

Graphic design education: mediating a multiplicity of practice(s)

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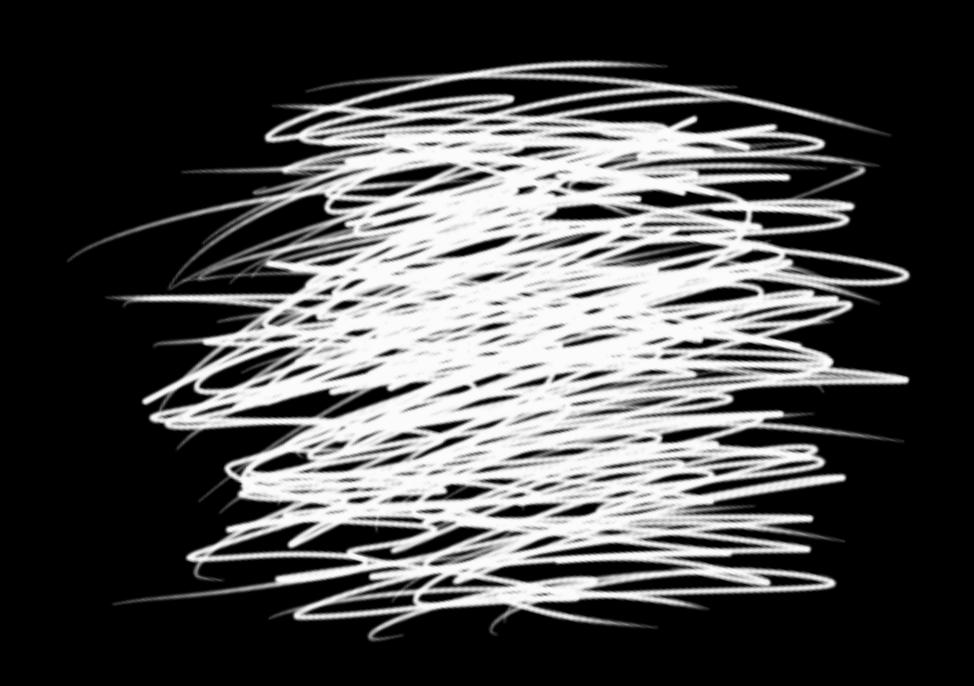
Graphic design education: mediating a multiplicity of practice(s)

