



Unlearning

Co-creating more inclusive
spaces in design education

Laura Knight

Graduate Diploma Graphic Design
Chelsea College of Arts



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Graduate Diploma Graphic Design
Chelsea College of Arts

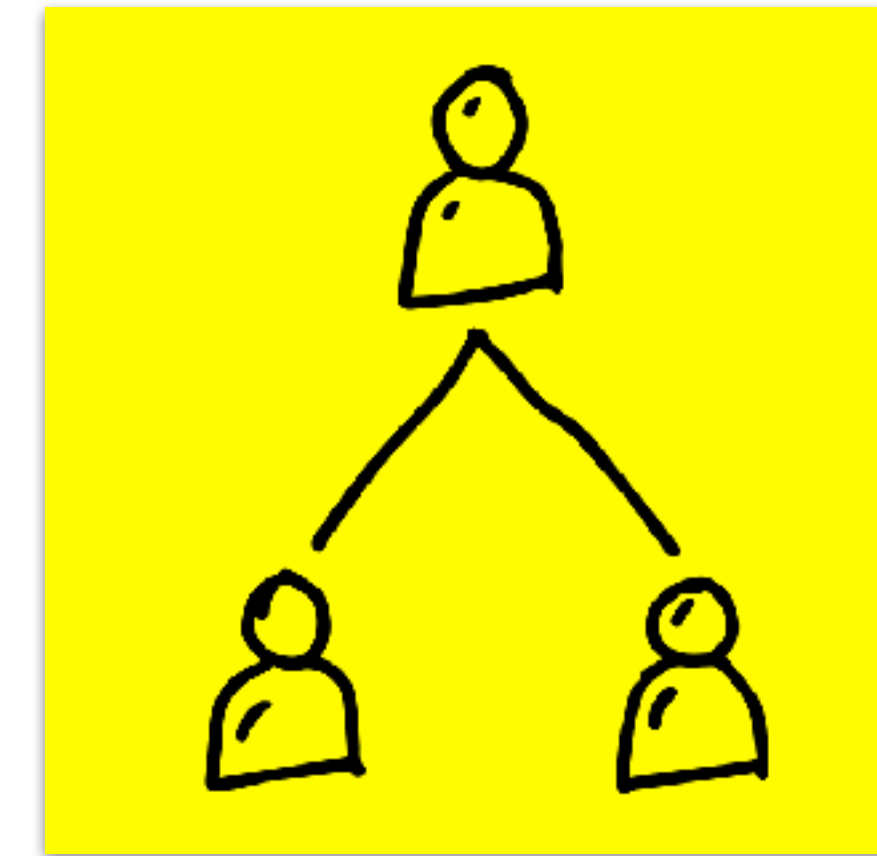
In pairs

Introduce yourself

In pairs

Tell us:

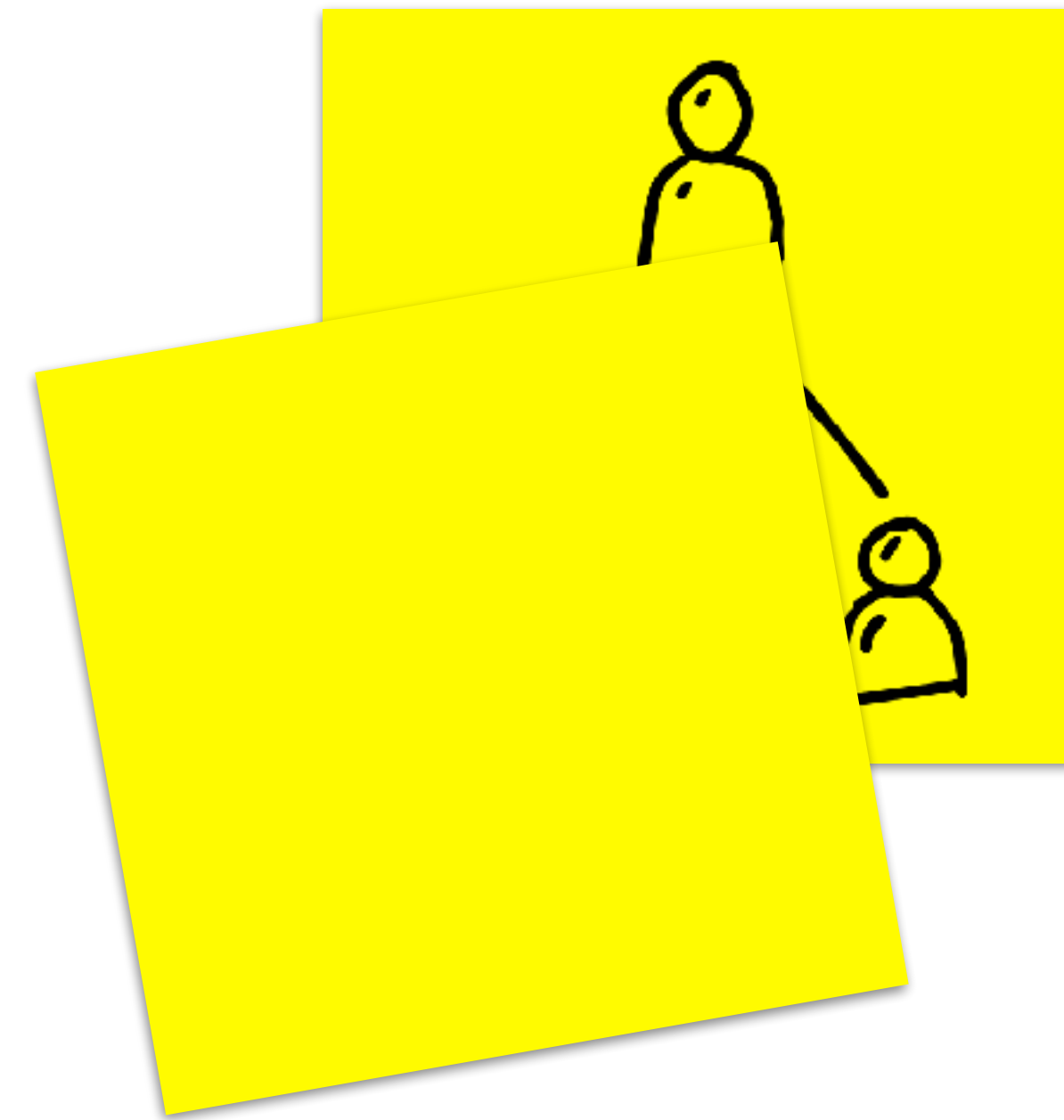
– Who you are



In pairs

Tell us:

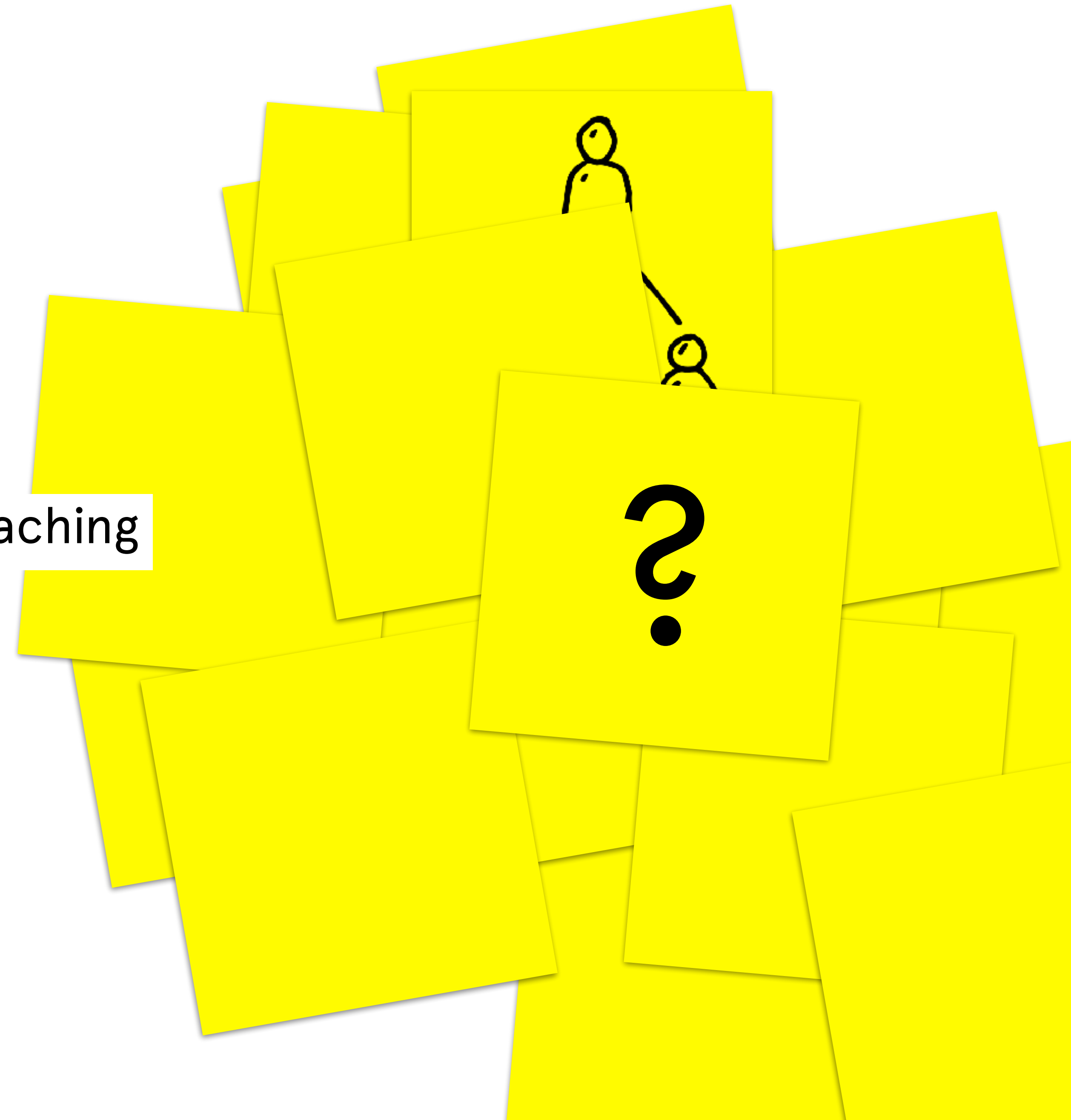
- Who you are
- What you do



In pairs

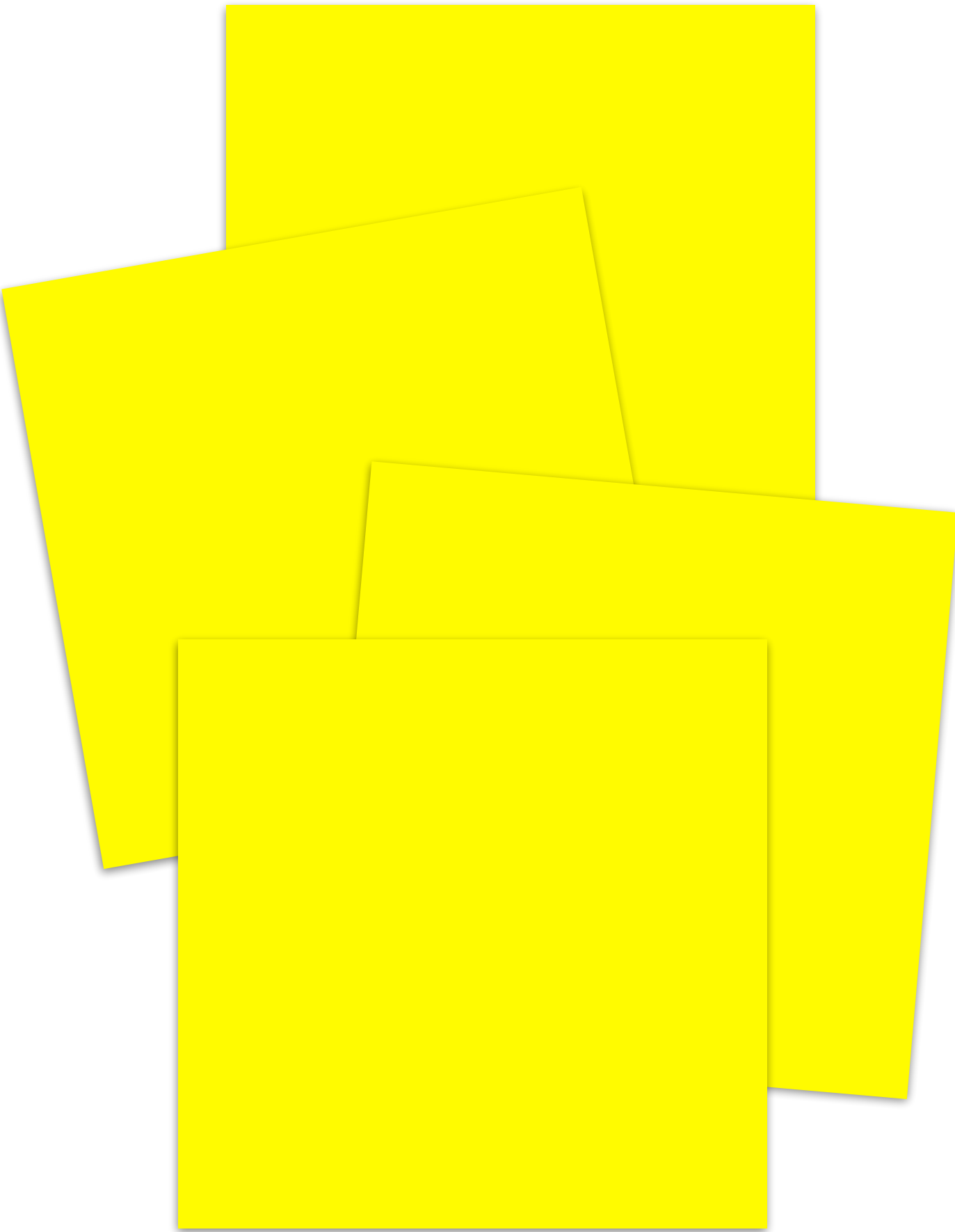
Tell us:

- Who you are
- What you do
- Your favorite formats for teaching



In pairs

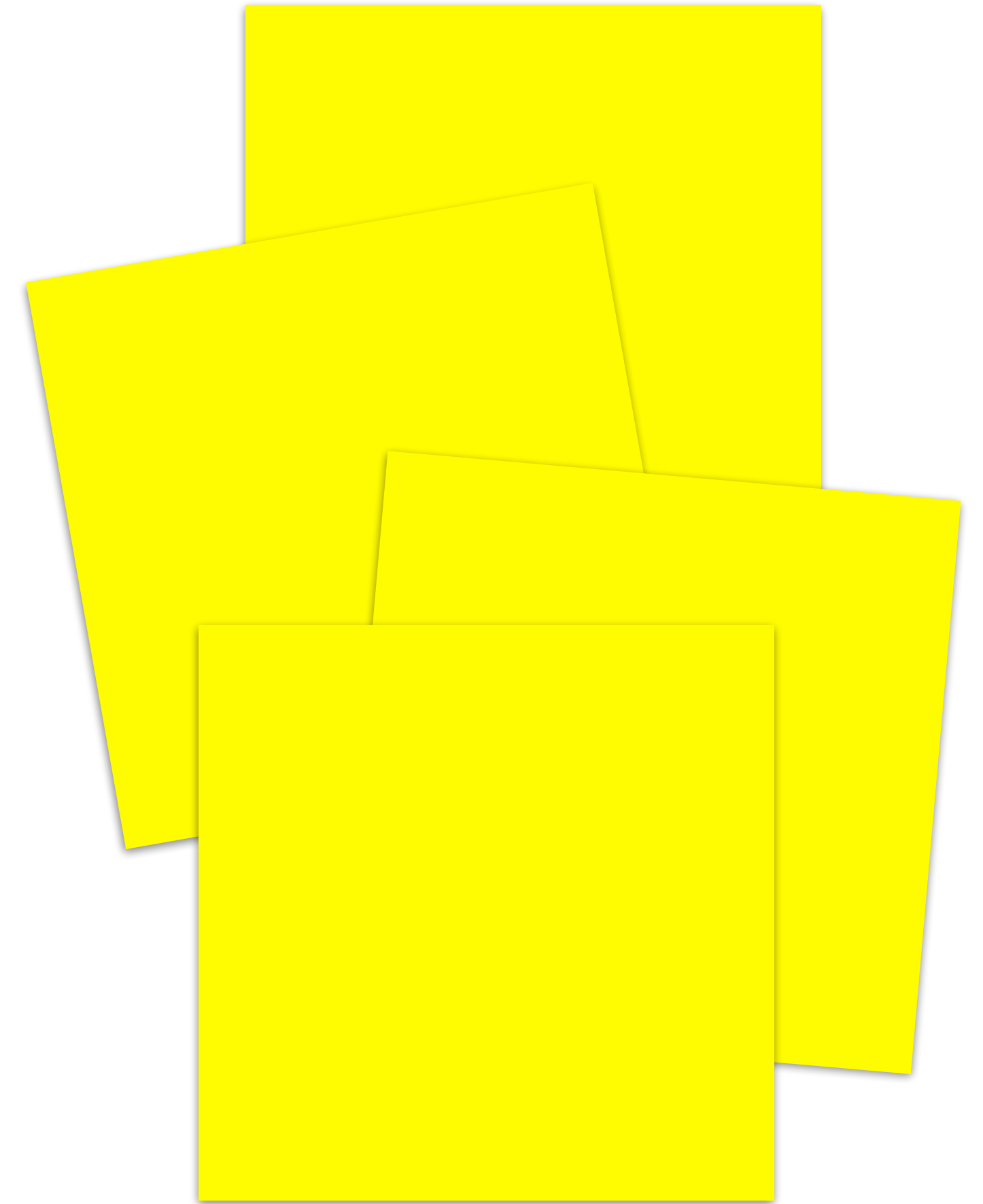
Note down the most interesting points



In pairs

Note down the most interesting points

Use only words and pictures

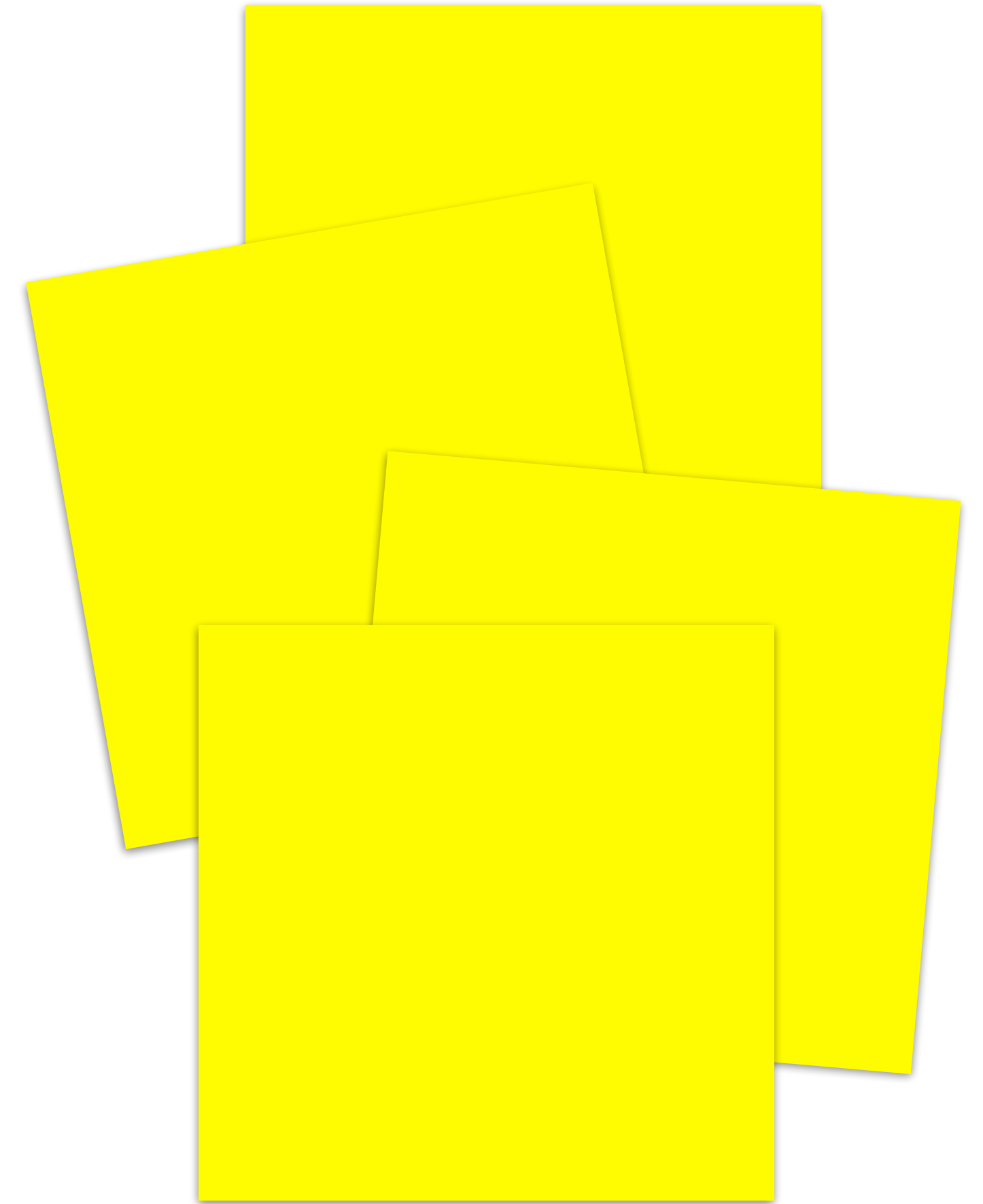


In pairs

Note down the most interesting points

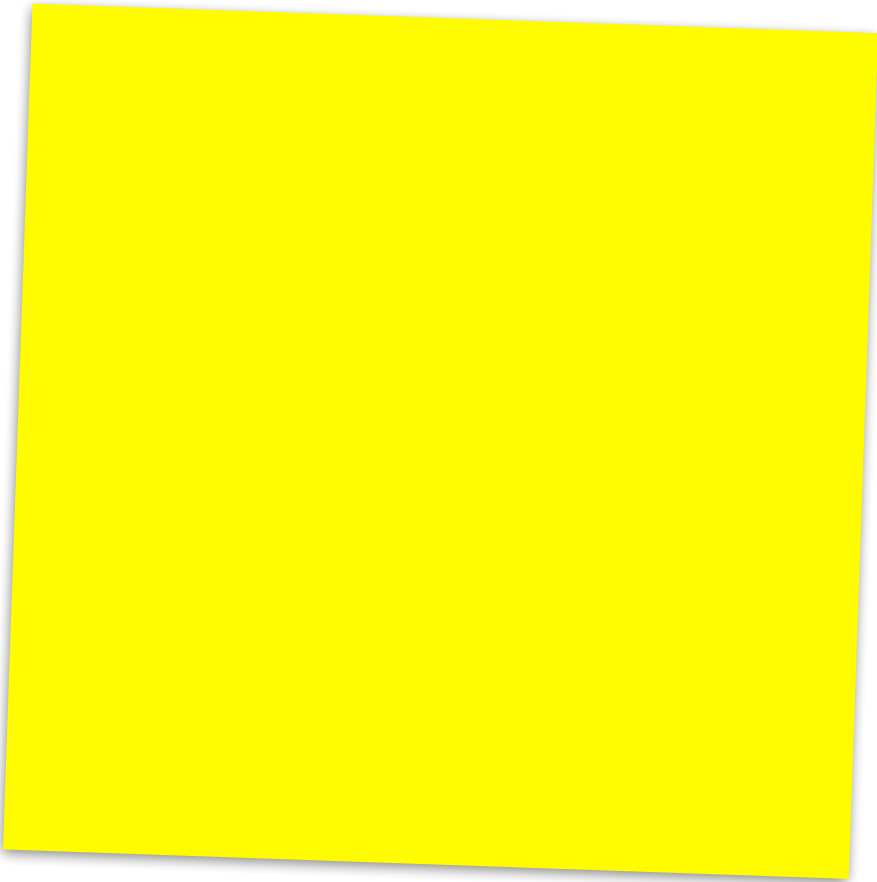
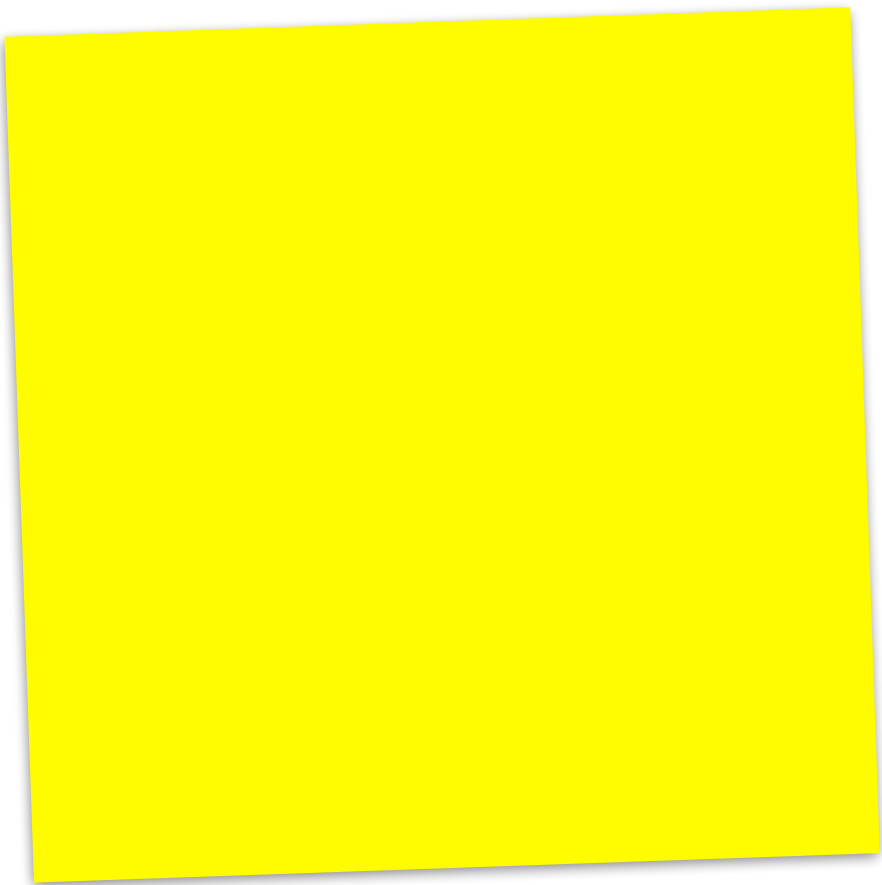
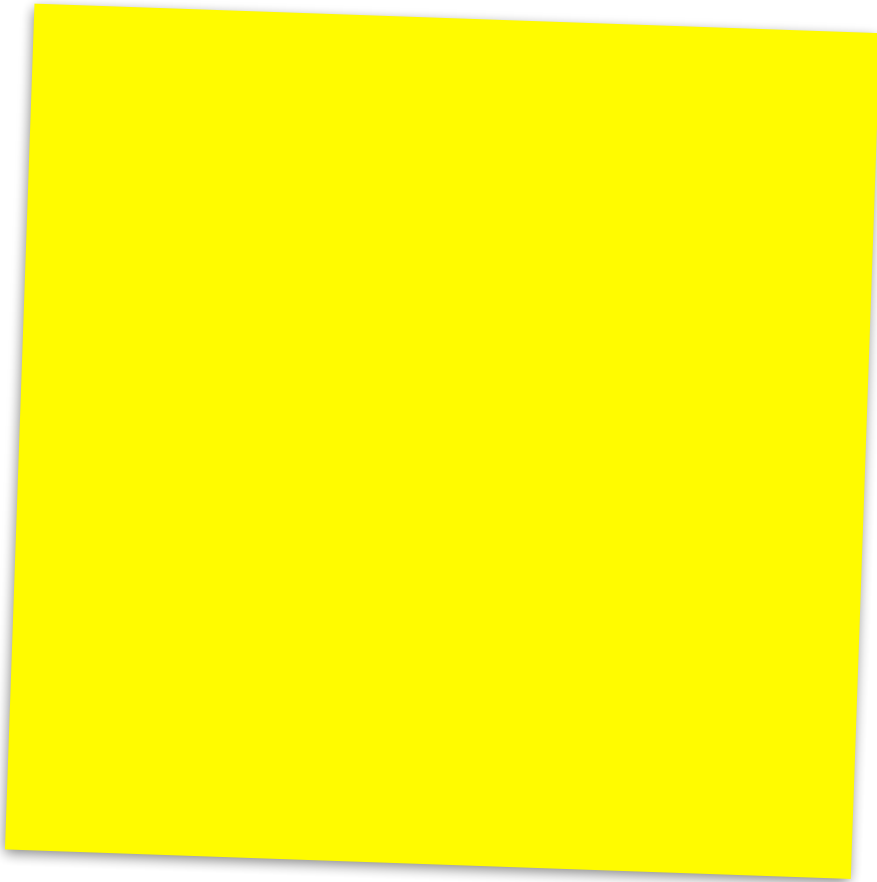
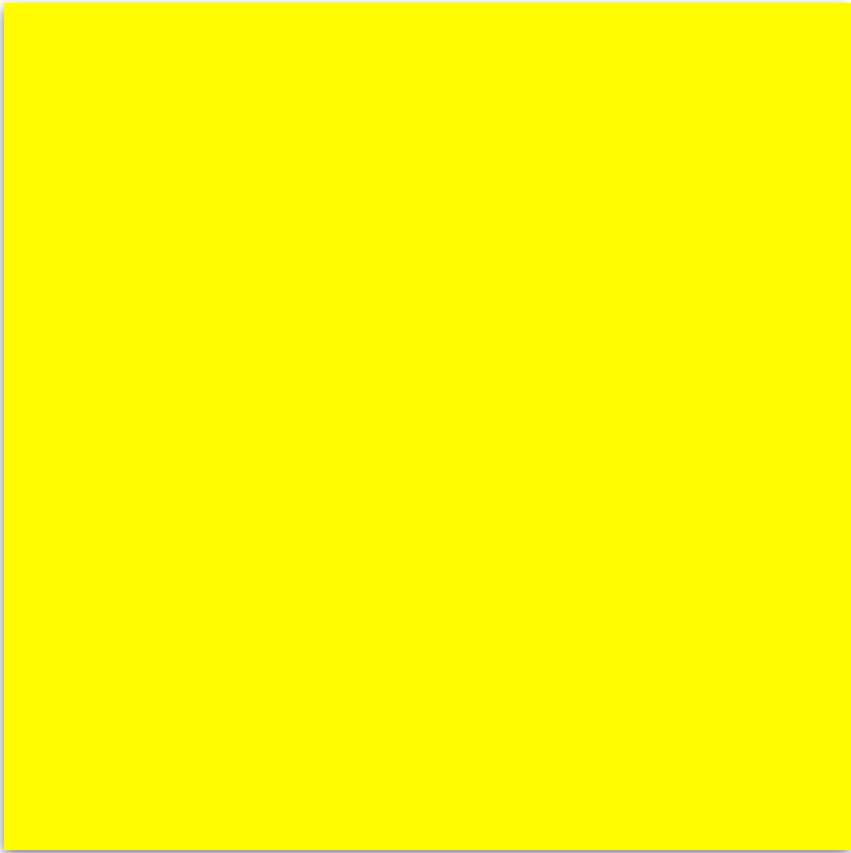
Use only words and pictures

