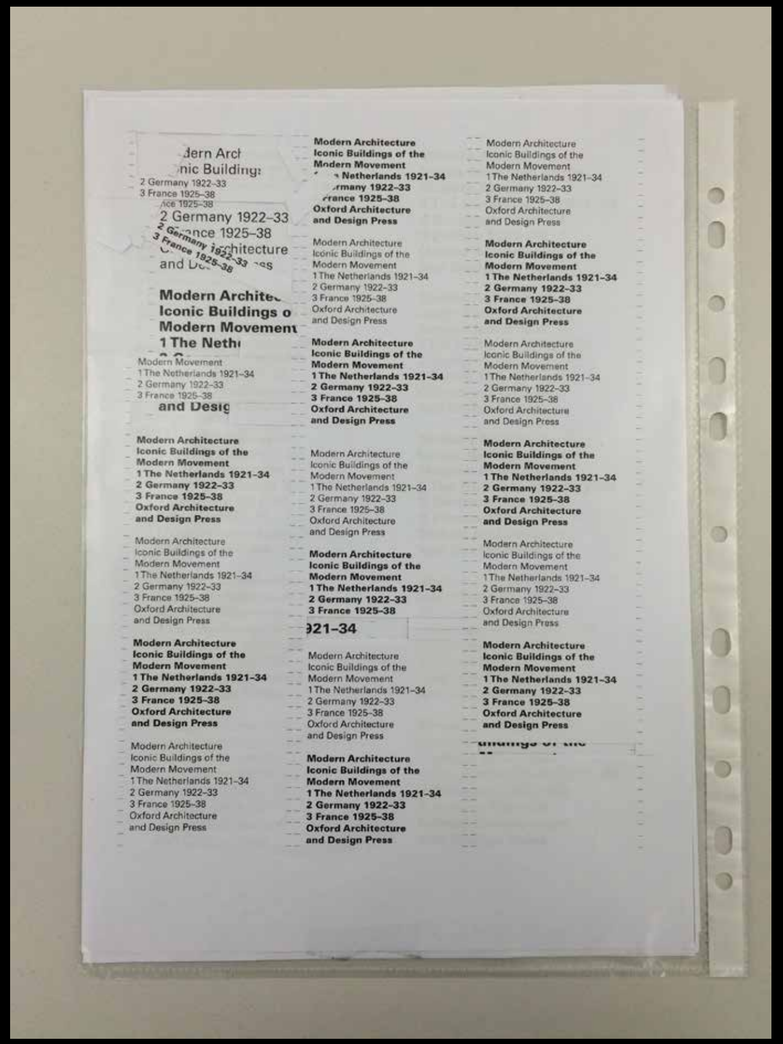
April Greiman
Helmut Schmid
Wolfgang Weingart
Bruno Monguzzi
Lucienne Roberts
Wim Crouwel
Jan Tschichold (early work)
Philippe Apeloig
Margaret Calvert
Catherine Griffiths
Willi Kunz
Karl Gerstner
Armin Hofmann
Josef Müller-Brockmann
Emil Ruder