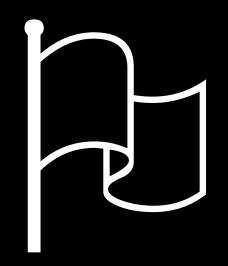


James Corazzo

Sheffield Hallam University

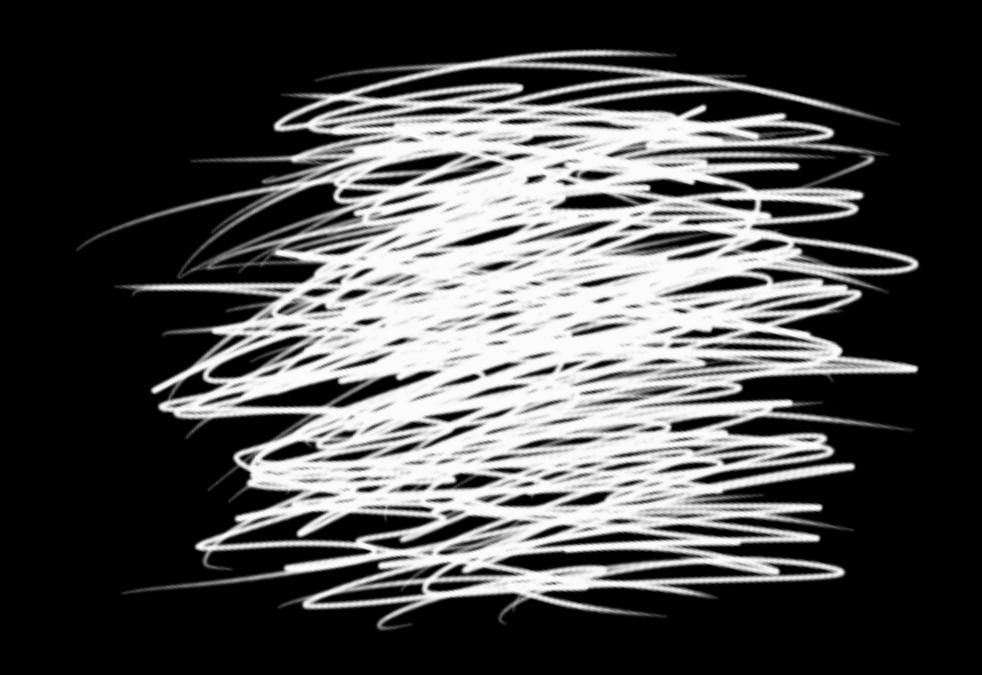
Part 1 / Messy



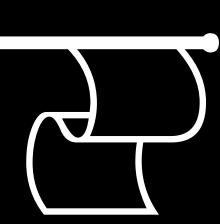


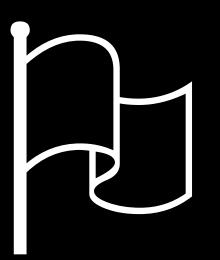
heterogeneous





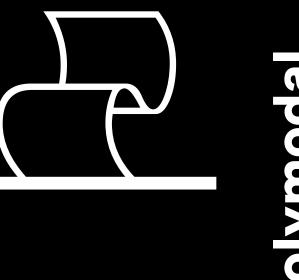
hetronomous

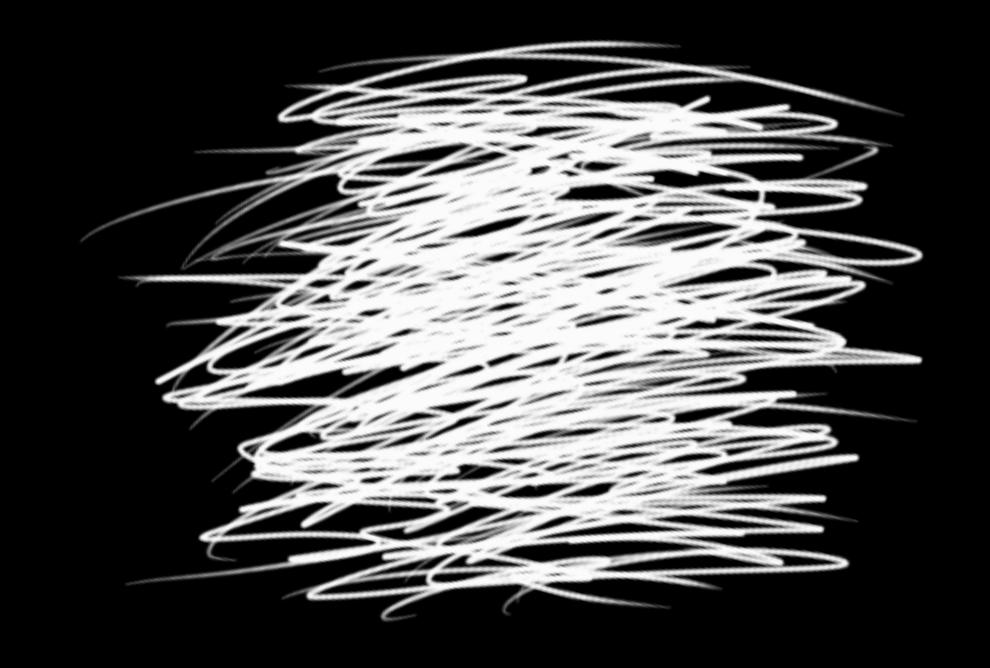




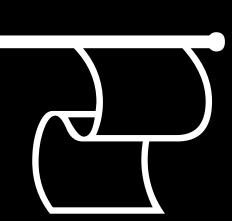
diverse in character or content

heterogeneous

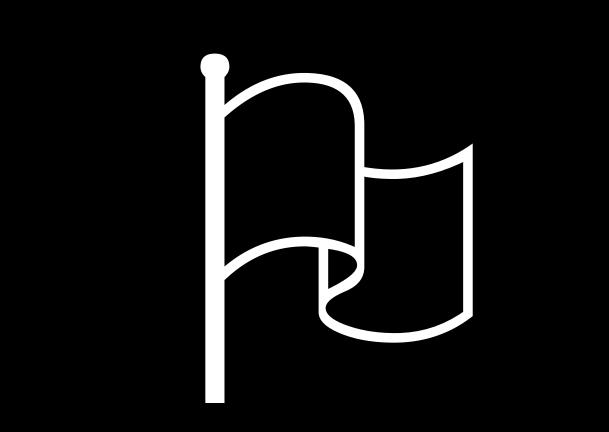


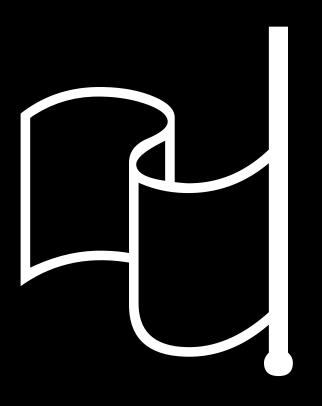


netronomous



having more than one mode subject to different laws of growth and development





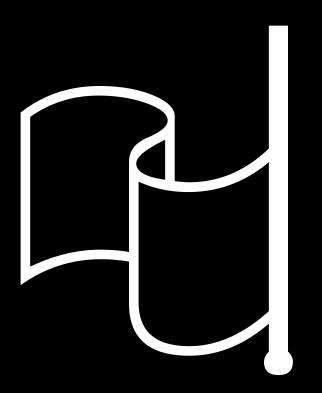


Bailey (2010:2)

Bailey, S. (2010) Only an Attitude of Orientation
Oslo: Office for
Contemporary Art Norway

Graphic Design is still largely (popularly) perceived as referring to the way things look: surface, style, and increasingly, spin. It is written about and documented largely in terms of its representation of the zeitgeist. In recent decades, Graphic Design has become associated foremost with commerce, becoming virtually synonymous with corporate identity and advertising, while its role in more intellectual pursuits is increasingly marginalized."

On the other hand, in line with the ubiquitous fragmentation of post-industrial society into ever-smaller coteries, there exists an international scene of Graphic Designers who typically make work independent of the traditional external commission, in self-directed or collaborative projects with colleagues in neighbouring disciplines. Such work is typically marked by its experimental and personal nature, generally well documented and circulated in a wide range of media.

