

Graphic Design and 21st Century Bookworks: Implementing multimodal strategies to complement traditional book formats.

The aim of this project is to enhance digital literacy and integrate mobile technologies into the Graphic Design courses at AUT University. Traditionally these courses have involved designing books for print, and binding books by hand. This project explores how old and new technologies might be utilised in the creation of multimodal books that combine the best aspects of printed limited edition and hand-made books with the enhanced communication and reading potential of e-publications.

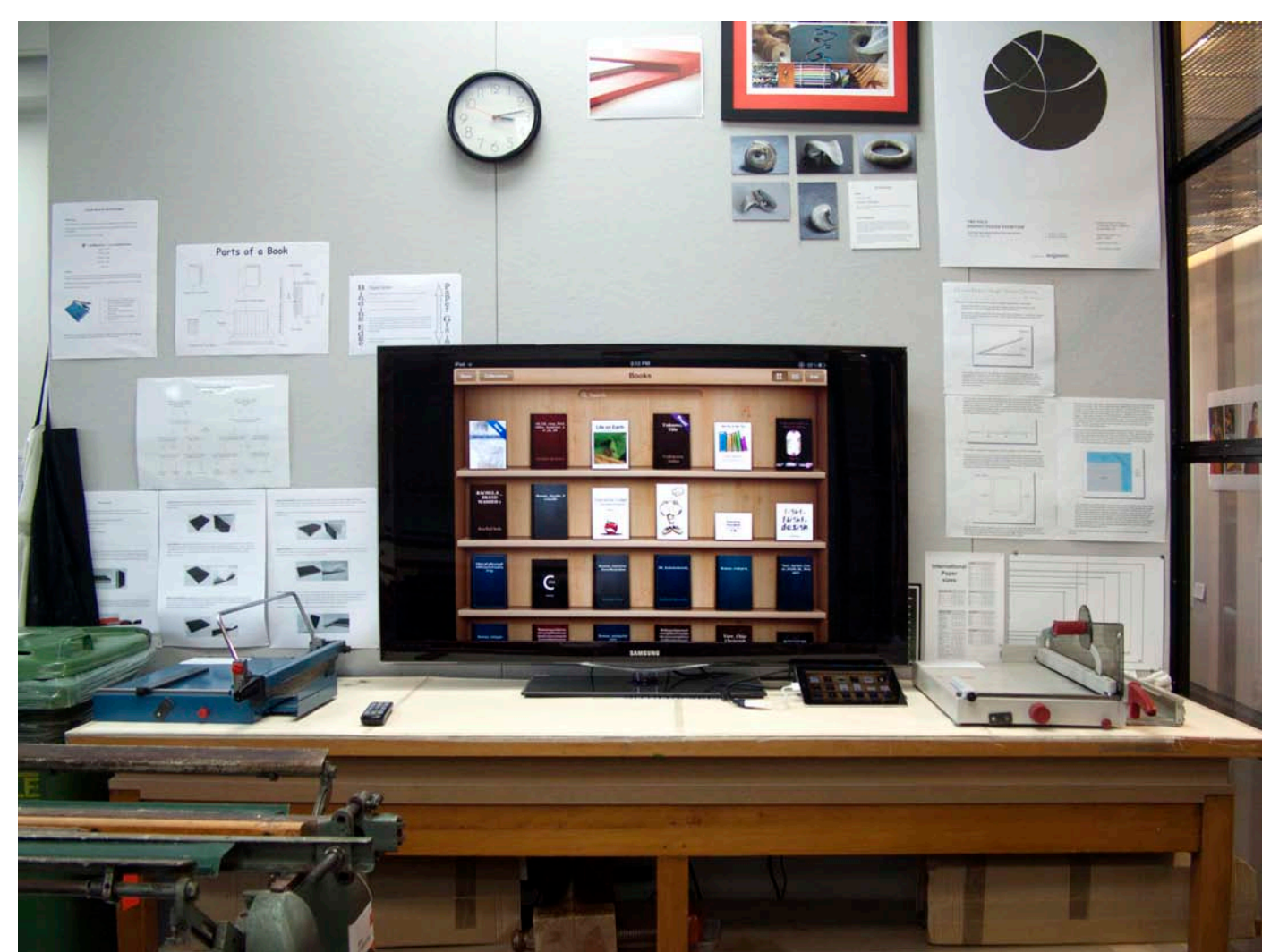


The discipline of Graphic Design is undergoing major changes in its associated technologies. While underlying design principles may remain fundamentally intact, new digital technologies and publishing media provide new challenges. In the recent Review of the Bachelor of Design at AUT University, the Graphics discipline reviewer forecast that print would be a minor output within five years. Changing environments require the application of graphic design principles in new ways, and also provide opportunities for new multimodal approaches to learning and teaching.



For graphic design staff to provide leadership in these developments, a Graphic Design Community of Practice (GD CoP) was set up to collectively engage staff in new mobile technologies and provide them with iPads and expertise. Two main projects were situated in the undergraduate and postgraduate areas of tertiary Graphics teaching.

Examples of student bookwork presentations at <http://goo.gl/K1Dz8>



Under the Banner of Beauty, Cindy Tan, 2012

Project Leader: Lesley Kaiser

Project Team: Sangeeta Karmokar, Logan Austin, Emily Garden, Eden Potter, Alan Young, Karol Wilczynska, Louise James, Iranna Ashton

CfLAT Advisors: Thom Cochrane, Hohepa Spooner

The two main project areas and related outcomes were:

1. Issues, Theory and Formats: 21st Century Bookworks (1st year BDes Graphics):



* Fiction, Julia Telford-Brown, 2012

Students combined old and new technologies to create beautifully designed hardcopy books that were also submitted for assessment as an interactive PDF or EPUB formatted for an iPad/iPhone. As well as training students to create professional and well-designed books for e-publishing media, this project increased the flexibility of the teaching environment through the creation of