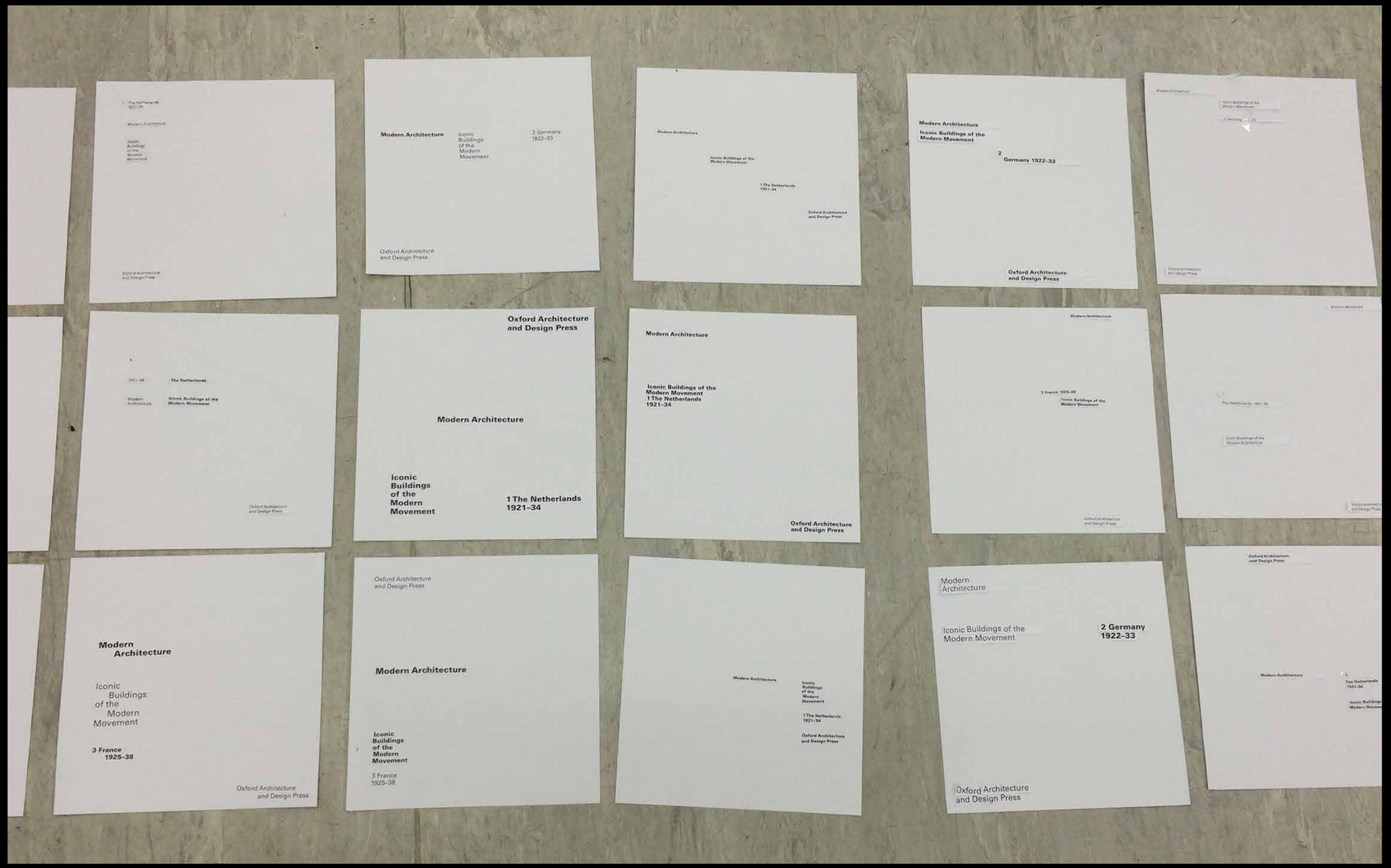
Univers
55 + 75

Adrian Frutiger (from 1957)