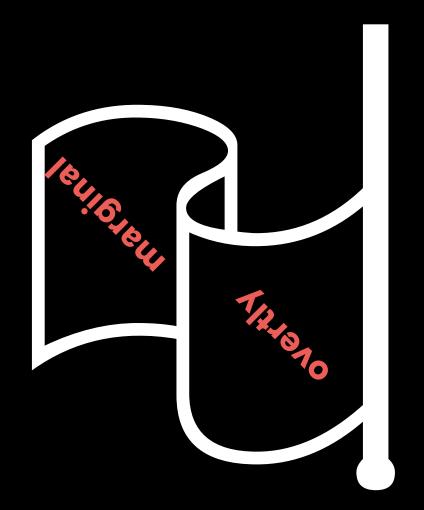


Bailey (2010:2)

Bailey, S. (2010) Only an Attitude of Orientation
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Contemporary Art Norway



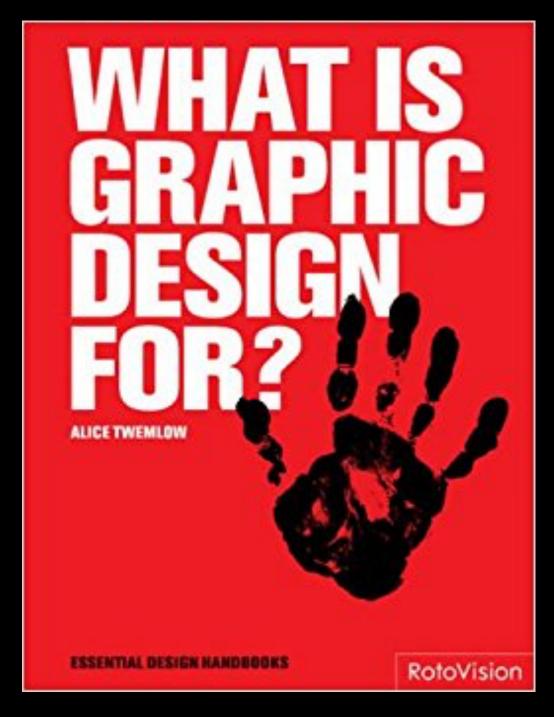
graphic design

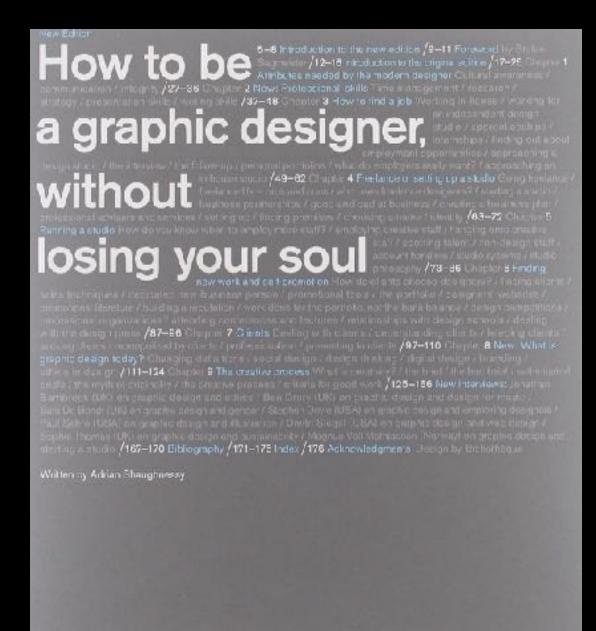


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van der Waarde, K. (2009)
Listening trio the Reader
Breda (Avans Hogeschool/
AKV St. Joost)