One idea per note



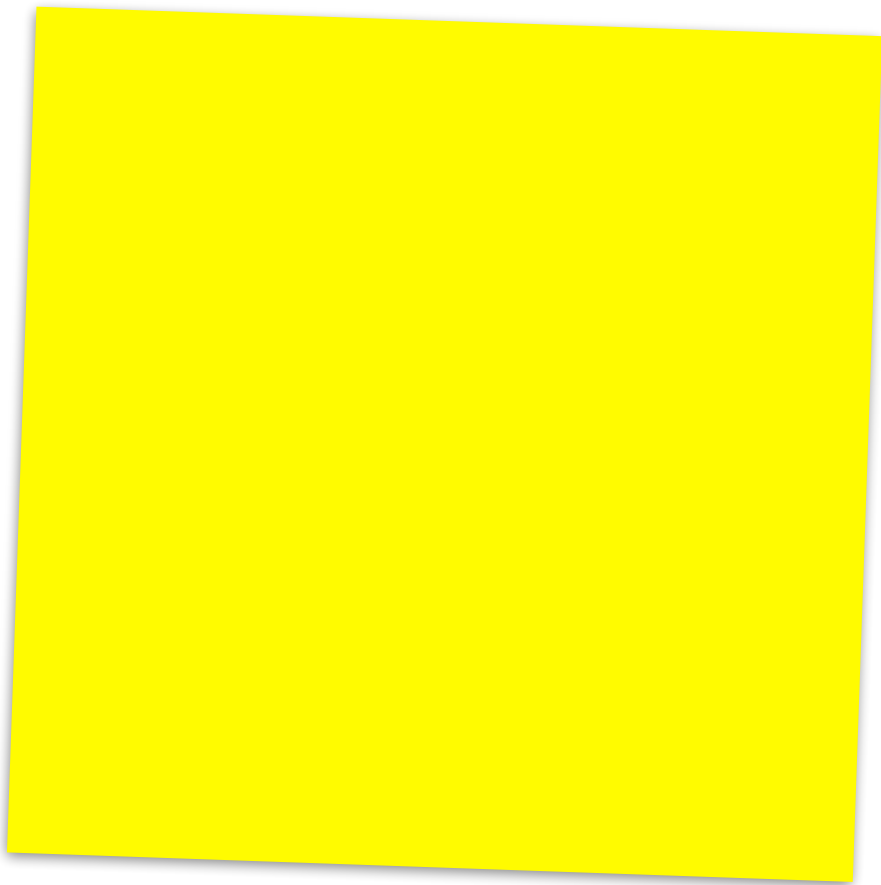
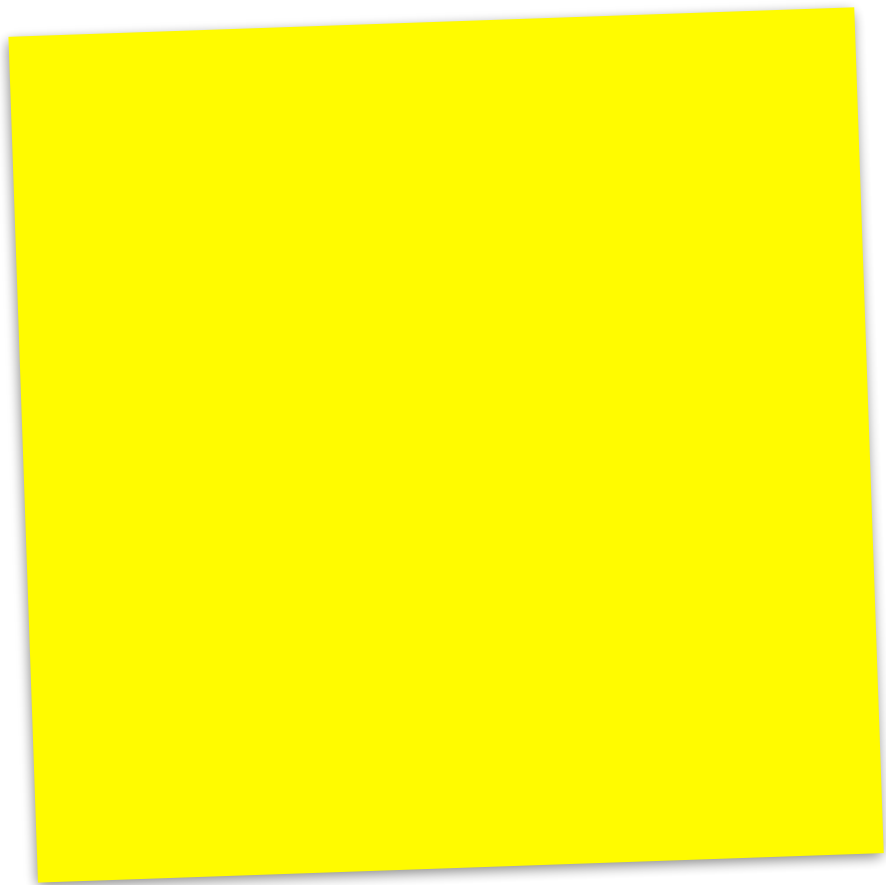
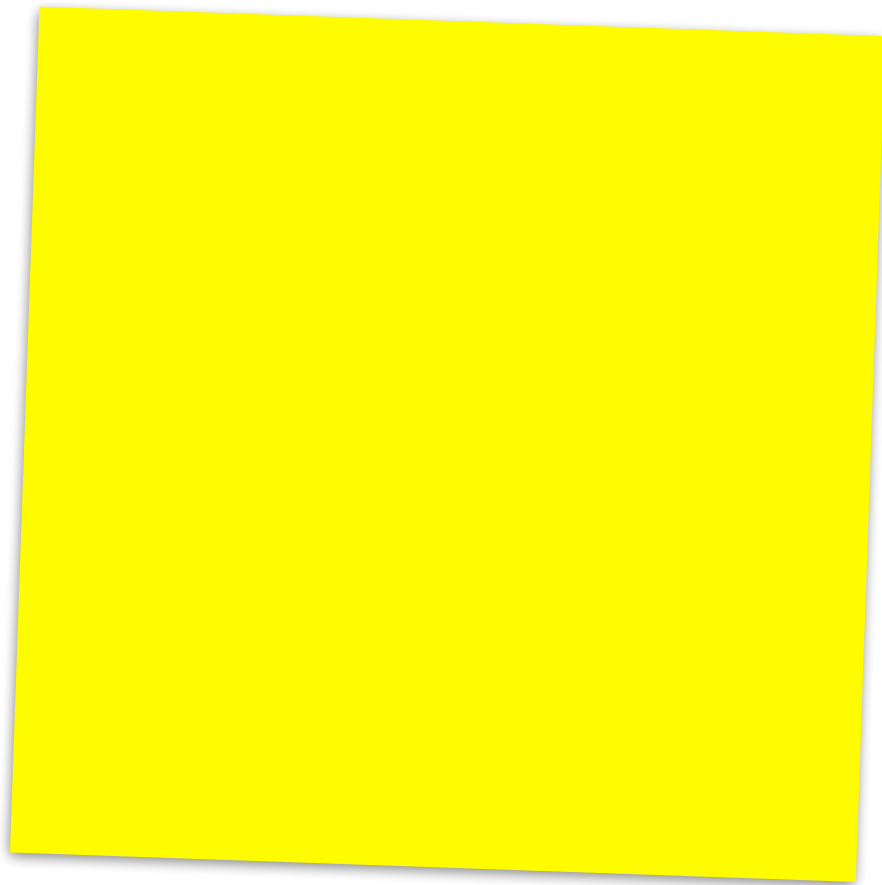
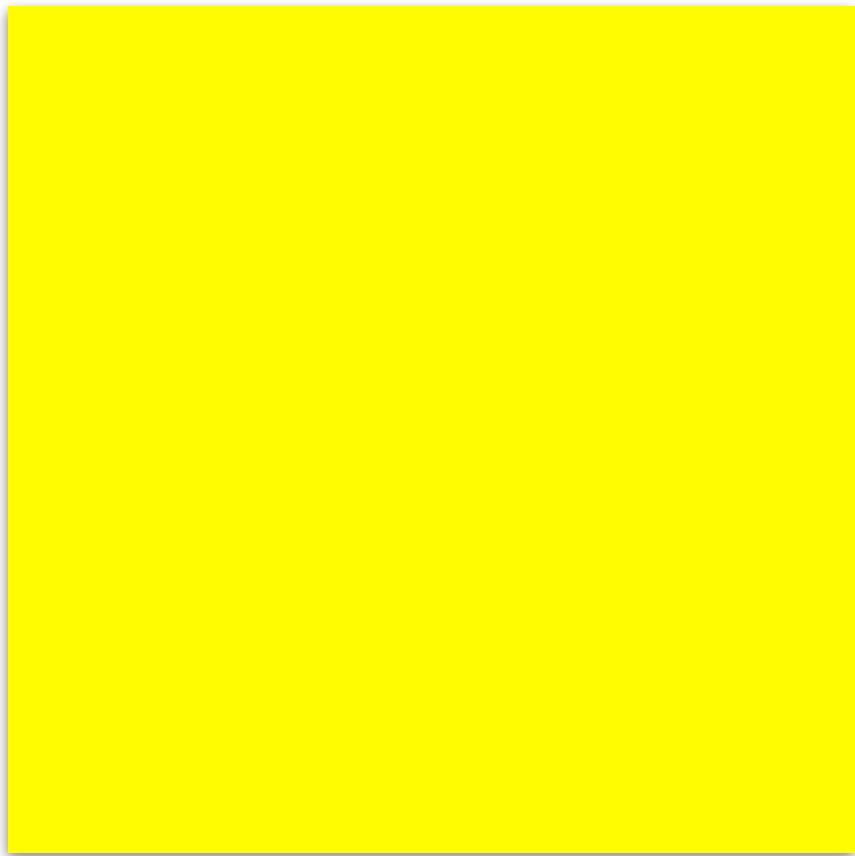
In pairs

Choose four



In pairs

Present your partner back to the group



In pairs

Present your partner back to the group

Who are they?

What do
they do?

Favourite
teaching
format

?

Discuss

What was that like?

This is Henry











Now?
with u?
T

Last Sunday I
went on a 21km
walk & it was
amazing 😊
What u do?

I'm telling you
about my
weekend & asking
about yours?

HOW ARE
YOU TODAY
MY FRIEND?

hearing and
hearing impaired
batter community

Something!
tweak
chat

I think the
name we came
up with is Great
!!

THE
WONDERFUL
FARAWAY

It can help us
to understand
their worlds.

I SLEPT
FROM 5.33
UNTIL 7.30
LAST NIGHT.
I'M A NERD.
I'M GOING FOR
A FINT!

I THINK THAT
OUR END OF TERM
SHOW WILL BE GOOD!

YES!
I'M SO excited
@ our
offsite show!

How do we
make the
hearing?



Unlearning
Assumptions

Research says...

Bilingual students often have slower listening and reading speeds than other students

Devita, G. (2000). Inclusive approaches to effective communication and active participation in the multicultural classroom: An international business management context. *Active Learning in Higher Education*, 1(2), 168–180.

Research says...

Providing nonverbal cues can help students
develop verbal language skills

Nicholas, J., Geers, A., & Kozak, V. (1994).

Development of communicative function in
young hearing impaired and normally hearing
children. *Volta Review*, 96, 5–18.

Best practice says...

- Provide written feedback
- Provide workshop briefs in advance

ant my work to communicate (14) meaning and be in tune with the develop
er fields such as science and art.

a (15) reach of my design links me with a (16) audience that I want to provic
7) design

society/business/culture 社会 / 商业 / 文化

importance/necessity/naïvité 重要性, 必要性

aesthetical /ethical 美学的 / 道德的

myself/the client/the user 我自己 / 客户 / 用户

maintain/question/attack 维持, 维持 / 问题 / 攻击 抨击.

decorator/activist /problem solver 装饰者 / 积极分子 / 问题解决者

pedagogic/paternalistic/ moralistic 教师式 / 家长式作风 / 说教式

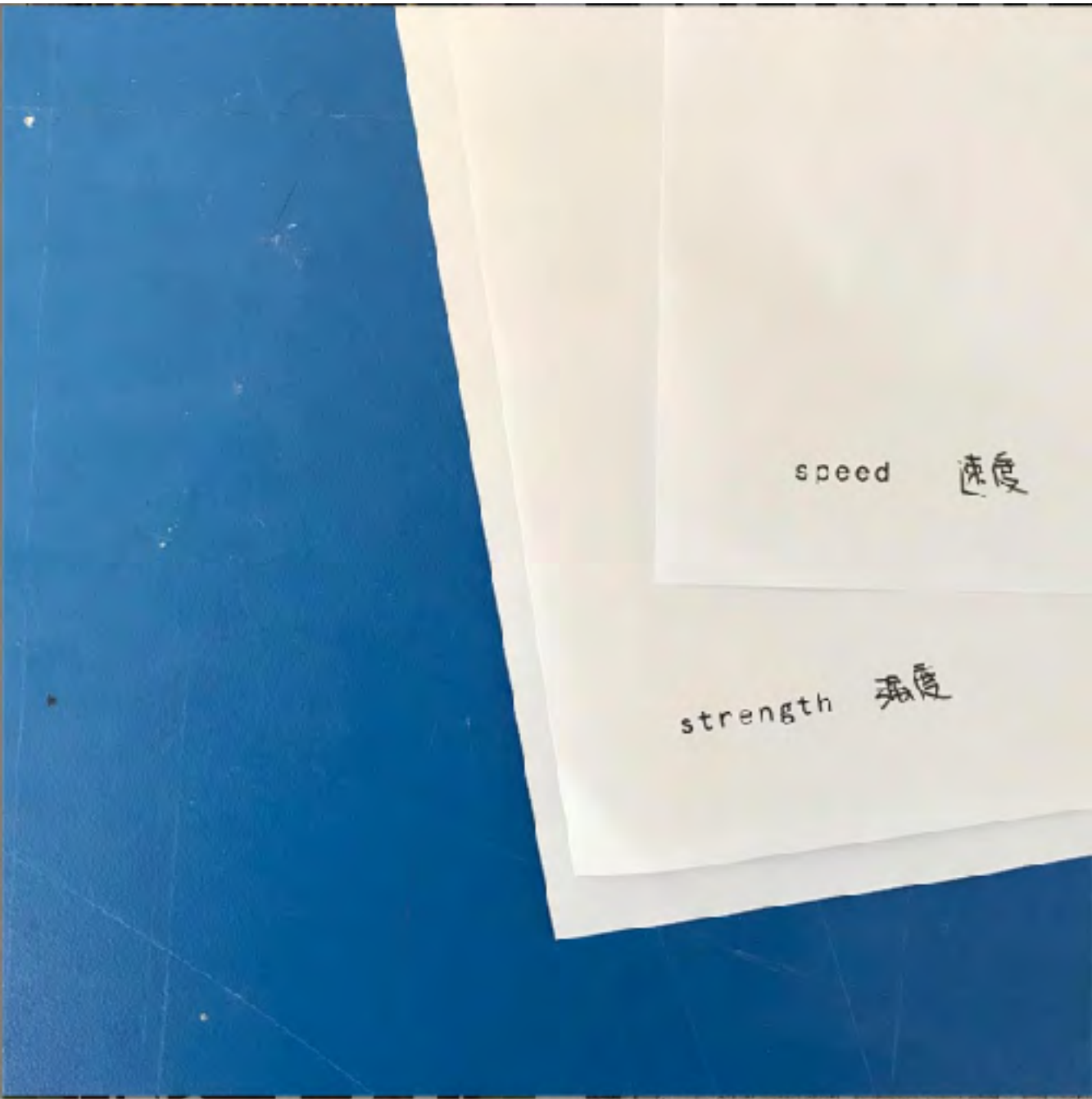
ion-influential/marginal/ central 无影响力 / 边缘的 / 中心的