‘think through making‘

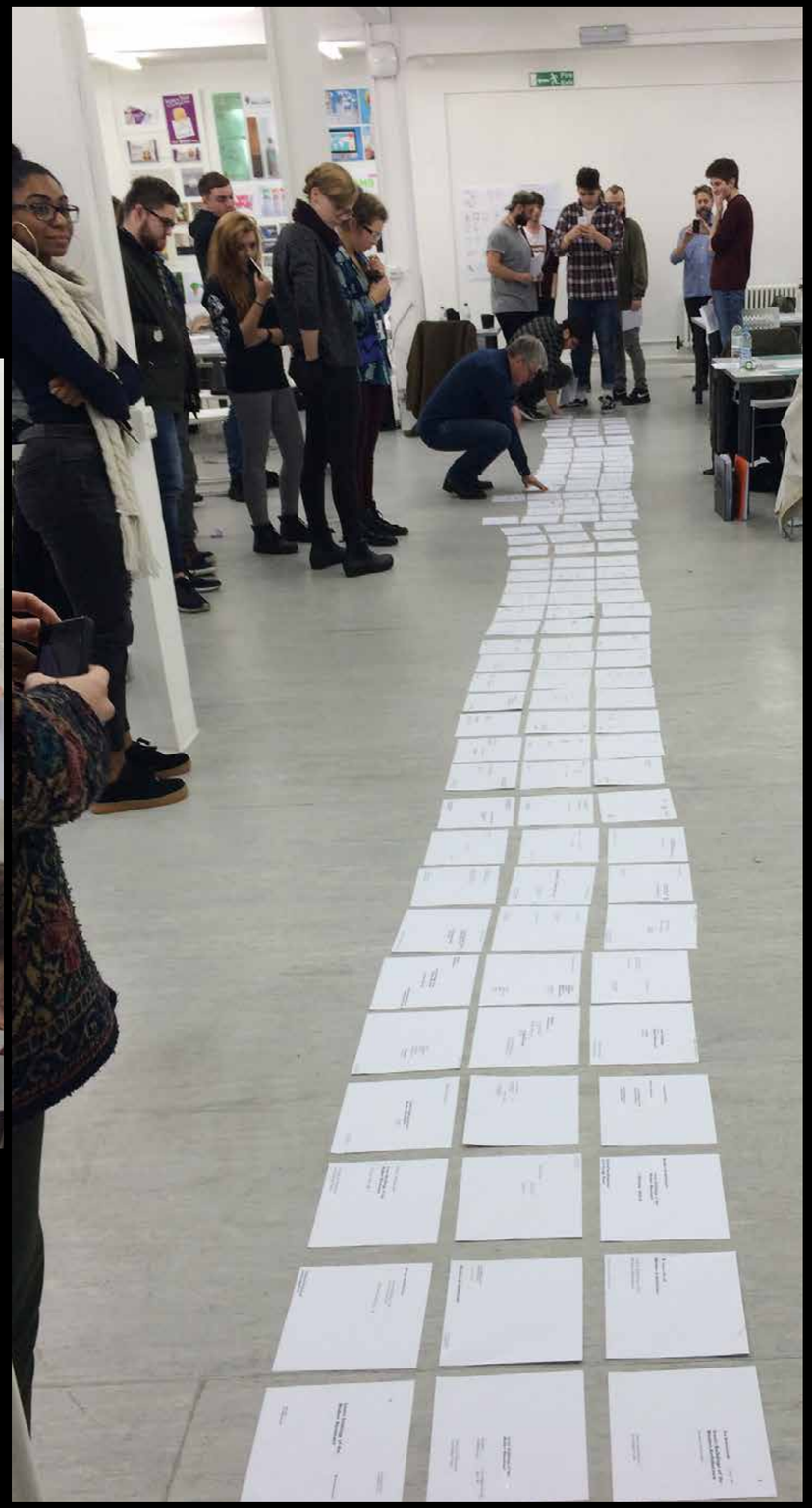





Modern Architecture
Iconic Buildings of the Modern Movement
2 Germany 1922–33
Oxford Architecture and Design Press
Modern Architecture
Iconic Buildings of the Modern Movement
1 The Netherlands 1921–34
Oxford Architecture and Design Press
Modern Architecture
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1 The Netherlands 1921–34
Oxford Architecture and Design Press
Modern Architecture
Iconic Buildings of the Modern Movement
2 Germany 1922–33
Oxford Architecture and Design Press
Modern Architecture
Iconic Buildings of the Modern Movement
3 France 1925–38
Oxford Architecture and Design Press
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Modern Architecture
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Oxford Architecture and Design Press
Modern Architecture
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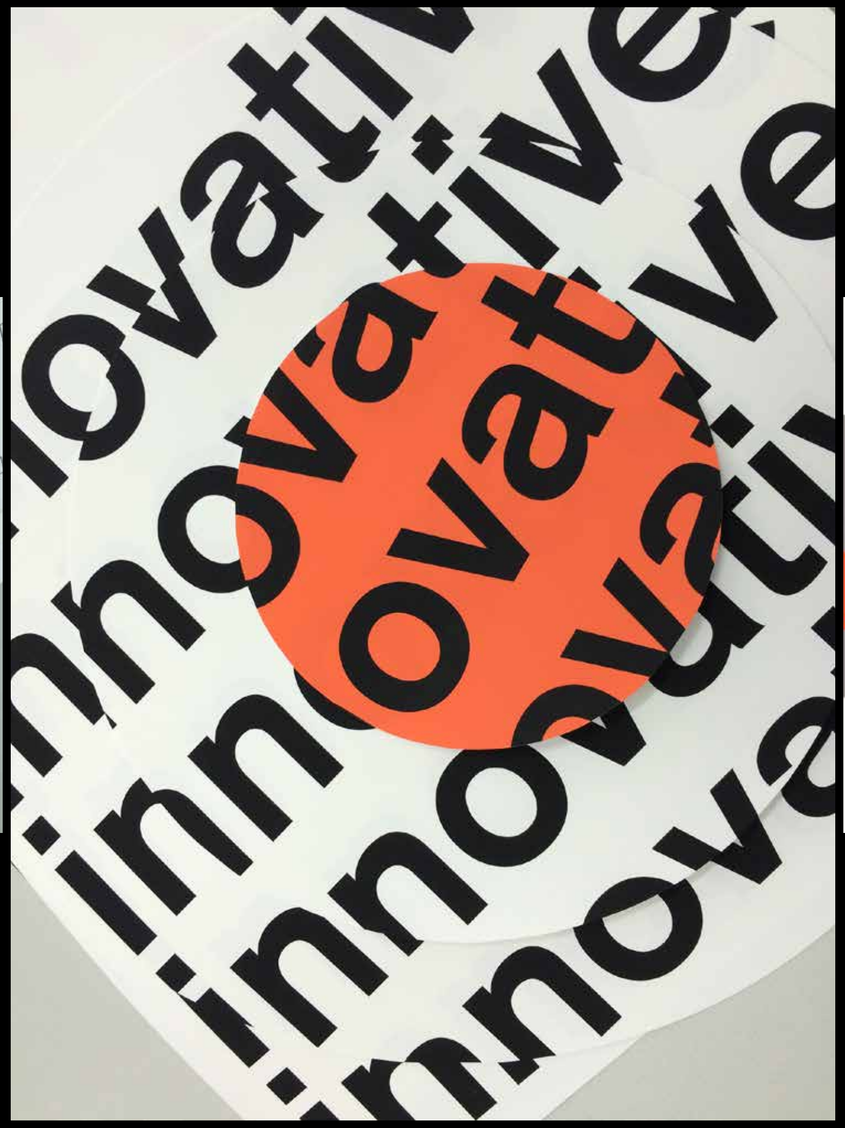
Workshop outcomes: review





Project outcomes: ‘happy xmas’







YR1 Project: Advertising

Workshop #2 / 3hrs

Team activity / advertising / brand / USP / audience / headline / strapline

Young dads
Young mums
Dove
You're more beautiful than you think.
Channel 4
Creativity, Innovation, and Diversity
Amnesty International
standing up for humanity and human rights
Soho hipster
Airbnb
Unique accommodation from local hosts
Dove
You're more beautiful than you think.
Young dads
Adidas
Sport Performance and Sport Style
EE
The new network for your digital life
Olympus Cameras