HOW
TO THINK
LIKE A GREAT
GRAPHIC.
DESIGNER

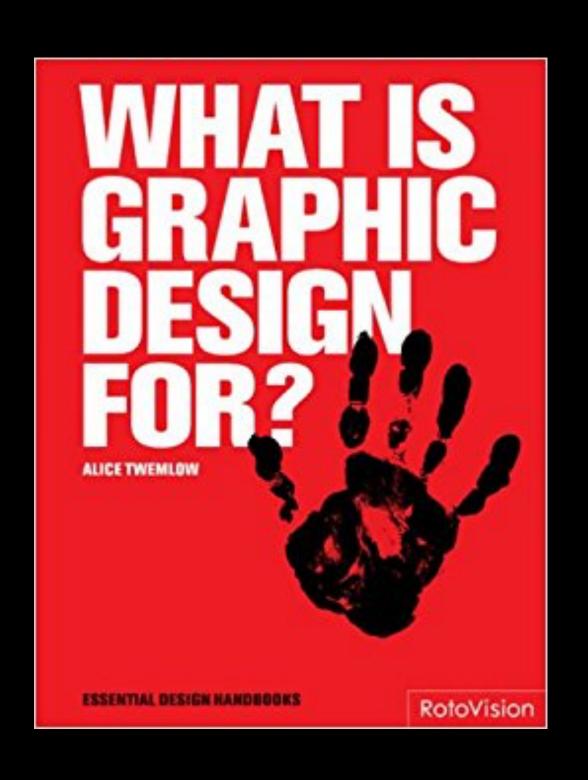
DEBBIE MILLMAN *

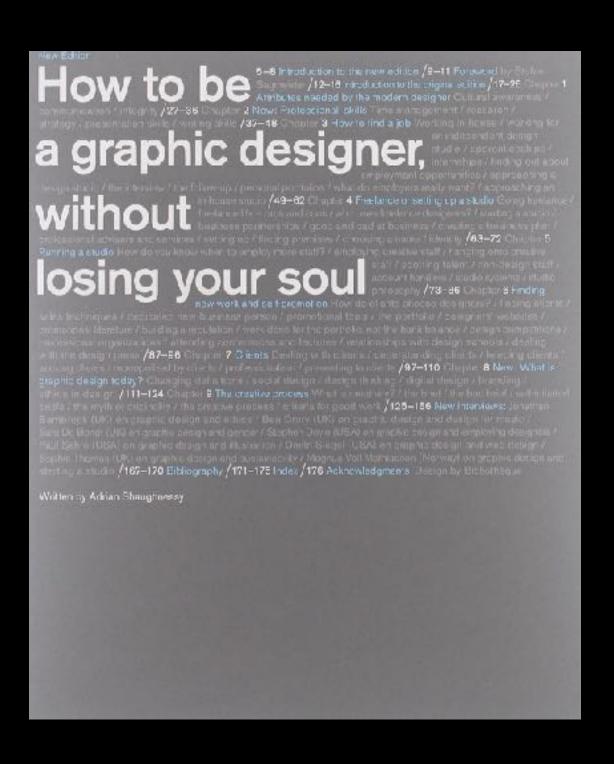
Quite remarkably, the descriptions of the professional field in these publications hardly correspond, making them seem rather arbitrary and personal.

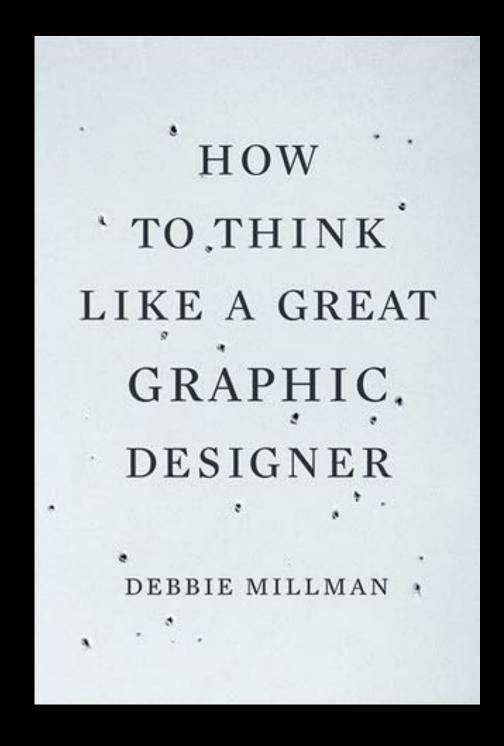
van der Waarde (2009:xx)

van der Waarde, K. (2009)
Listening trio the Reader
Breda (Avans Hogeschool/
AKV St. Joost)











Yearbooks and design awards probably only present part of the top sector and are therefore not of much use in describing the entire professional field. We do not get to see the results that were not selected, and the same goes for all designs that do not fit in standard categories.

van der Waarde (2009: 10)

van der Waarde, K. (2009)

Listening trio the Reader

Breda (Avans Hogeschool/

AKV St. Joost)



LOOKING CLOSER

CRITICAL WRITINGS ON GRAPHIC DESIGN



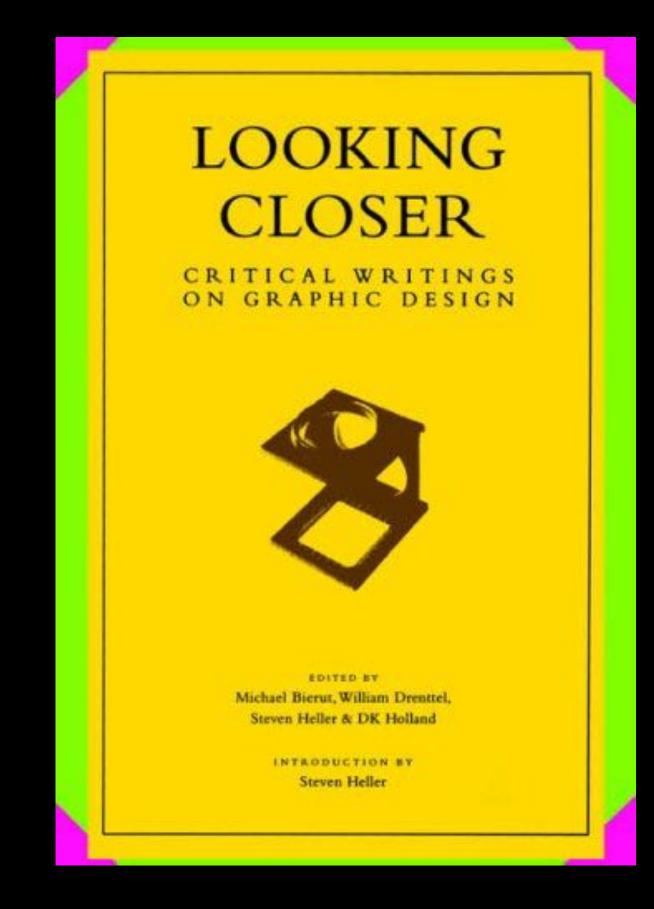
Michael Bierut, William Drenttel, Steven Heller & DK Holland

Steven Heller

Graphic design has existed long enough for its role in society to be easily understood. However, unlike architecture, literature, or the fine arts, it has developed without much theoretical reflection.