industry/culture/ my community 产业, 工业 / 文化 / 社区

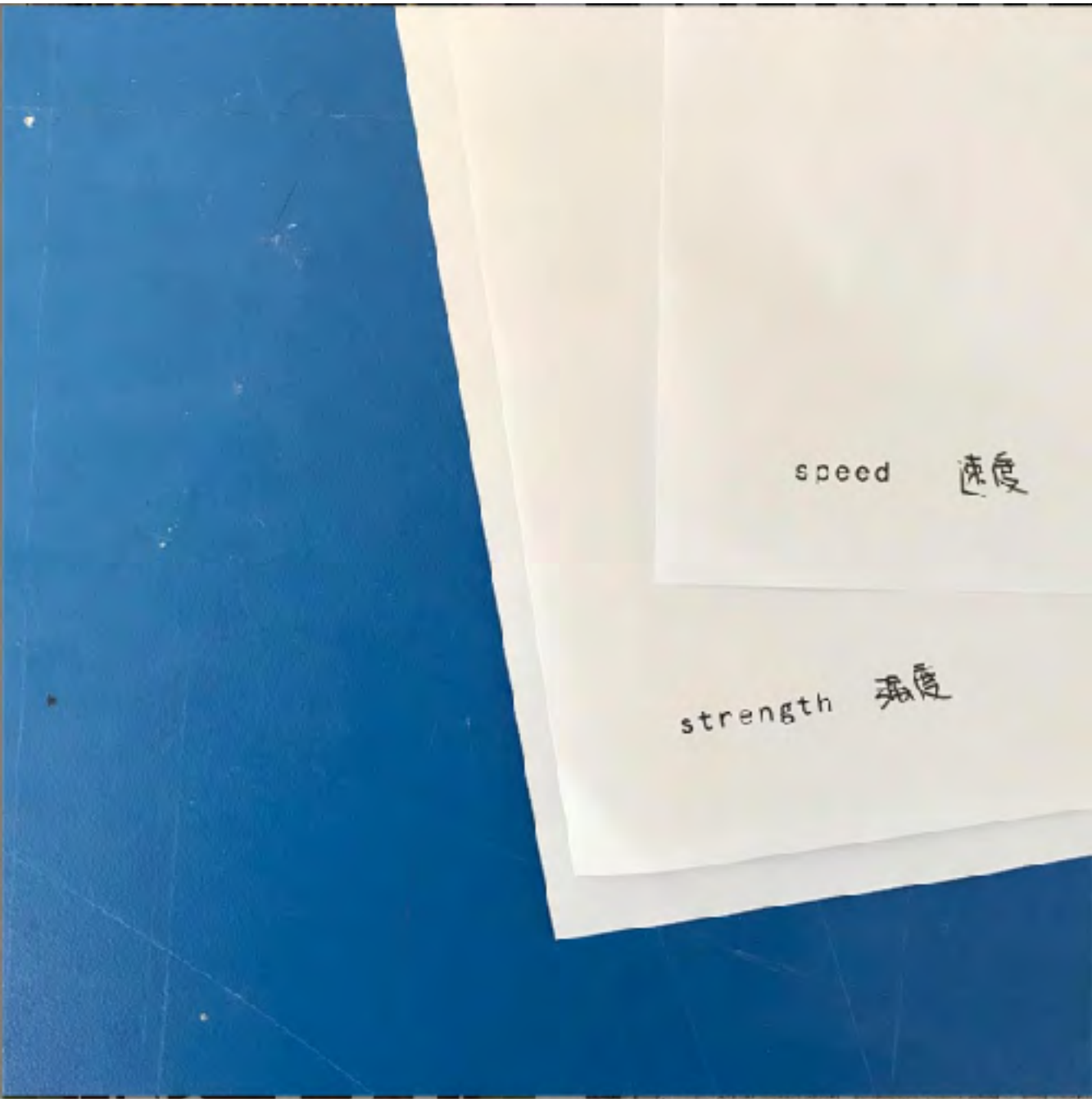
escape /deal with / ignore 逃避 / 解决 / 忽略

successful / honest / remembered 成功的 / 诚实的 / 记住的

entertaining/emotional/ functional 令人愉快, 感动, 功能的

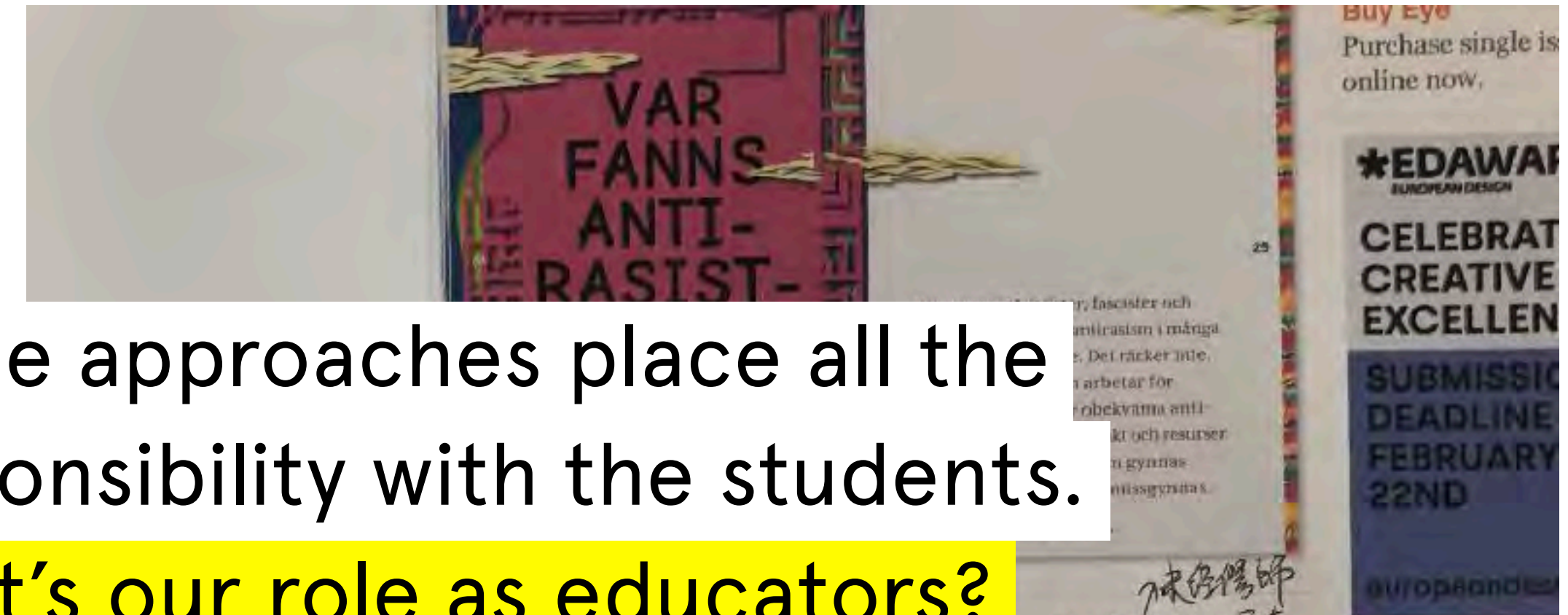
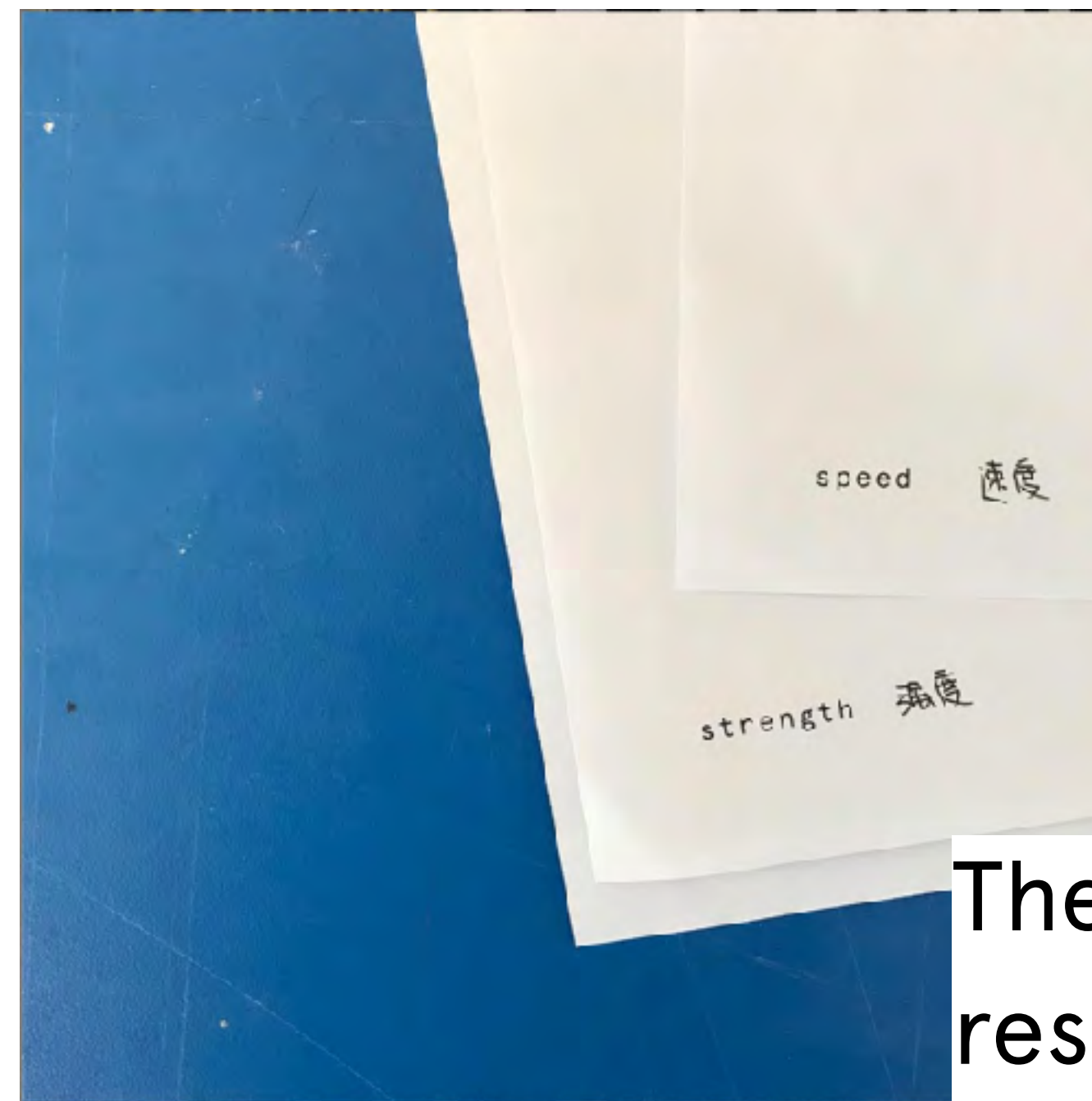


ant my work to communicate (14) meaning and be in tune with the develop	
er fields such as science and art.	意义
a (15) reach of my design links me with a (16) audience that I want to provic	
7) design	
<u>society/business/culture</u>	社会 / 商业 / 文化
<u>importance/necessity/naïvité</u>	重要性, 必要性
<u>aesthetical /ethical</u>	美学的 / 道德的
<u>myself/the client/the user</u>	我自己 / 客户 / 用户
<u>maintain/question/attack</u>	维持, 维持 / 问题 / 攻击 抨击
<u>decorator/activist /problem solver</u>	装饰者 / 积极分子 / 问题解决者
<u>pedagogic/paternalistic/ moralistic</u>	教师式 / 家长式作风 / 说教式
<u>ion-influential/marginal/ central</u>	无影响力 / 边缘的 / 中心的
<u>industry/culture/ my community</u>	产业, 工业 / 文化 / 社区
<u>escape /deal with / ignore</u>	逃避 / 解决 / 忽略
<u>successful / honest / remembered</u>	成功的 / 诚实的 / 记住的
<u>entertaining/emotional/ functional</u>	令人愉快 / 感动的, 功能性的