Innovative digital technology
Channel 4
Creativity, Innovation, and Diversity
Amnesty International
standing up for humanity and human rights
Kindle
A new generation of readers
Market trader
First Direct
dialogue, straightforward, playful
Channel 4
Creativity, Innovation, and Diversity
Airbnb
Unique accommodation from local hosts
Channel 4
Creativity, Innovation, and Diversity
Olympus Cameras
Innovative digital technology
18 – 30
Market trader
Amnesty International
standing up for humanity and human rights
EE
The new network for your digital life
Young professional
Channel 4
Creativity, Innovation, and Diversity
Amnesty International
standing up for humanity and human rights
Virgin
challenging, innovation – positive impact
Channel 4
Creativity, Innovation, and Diversity
Amnesty International
standing up for humanity and human rights
First Direct
dialogue, straightforward, playful

Amnesty International
standing up for humanity
and human rights

Airbnb
Unique accomodation
from local hosts

Dove
You're more beautiful
than you think

Kindle
A new generation of readers

Soho *hipster*

Young professional

Hip over 40s

families

Workshop outcomes: review













Project outcomes







Can practice be improved
by better learning?

Perhaps it's the professional designers who
are behind the times, as they pursue outdated ideas
of what it means to be a designer in a networked age
where expertise and knowledge are shared
and not imposed. Perhaps it's the students
and the design schools who are ahead of the game.