Frascara (1988)

Frascara, J. (1988) 'Graphic design: fine art or social science.' Design issues 5(1), pp 18—29







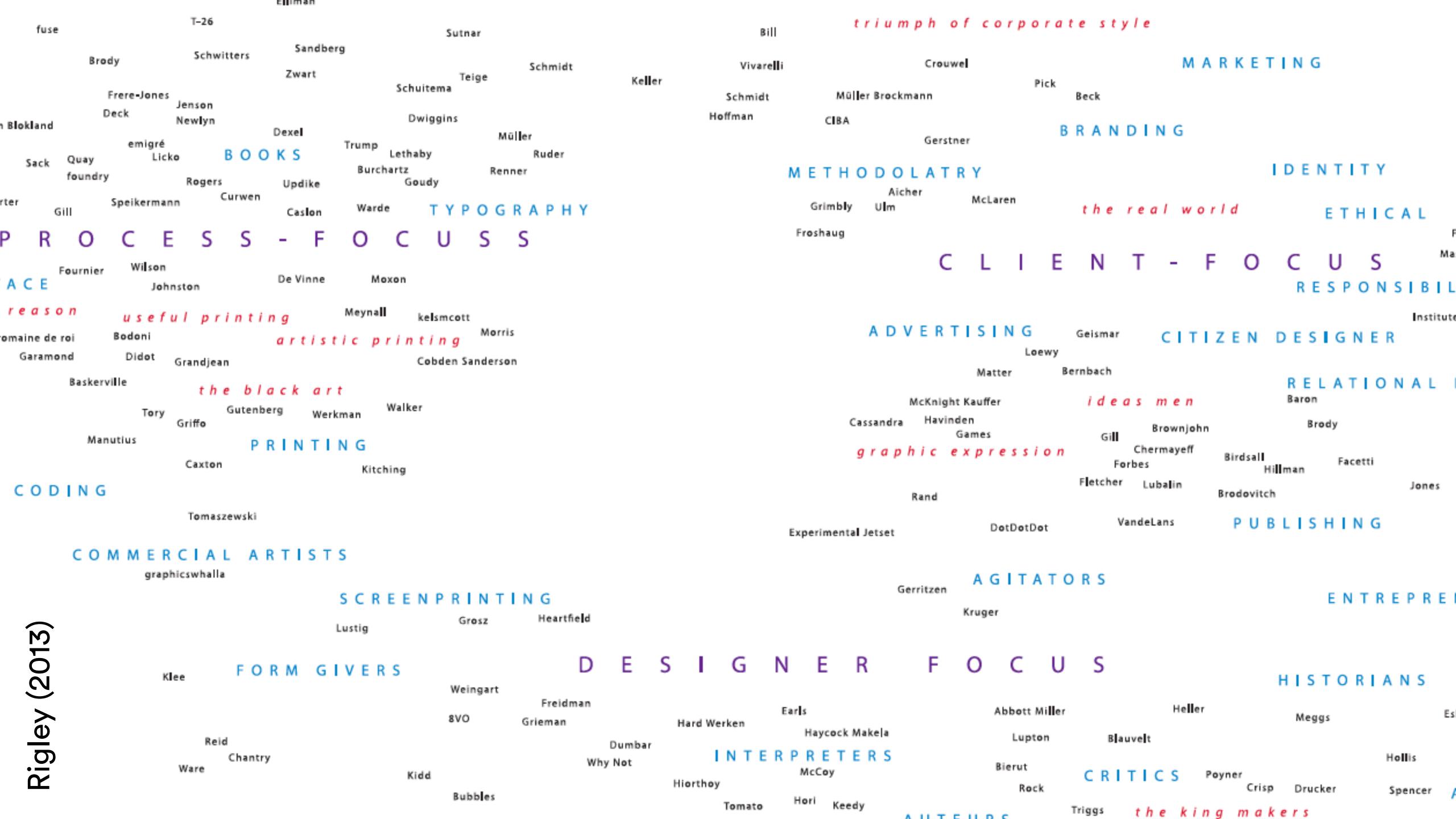
Rigley ((2013)
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Rigley, S. (2013) 'Other People's Trade: Towards Mapping an Expanding Practice' *Message Journal* Vol. 1 pp.44—49 ...contemporary graphic design reveals an expanded and highly complex arrangement of heterogeneous values and practice that evades convenient linear account.

Rigley (2013:45)

Rigley, S. (2013) 'Other People's Trade: Towards Mapping an Expanding Practice' *Message Journal* Vol. 1 pp.44—49