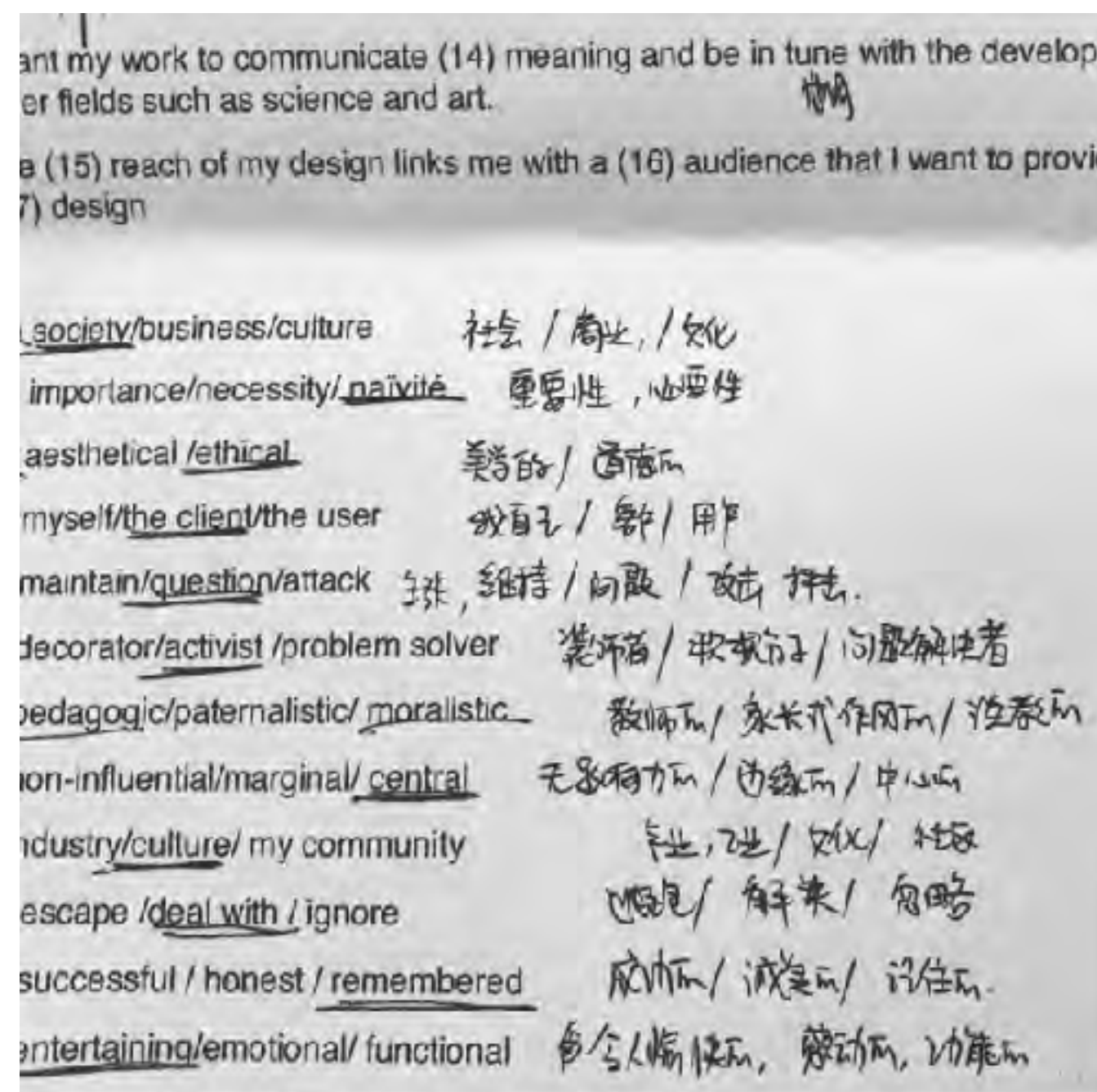
a (15) reach of my design links me with a (16) audience that I want to provide (17) design

society/business/culture 社会 / 商业 / 文化
importance/necessity/naïvité 重要性, 必要性
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entertaining/emotional/functional 令人愉快的, 感动的, 功能的



These approaches place all the responsibility with the students.

What's our role as educators?



Unlearning
The tutorial



draw your
so not expensive.

Can you do it
cheaper with outside
printers?



WHY SUCH LITTLE
KNOWLEDGE OF
UNSUSTAINABILITY.



What we found

Size of the note = brevity = clarity

What we found

Size of the note = brevity = clarity

More mindful of the question or point
(tutors and students)

1. I live in Between 1 and 2 zone,
near train station, there are many
people. near Sainsbury's. There are
some new apartment.

2. There are 2 bedrooms. 1
my bedroom is Δ shape. And it
has a small balcony. My home is
23 floor, and it has a great view

3. There are lots of workers and
Chinese students.

4. Underground and bus. It's a
place far away from my home,
I will choose the underground.

5. It's more difficult than
elephant and castle.

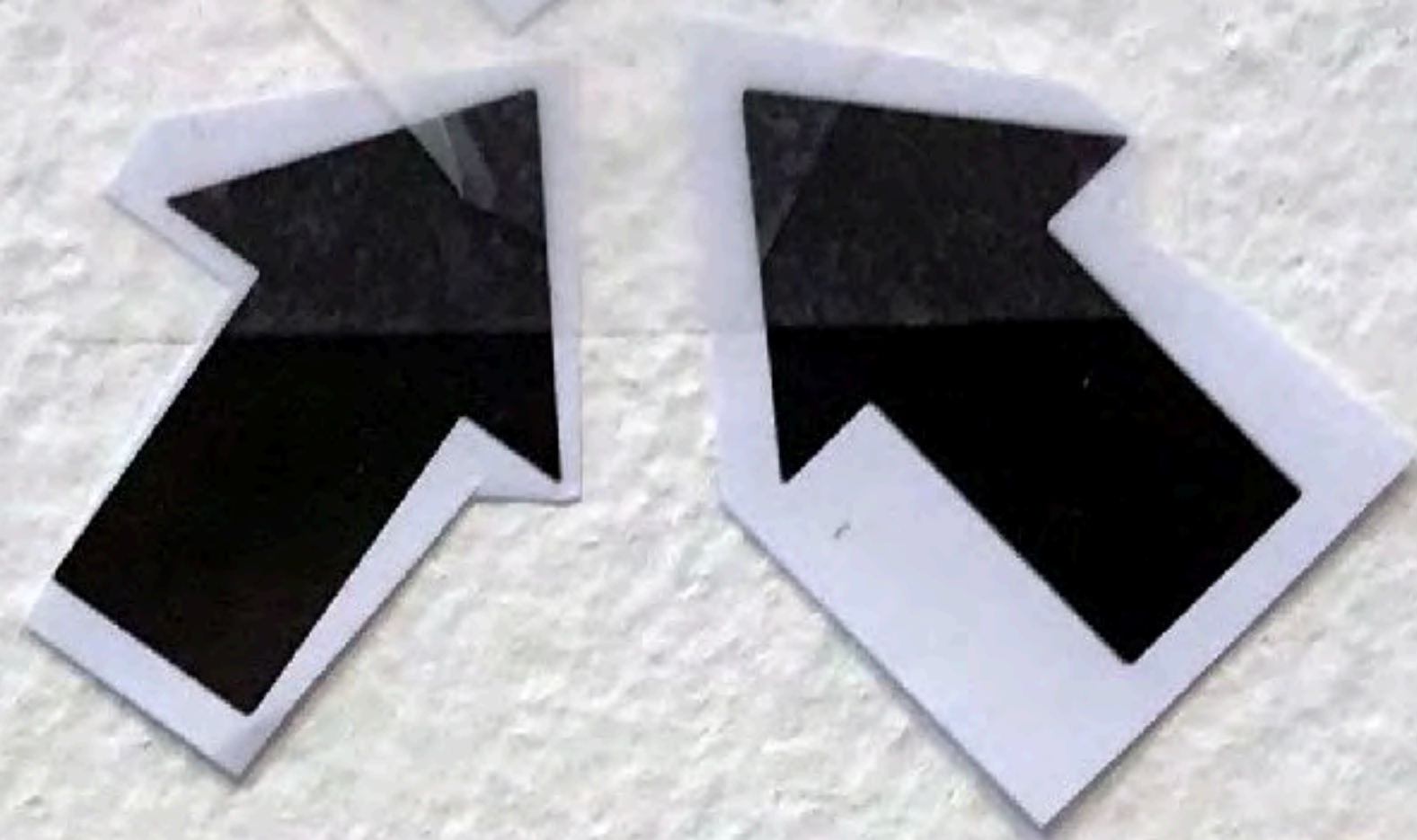
6. elephant castle has big underground
station. It has many subway lines
it is easy to somewhere than Vashell

7. next question

8. safe and because it has big supermarket
it very convenient.

What we found

Simple visual record of the discussion

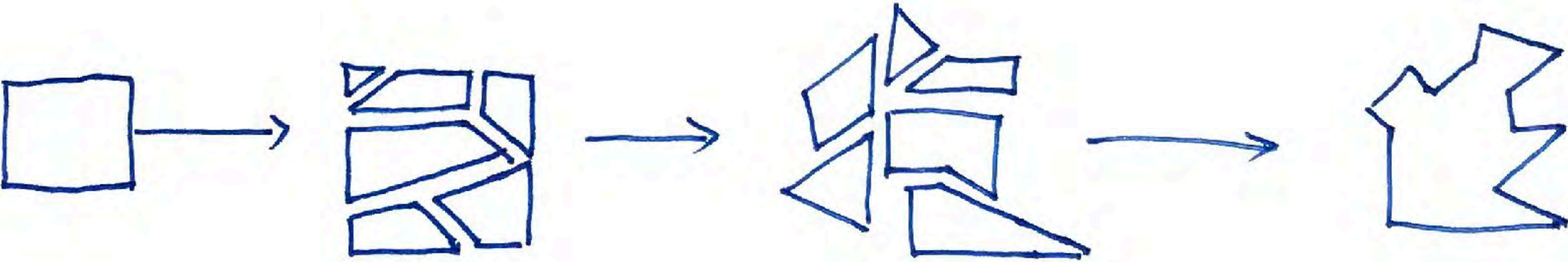


conversation
(sit on the bench)
really kind.
kind

What we found

Simple visual record of the discussion
= more clarity in interpretation of feedback





What we found

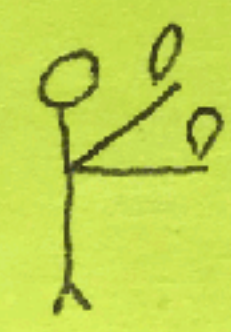
Provides a means for negotiating meaning