Adrian Shaughnessy



'The state of design education'
Source: Computer Arts / Creative Bloq / 2013

Practice is trapped in
a cycle of constant delivery.

Just follow the shark

Productivity:

Client relationships >

Communication >

Deadlines >

Payment >

Competiveness

New business >

Basic practise-based learning:

Adapt or die:

Software >

Technology >

Sector research >

Communication >

Can successful practice be improved by a cycle of learning and delivery?

Discussion

Interrogate the idea

Contemporary>
future thinking>heritage

Experimentation

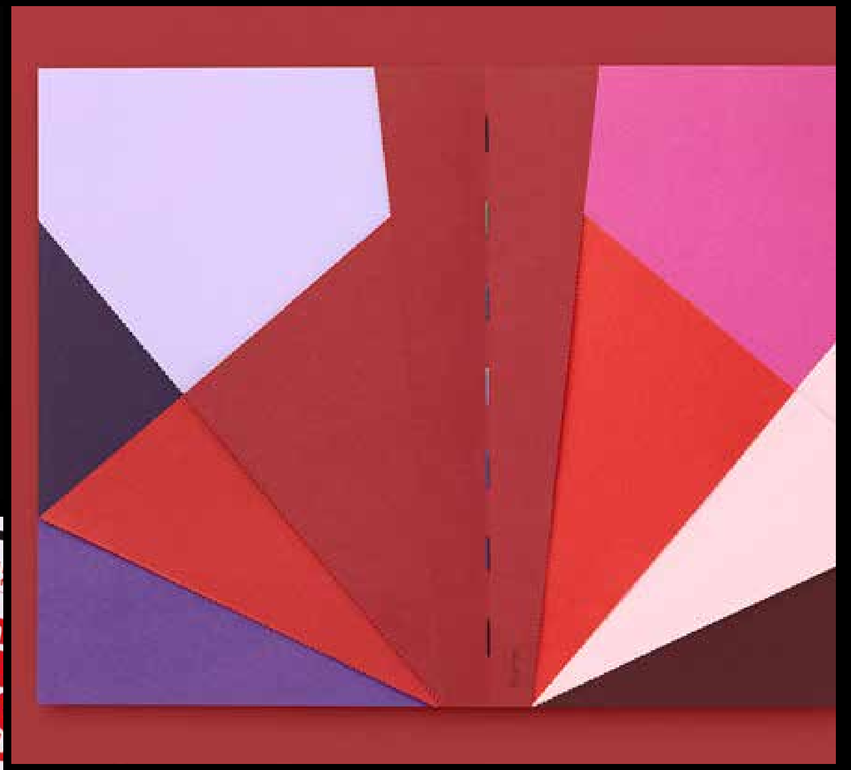
Trad & tech

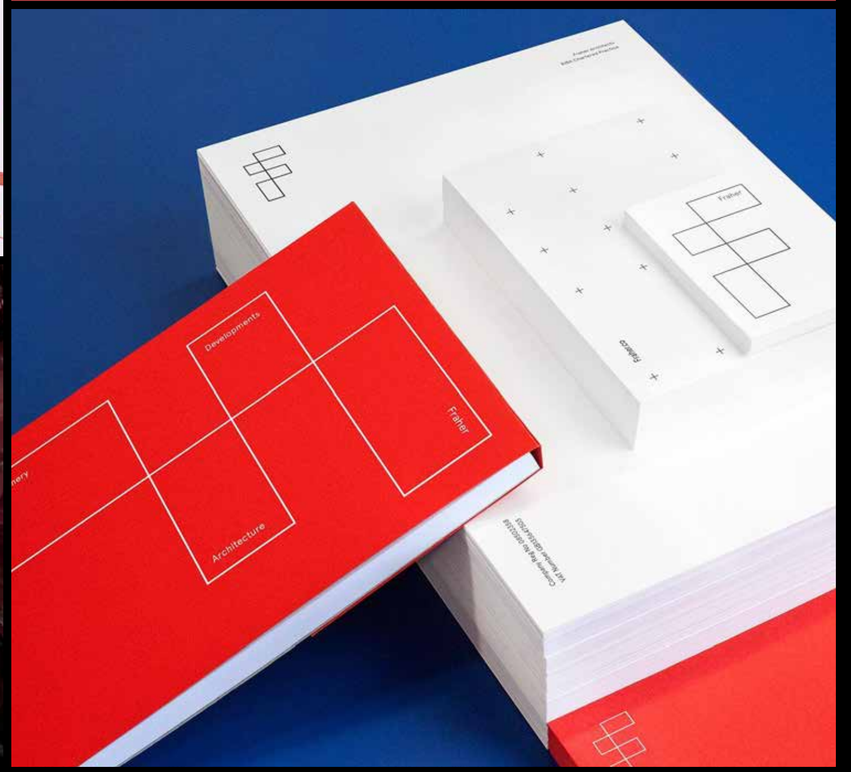
Best practice embraces constant learning.