PROCESS FOCUS

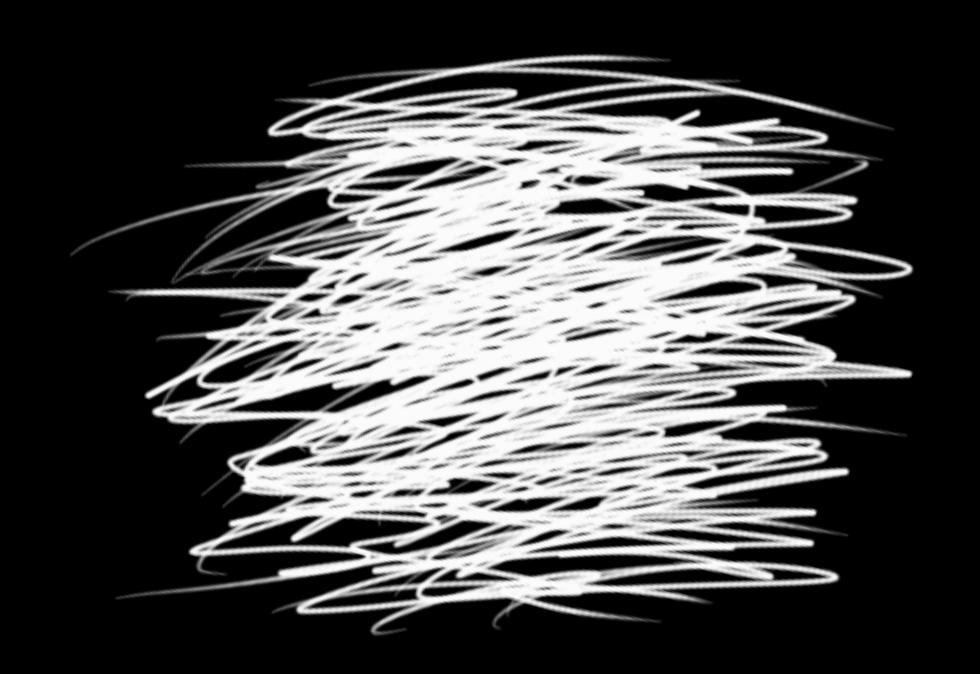
However, to prosper in an increasingly globalized world, future designers will need to be comfortable and conversant with such professional plurality and be able to embrace value conflicts, ambiguities and constant change.

CLIENT FOCUS

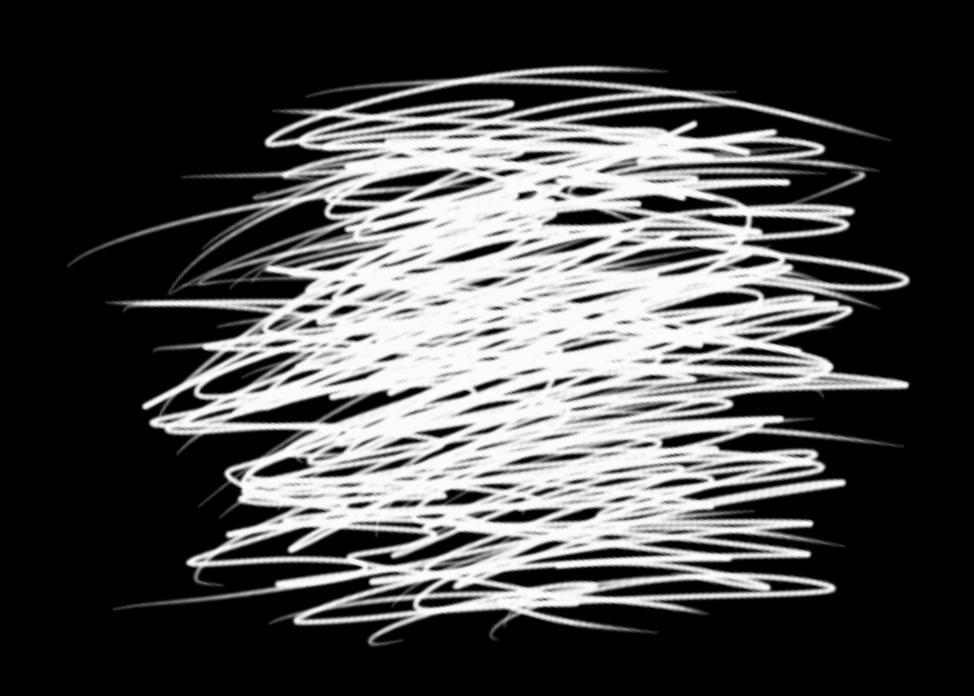
Rigley (2013:49)

DESIGNER FOCUS

Graphic Design practice is diverse, indefinable, heterogeneous, multiple, contradictory ...

