

Workshop Title: Paperless project

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Abstract:

Six Key words: Skills, Development, Technology, Reflective, Learning, Employability.

Aims and objectives of the workshop, experiences covered and issue's to be addressed

The aim of the FdA/BA (Hons) Design for Graphic Communication course is to encourage independent learning aligned to the course's Work Based Learning aims and objectives and to respond to the changing economic and social conditions and the growing need for diversity in models of learning.

To enrich and enliven our curriculum, the FdA team has undertaken a series of action research projects and workshops to engage industry within the course, such as The Mentorship Scheme (supported by our industry partners and alumni), industry portfolio events and numerous work based learning projects with industry partners (ICA, Interbrand, Julia, Melvin Galapon, Why Not Associates, BERG, ICO design, Wallpaper, Orange uk and NoBrow in academic year 2010/11).

The overall impact of this engagement with industry has had a direct impact on curriculum design and induced a new method of handling the project outcome, assessment and feedback process. The project model tests the benefits and limits of a paperless project using a range of industry standard technology and practice methods. It also builds on the courses extensive use of VLE, blackboard, e-learning technology embedded into the curriculum, use of social networks and blogging in PPD.

The aim of the workshop is to introduce The Paperless Project model as an exemplar of progressive teaching practice. The following points outline particular areas in which we have noted benefits for both the students and course team and consequently the issues we will address in the session:

Skills development

- PDF file format feeds into industry modes of presentation (job applications, client briefings, pitches, portfolios, etc).
- Flexibility: Incorporates a range of skills (digital and analog), which feed into the development of the content and a range of outcomes.
- Presentation & Editing: Selection of appropriate material to communicate the narrative according to a particular situation.

Use of technology to work smarter

- Speed of returning feedback to students via email (3 day turn around in tests)
- The format allows ease of internal verification procedures e.g. email to iv tutors
- Good for storage and space
- Record keeping and ease of archiving
- Benchmarking of standards
- Save cost for students reprint etc especially for formative assessment as this will need to be amended, developed and resubmitted
- Financial parity regards to production and final outcomes
- PDF allows students to produce multiple online outcomes at no extra cost
- Efficient method to manage the reduction in AL budget without affecting the standard of assessment and feedback.
- Portability of the submission format
- Library of work available online via VLE to for students to reflect upon, interrogate and critique.

Workshop

- **Task 1:** Ask participants to determine what they think an employer would look for in a portfolio pdf. Identify the skills required to achieve this. What tools, techniques could they use? Feedback group findings.
- **Present:** Use group findings to direct a walk-through of The Paperless Project, case study format, wherein many challenges are faced and addressed.
- **Task 2:** Set discussion around topic “Could or do you use this model within your own delivery?”
- **Recap/Review:** Highlight the findings of each group. Discuss pro’s and con’s, concerns, views, etc.

Note:

The Paperless Project is supported by the Centre for Learning & Teaching in Art & Design (CLTAD), University of the Arts London, to develop sustainability and environmental awareness in the curriculum.