GIVE EXAMPLES OF

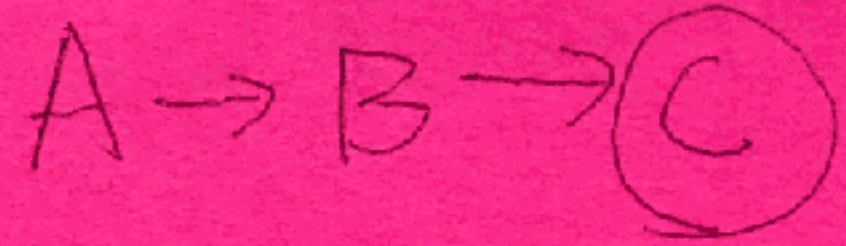
- dare esempi

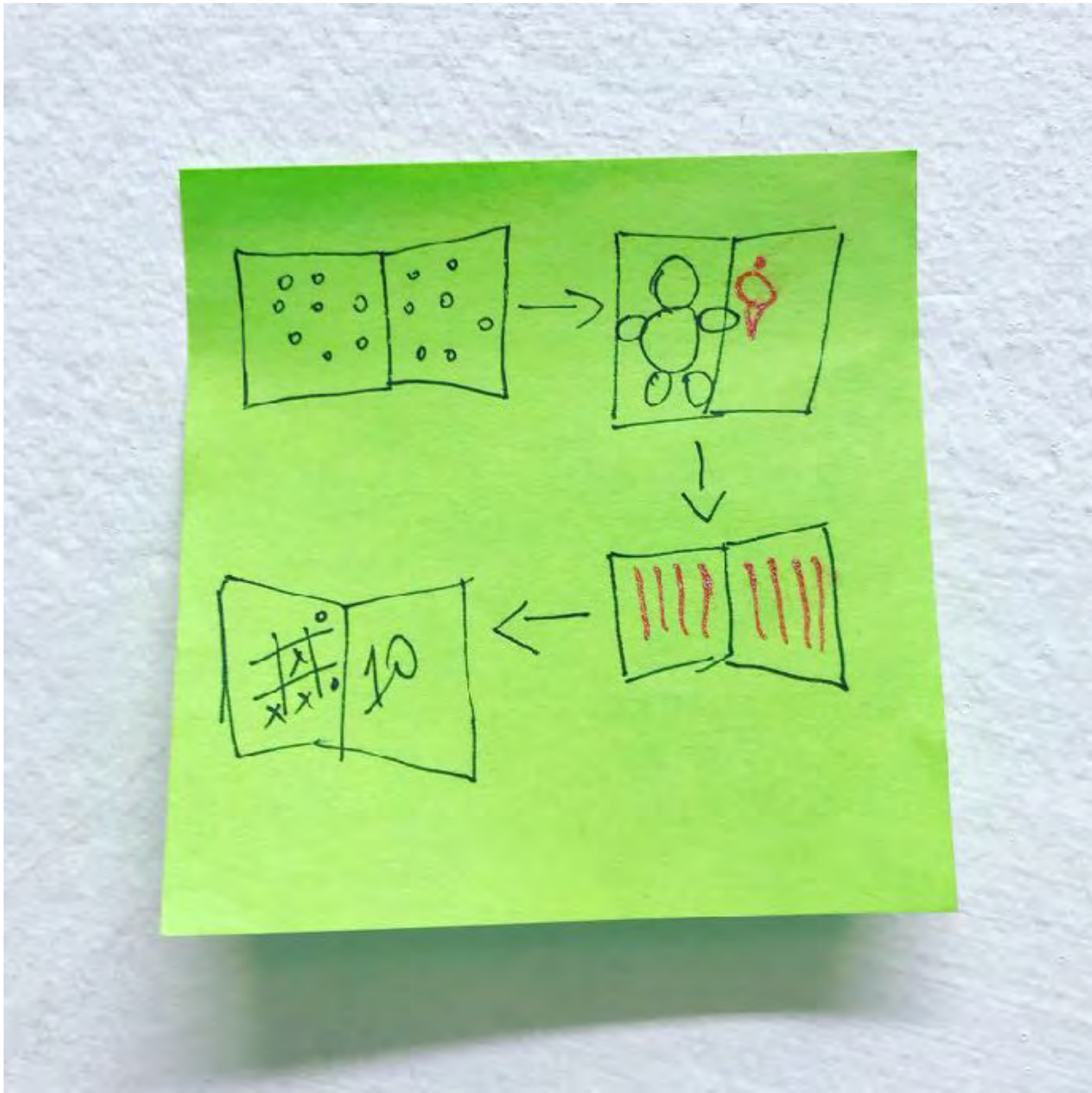
举例子

ein Beispiel machen
donner exemples de



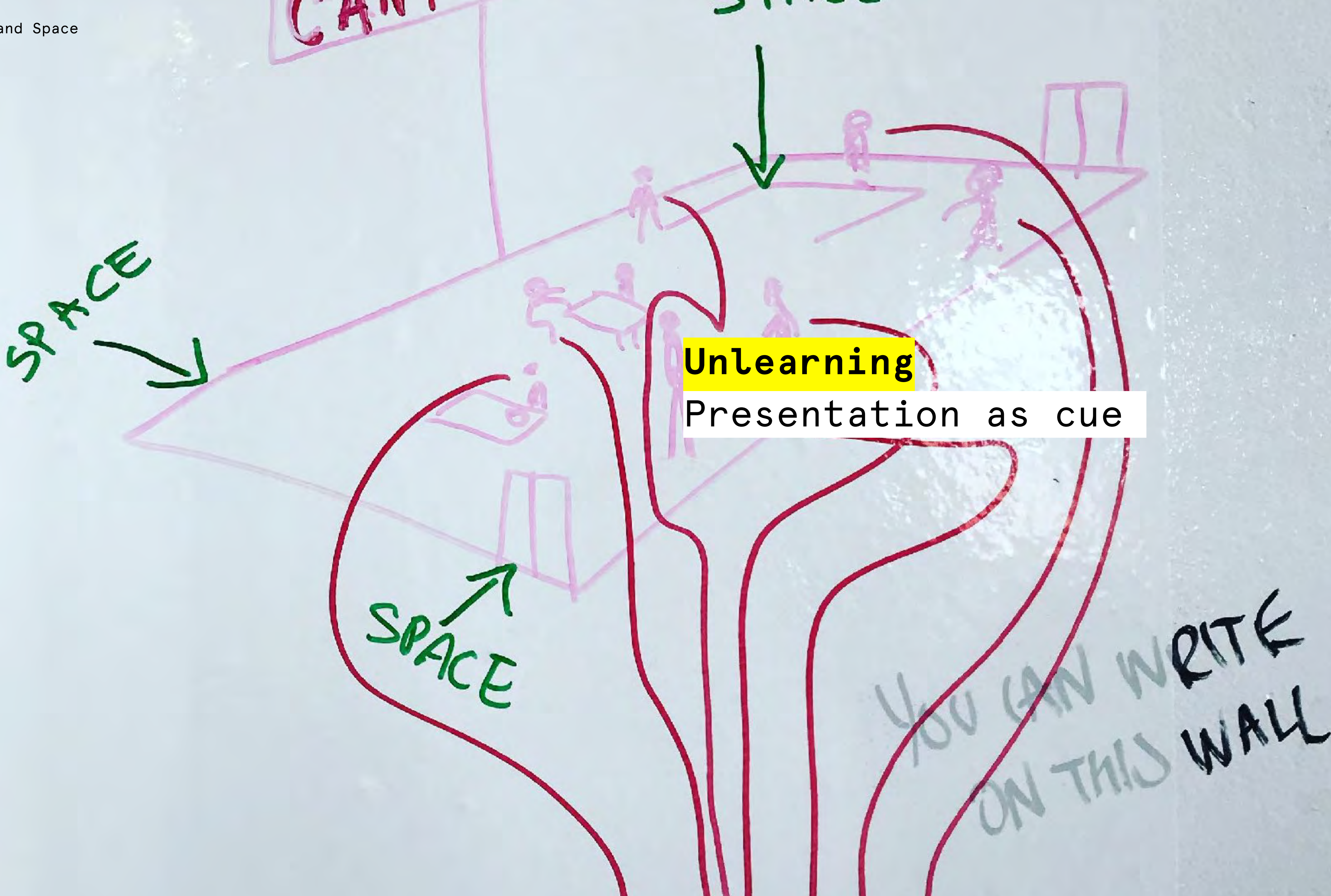
conclude





What the students said...

“We describe our thinking through visual symbols.
Graphics is our language.”



