

SCHOLARSHIP / PEER REVIEWED PRESENTATIONS AND POSTERS

LORRIE FREAR

**UCDA DESIGN EDUCATION SUMMIT: THE STATE OF DESIGN EDUCATION
NEW JERSEY CITY UNIVERSITY, JERSEY CITY, NEW JERSEY
MAY 26-27, 2011**

CONTACT

https://ucda.com/images/UCDA_DES_2011_PROCEEDINGS_sm.pdf

ACCEPTANCE PROCESS

Blind Peer Review

CONFERENCE LEVEL

North America

DISCIPLINE

Design Education

CONFERENCE OVERVIEW

UCDA is the nation's first and only association for professionals involved in the creation of visual communications for educational institutions. It has over 1,000 members throughout the US and Canada.

NAME OF PRESENTATION AND ABSTRACT

Collaboration, Cooperation and Competition in Multidisciplinary Learning Experiences

The transdisciplinary Packaging Design course at RIT for 2011 was comprised of a group of 59 fourth year graphic designers, industrial designers and packaging science majors and is an excellent example of collaboration, cooperation and competition in the classroom. The course included market and materials research, concept generation, visual audits of products, virtual and physical prototyping, analysis and evaluative processes and concluded with competitive presentations to the sponsors representing major international corporations. The sponsoring company, faculty and external packaging experts determined the winning solutions from the six participating teams based on an evaluation rubric provided to students with the project brief.

To begin the process, faculty selected teams according to skill set differentiation and interpersonal compatibility. Students in the multidisciplinary teams then received the detailed brief from the client with specific objectives and an evaluation rubric to guide the hierarchy of concerns. Teams began the research and brainstorming process and determined roles and responsibilities for the project. Competitive product audits and use of Mintel and other databases were used to obtain marketing information. The Walmart Scorecard was used by the packaging science students to evaluate material selection, sustainability issues, packing, shipping and inventory concerns, as the graphic design and industrial design students explored branding, marketing and visual communication issues, form and human factors studies, and other related concerns. Teams met regularly with all participating faculty for input and feedback. The final digital presentations to the sponsor communicated the new packaging proposals with physical prototypes and virtual prototypes created with SolidWorks Software. Each presentation was 15 minutes in length. The competition is just three weeks in length, making the experience intense and similar to professional expectations.

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This was just one project in the ten week course. The course was intense, challenging, engaging, rigorous and rewarding. All students gained a great deal of experience with interpersonal communication, collaboration, compromise, and mutual respect that will be invaluable as they prepare to enter the design professions. In addition, they have gained “real world” projects to include in their portfolios and contact with the sponsors. Students also benefitted from the input and feedback provided by the faculty from the other two disciplines; something that would not happen in a traditional classroom.

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. This type of experience is invaluable to our students as they enter the workforce, where teamwork and collaboration are required in order to get final solutions to market.

TYPES OF PRESENTATIONS

Collaboration, Cooperation and Competition in Multidisciplinary Learning Experiences

Poster Presentation

Design is One: Creating a Blended Graduate Curriculum

Panel with Professors Nancy Ciolek, Chris Jackson and Shaun Foster