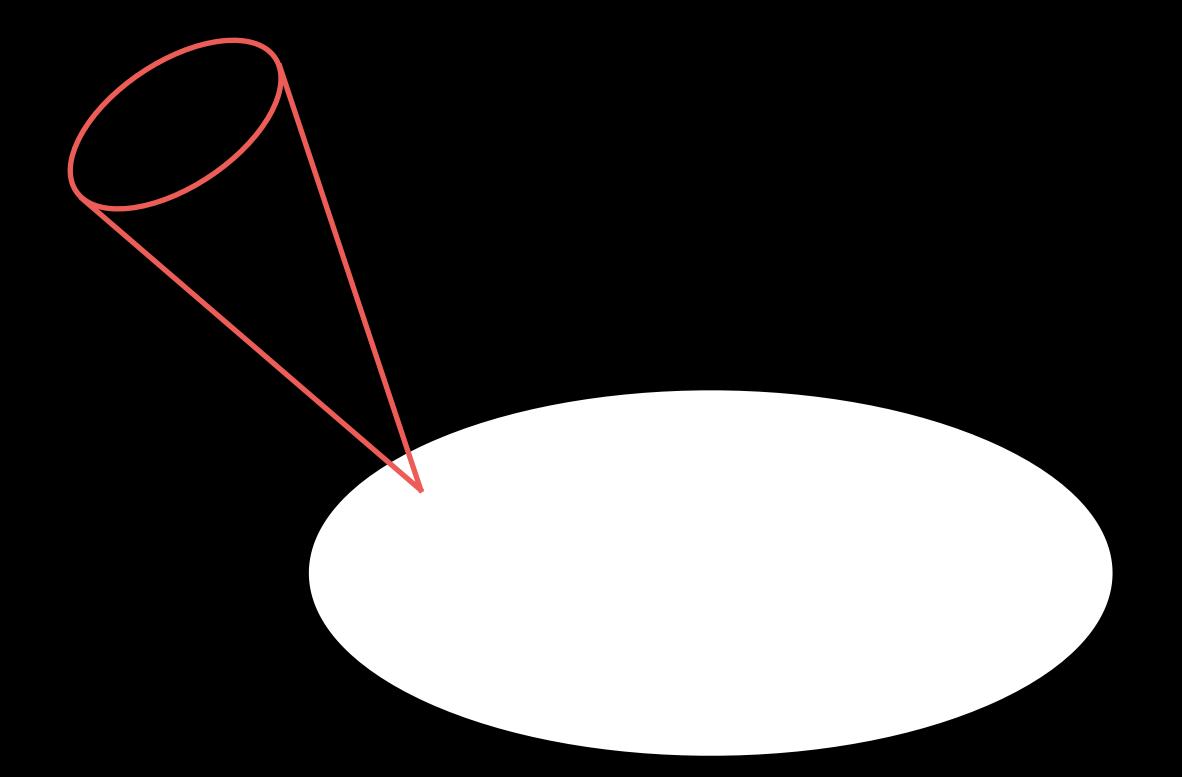


Part 2 / How is graphic design represented in pedagogic research?



Logan, C. (2006)
Circles of practice: educational andprofessional graphic design

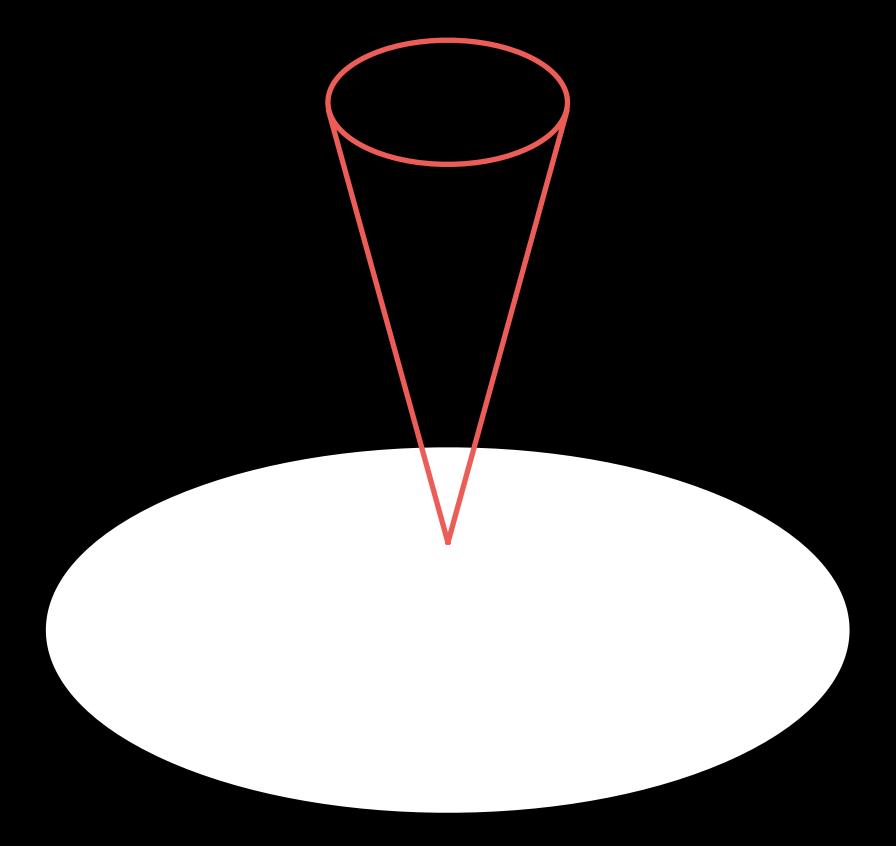
Commercial / professional activity



Robertson, K (2011)

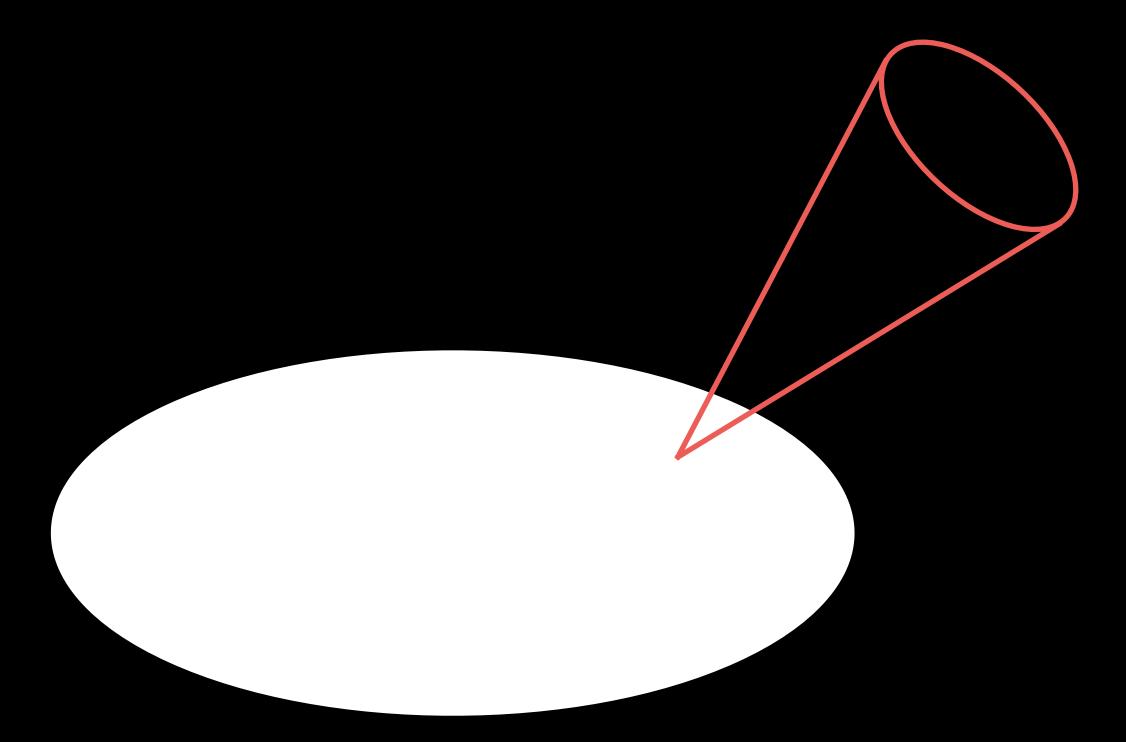
Building the Design Profession
through Honours Research

