Responding to Change:
New opportunities for students in design education

Graphic and communication designers are responding to cultural and technological change. Along with these changes, we need to develop new theories, include new domains, and proficiency in new skills.

**CONTEXT**

**PROCESS**

**CASE STUDIES**

**establishing purpose**

For students to deal with problems that accurately simulate the current roles of graphic designers, they must look beyond the immediate need to uncover a need to design in the first place. Although approaching a project this way is fuzzy, these aspects of design are increasingly important. Teachers must engineer up on constraints and instead foreground principles of design thinking to determine the best approach in different scenarios. Constraints can help guide a student through a project, but in excess they guide student outcomes and restrict creative thinking.

**prototyping**

If students have figured out what will be most appropriate to design, they need something that will allow them to articulate their thoughts clearly. Tools that allow students to articulate their ideas for a project should be utilized. Clearly articulating the structure and content of experiences and interactions is complex. It takes many tries to arrive at a point a designer feels meet a project's needs. By iterating and evaluating often, students can show others their process and how they think. They can also show specific moments of insight and learning outcomes.

**refinement and presentation**

Following the development of prototypes, students and teachers can discuss the most appropriate choices for final presentation. That score highly need to be talked through, shown online, or act as an actual demonstration. Choices and reasoning need to be clear and intentional. In some instances, it may be that images do enough to explain the interaction and purpose of a design project. Because the demands of design projects often require some description of interactions or behaviors, certain projects may benefit from video demonstrations that illustrate what it might be like to use the project. Some projects may benefit most from having semi-functional or functional prototypes that allow anyone to experience their vision for the project. Teachers, conversing with their students, should address desired outcomes and facilitate decisions about presentation methods.

**reflecting on choices**

Considering the outcomes of different choices made in a specific project helps generate new knowledge and inform future practice.

**EDITORFORM**

- Online collaborative work space with virtual sticky notes that allow users to post and sort ideas, images, and other ideas. Ideas and notes can also be voted and commented on.
- Accommodates for remote collaboration
- Easy to include different media in a familiar format

**FLOWELLA**

- Platform for designers to prototype via visual programming. Makes simulating interactions from images on a mobile device fast and easy.
- Supports fast, iterative work
- Easily includes different mediums in a familiar format
- Easily retrieves methods like affinity diagramming

**EDISTORM**

- Online collaborative work space with virtual sticky notes that allow users to post and sort ideas, images, and other ideas. Ideas and notes can also be voted and commented on.
- Accommodates for remote collaboration
- Easy to include different media in a familiar format

**PROCESSING**

- Visually oriented programming language and development environment. Makes simulating interactions from images on a mobile device fast and easy.
- Supports fast, iterative work
- Easily includes different mediums in a familiar format
- Supports remote collaboration

**IxDA DISCUSSION FORUM**

- Platforms for design-specific discussion. Like the Interaction Design Association's, are places where students can discuss their own projects and reflect on other's. Platforms can include:
  - Meeting point for designers (and students) with questions and insights
  - Creates larger network for student interaction

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*The best way to convey how you want software to behave is to demonstrate the behavior.*

Hugh Dubberly