The Hyper Island philosophy embraces this new world of integrated and constant learning. Rather than having a traditional monologue-based, teacher-to-student methodology, Hyper Island offers dialogue-based, participative programmes, and thanks to its philosophy of ‘learning by doing’, the school is thriving.

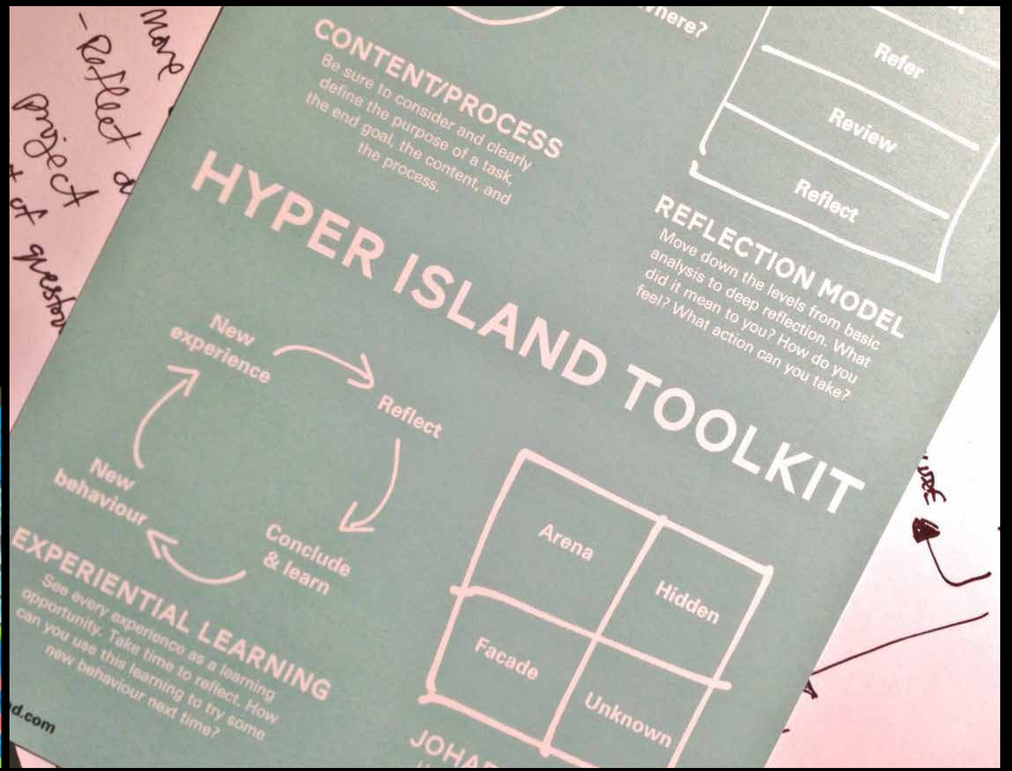
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Source: Computer Arts / Creative Bloq / 2013

Hyper Island get hyper:
New experience / reflect / conclude & learn / new behaviour









Any institution offering to prepare students for a career in
design must teach three things: flexibility, transference of skills
and a certain degree of entrepreneurial autonomy. Perhaps this can be
summed up as: institutions must teach students how to learn.
And not just for the three or four years that they are enrolled on a course.
Learning how to learn has to become a lifetime obligation.
For students, education must be continuous; it can never stop.

Adrian Shaughnessy



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Thanks for listening