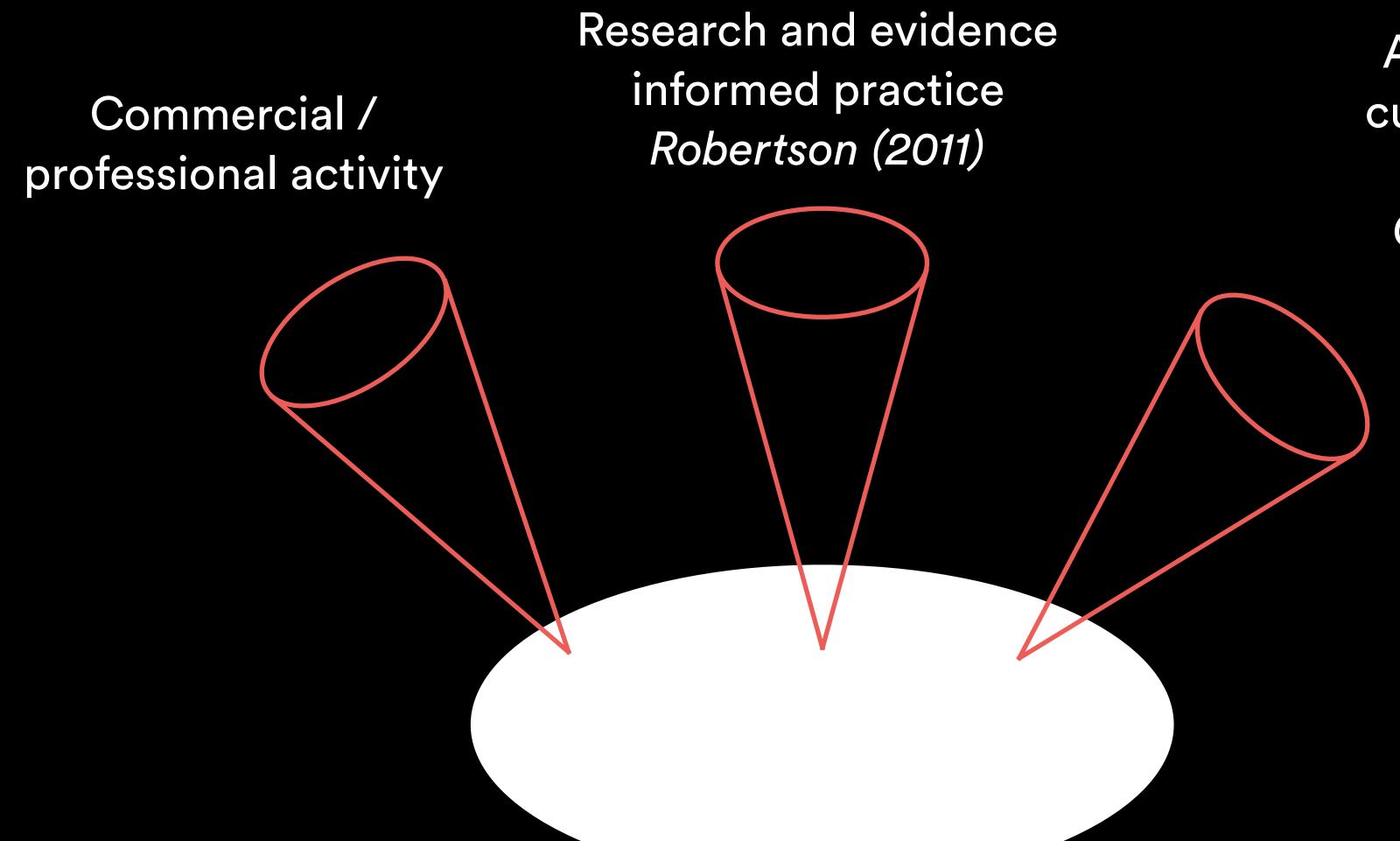
Research and evidence informed practice Robertson (2011)



Gale (2014) Problem-finding as a research strategy connecting undergraduate learning with staff research in contemporary education institutions

A social and cultural agent of change *Gale (2014)*





A social and cultural agent of change *Gale (2014)*

Part 3 / Where to next?

