

SCHOLARSHIP / PEER REVIEWED PRESENTATIONS AND POSTERS

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**HAWAII INTERNATIONAL CONFERENCE ON ARTS AND HUMANITIES
WAIKIKI BEACH MARRIOTT RESORT AND SPA, HONOLULU, HAWAII
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CONTACT

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ACCEPTANCE PROCESS

Peer Review Acceptance Process

CONFERENCE LEVEL

International

DISCIPLINE

Arts and Humanities

CONFERENCE OVERVIEW

The Hawaii International Conference on Arts and Humanities brings together over 400 participants from over 26 countries. The main goal of the Hawaii International Conference on Arts and Humanities is to provide an opportunity for academicians and professionals from various arts and humanities related fields from all over the world to come together and learn from each other. An additional goal of the conference is to provide a place for academicians and professionals with cross-disciplinary interests related to arts and humanities to meet and interact with members inside and outside their own particular disciplines.

NAME OF PRESENTATION AND ABSTRACT

Team Design: Collaborative Multidisciplinary Learning Experiences for Graphic Designers

Technological developments and cultural shifts are dramatically changing the way graphic designers work with other professionals in the areas of product research and design. Design in a general sense is becoming more than ever a collaborative process, involving specialists and experts from a number of fields working together to create and introduce new products to the marketplace.

This presentation highlights several multidisciplinary courses conducted by various departments and colleges within this university as case studies to illustrate the various pedagogical configurations and the types of projects that may be explored. All courses discussed are designed for fourth year students, and are all one semester in length. These courses are highly challenging and therefore attract the most capable and motivated students.

The first course, Editorial Design, is co-taught by a Graphic Design Instructor and a Photography Instructor who each have eighteen students in the course. An interdisciplinary magazine staff elected by the class determines the direction of the course project, a 100 page print magazine called Positive/Negative. Working on interdisciplinary teams, students write, design and photograph a series of articles for possible inclusion in the magazine. In addition, students create a website and a tablet version with different content than the print magazine. Throughout the course, students are introduced to editorial design history, current and emerging trends in editorial design, and information pertaining to software and file preparation. In addition, students participate in regular small and large group critiques and a Facebook group for comments and feedback. A student production team prepares and supervises printing, which is done on campus via digital printing. This is a highly rewarding project and students take great pride in producing an award-winning magazine.

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The second course, Packaging Design, is co-taught by a Graphic Design Instructor, an Industrial Design Instructor and a Packaging Science Instructor, each with fifteen fourth year students. In this course, multidisciplinary teams follow a brief devised by a corporate sponsor to solve an existing packaging design problem. Throughout the course, students receive information on branding, sustainability, materials, and packaging specifications and terminology via lecture, demonstration, guest lectures and field trips. Benchmarks during the course provide opportunities for team members to evaluate their performance as well as that of their peers, which reduces grading problems at the end of the course.

All teams present their final solutions to the corporate sponsor in a public venue on campus at the end of the semester. This course is challenging for both students and faculty due to its size and complexity, but the learning that takes place about the challenges and expectations faced by each discipline in getting a package design in the marketplace is well worth the effort. Several of the corporate sponsors have utilized designs created in this course in their package designs, which is rewarding to students.

The third course, Editorial Design, is co-taught by a Graphic Design Instructor and an Illustration Instructor who each have eighteen fourth year students. In this course, students work on interdisciplinary teams to write, design and illustrate several articles. Throughout the course, students are introduced to editorial design history, current and emerging trends in editorial design, and information pertaining to software and file preparation. In addition, students participate in small and large group critiques and a Facebook group for comments and feedback. Students in interdisciplinary teams also prepare presentations about past and current art directors and editorial illustrators to share with the class. After creating a series of articles, students enter their best efforts into the Adobe Design Achievement Awards Competition. This stipulation encourages the best performance by students because they know that professionals will be reviewing their work for possible publication.

These multidisciplinary collaborative learning experiences are invaluable to our students as they prepare to enter the workforce, where teamwork and multidisciplinary communication are essential skills in creating the most innovative, compelling and meaningful design solutions. Students learn in these courses about the challenges, expectations, skill sets, vocabularies and communication styles of other disciplines, and the result is a level of mutual respect that will serve them well in their professional careers.

Collaborative courses also require mutual respect on the part of all participating faculty in order to be successful. A great deal of coordination and compromise is required in the planning of a collaborative course, and all faculty must be flexible and open to new modes and methods of delivering course content, grading policies and other considerations. In addition, faculty must constantly adjust to the dynamics in the classroom to ensure a positive learning experience for all participants.

In the end, all collaborations require the investment and commitment of all parties in order to be successful. As in any educational experience, positive energy is dependent upon group dynamics and committed leadership. Some collaborations will be more enjoyable and successful than others, but all collaborative learning experiences benefit the participants by providing insight to improvements or refinements that will benefit future efforts.

TYPE OF PRESENTATION

Poster Presentation