videoed demonstrations of the computer tutorials for e-publication formatting from InDesign. Bookmaking techniques for different binding styles, paper engineering practical sessions, and relevant lectures were also recorded. This project investigated approaches to digital course delivery by making these tutorials and lectures available online and also by installing an iPad in a secure enclosure in the bindery so that students could access tutorials in practical workspace environments after-hours as well as in tutorials. The aim was to reduce the need for repeated and time-consuming one-to-one demonstrations, and enhance independent learning.

As the book morphs into the future, exploring the liminal space between the traditional book and digital publication is an important direction in tertiary design pedagogy – book production in any format needs to be guided by sound aesthetic and design principles. By integrating online learning into physical studio and workshop spaces, the project also enhances the viability of, and interest in, practice-based tertiary design degrees in the age of the MOOC (massive open online course).

This research is being further explored in journal and conference presentations (abstracts submitted for TEXT journal, October 2013; Herdsa, 2013, etc.), and is documented on various staff blogs at <http://gdcop.wordpress.com> and <http://lesleykaiser.wordpress.com>

2. Digital technology into productivity and workflow in The Studio (Postgraduate Diploma).

This project investigated a range of digital productivity apps and tools that are concerned with workflow and design studio management. A key aim was to increase the digital literacy of students who work in the communication design studio, and to encourage their adoption and development of online digital tools. A secondary aim is to facilitate a studio environment that is integrated, networked, and more environmentally sustainable (by reducing paper waste).

Overall, students were empowered with a multimodal fluency and enhanced digital literacy that prepares them for their future lives as designers, and staff were also better equipped to confront the challenges of learning to use new tools and pedagogies.

This teaching initiative is being expanded into second year courses, and into the new Minor/Major structure for 2014.



For further information about this project, scan the QR code or contact Lesley Kaiser - lkaiser@aut.ac.nz