Workshop Example

Designing a Brief

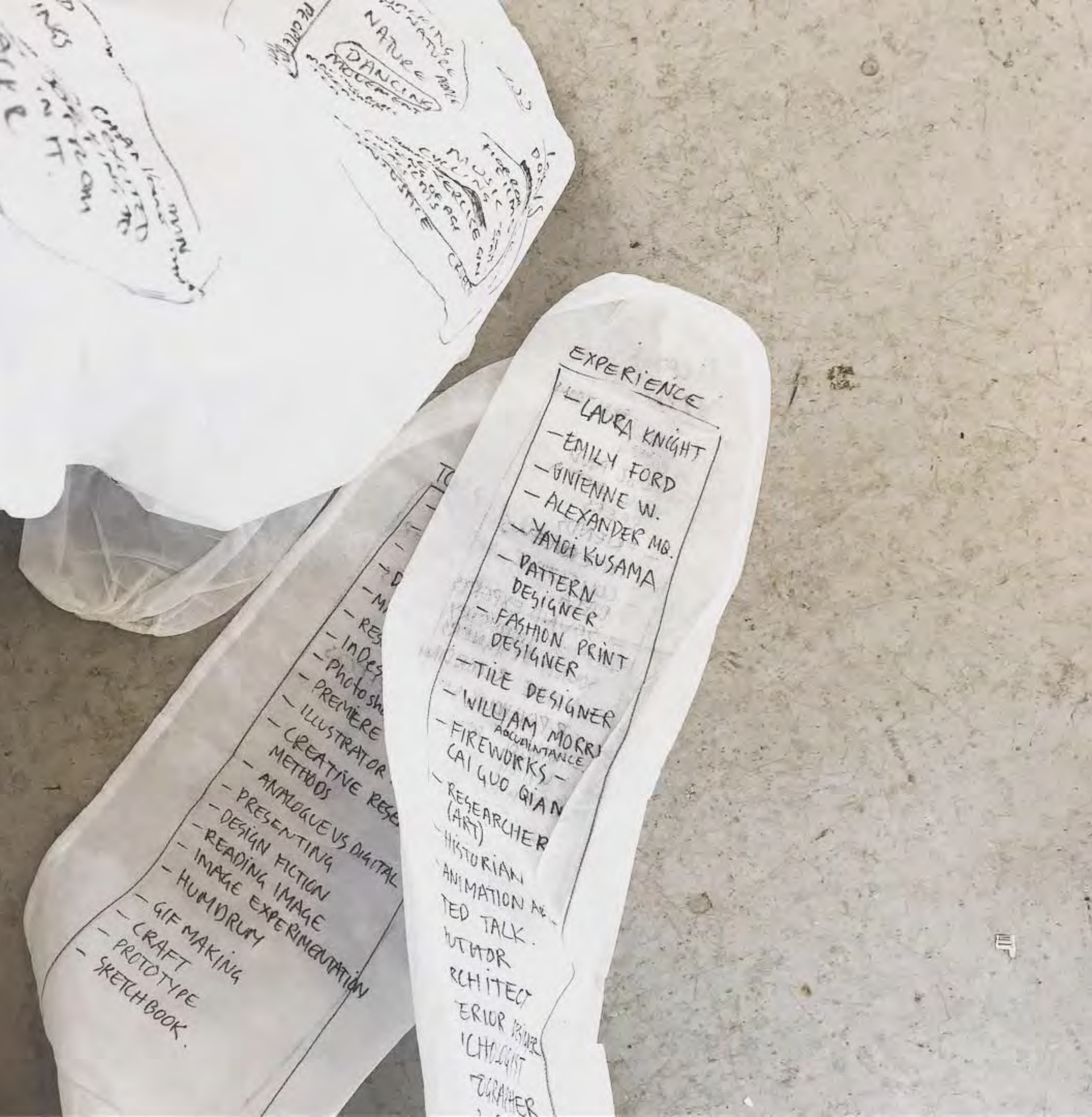


FRONT

BACK







EXPERIENCE

- LAURA KNIGHT
- EMILY FORD
- VINIENNE W.
- ALEXANDER MG.
- YAYOI KUSAMA

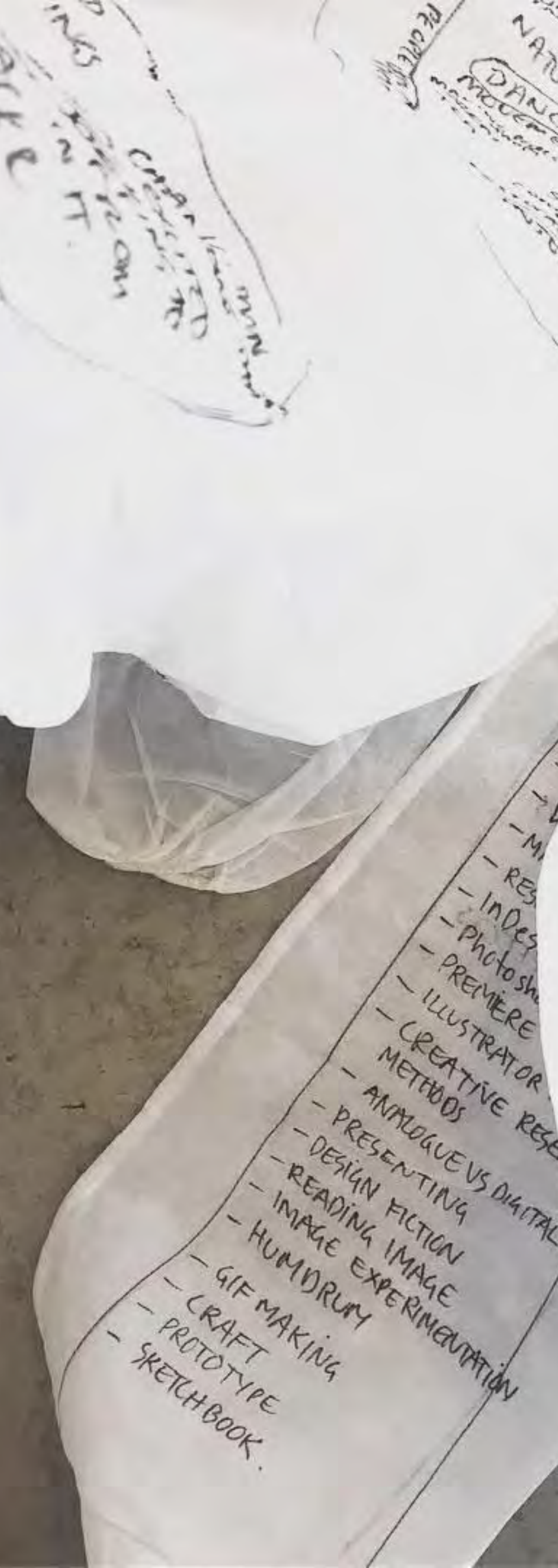
- PATTERN DESIGNER
- FASHION PRINT DESIGNER
- TILE DESIGNER

- WILLIAM MORRIS
- FIREWORKS
- CAI GUO GIAN

- RESEARCHER (ART)
- HISTORIAN
- ANIMATION RE
- TED TALK
- TUTOR
- ARCHITECT
- ERIOR DESIGNER
- ILLUSTRATOR
- CURATOR

- D
- M
- RES
- INDEX
- PHOTOSHOP
- PREMIERE
- ILLUSTRATOR
- CREATIVE RESEARCH METHODS
- ANALOGUE VS DIGITAL
- PRESENTING
- DESIGN FICTION
- READING IMAGE
- IMAGE EXPERIMENTATION
- HUMDRUM
- GIF MAKING
- CRAFT
- PROTOTYPE
- SKETCHBOOK





Our course defined





THIS SUIT BECAME...
A project exploring
REVERSE
NEWS

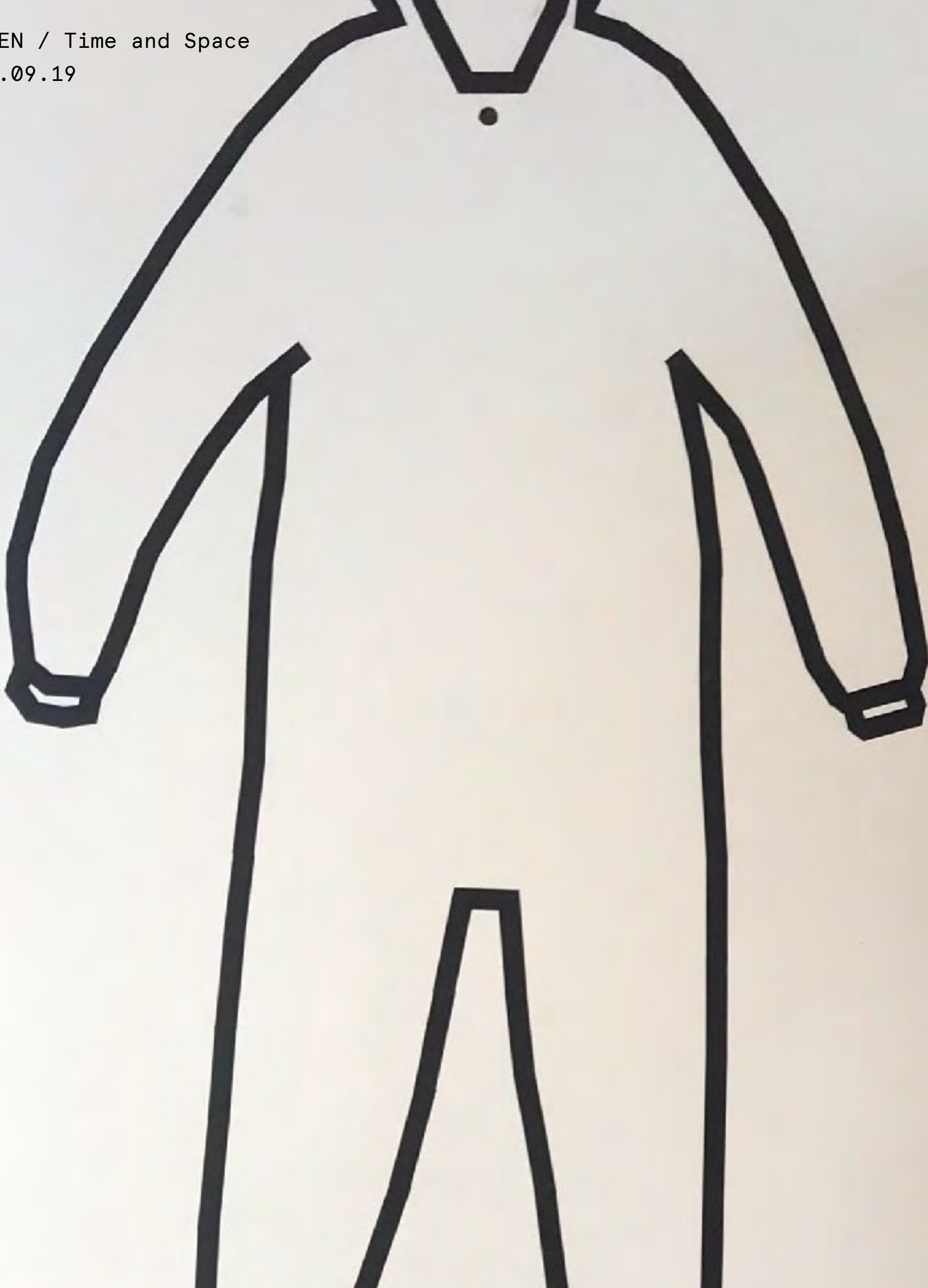
troll
take news
reverse news
misinformation

Rats vgg

reach to the people
Do people really
are not the media?
no one went to
to their anger.

time
practices
How to slow
people down?
change the
society of
m/label.

game
Man from Far
A-Z
Star war
The 1st (Dostoye

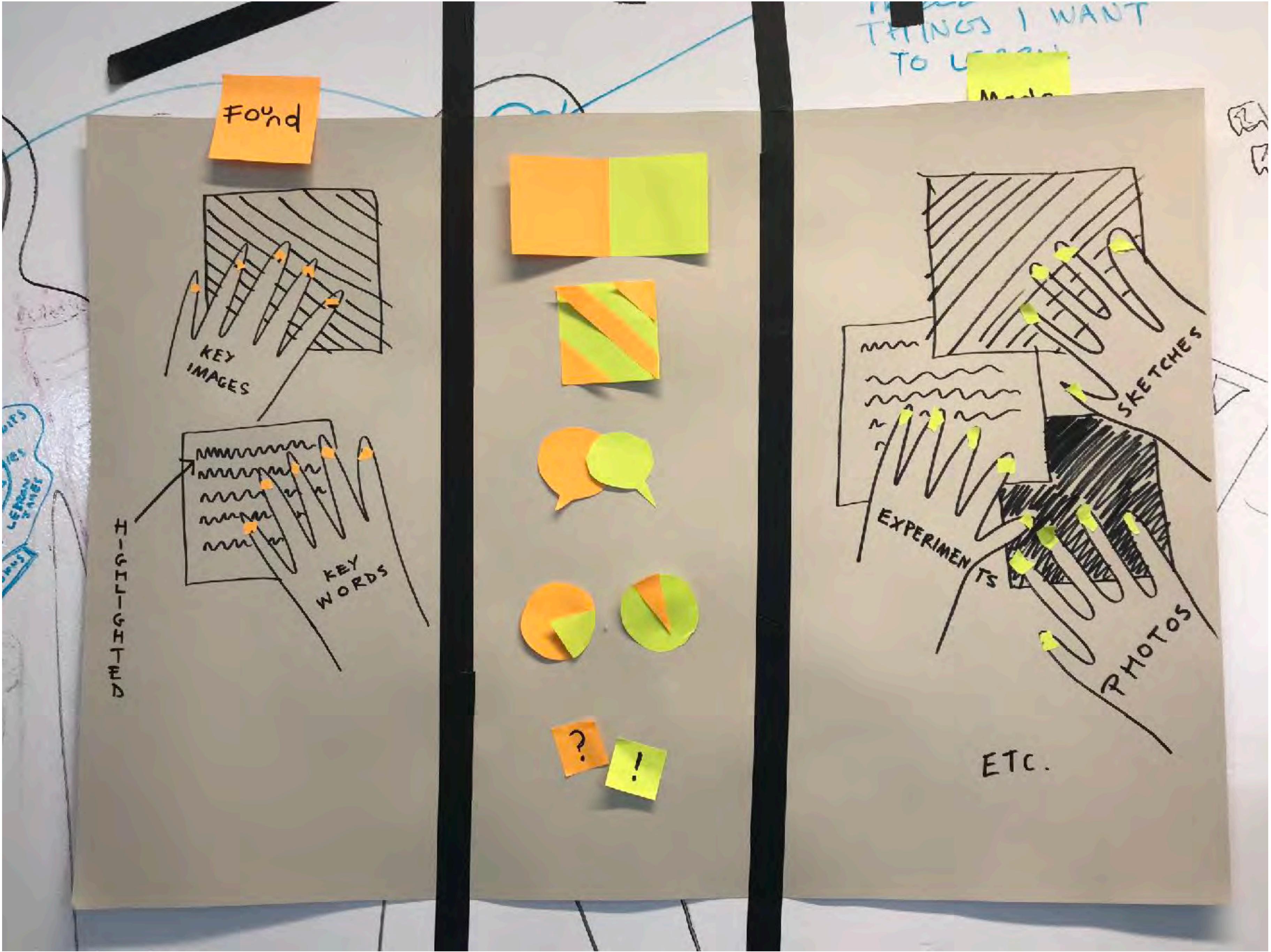


Unlearning
Walls

Workshop Example

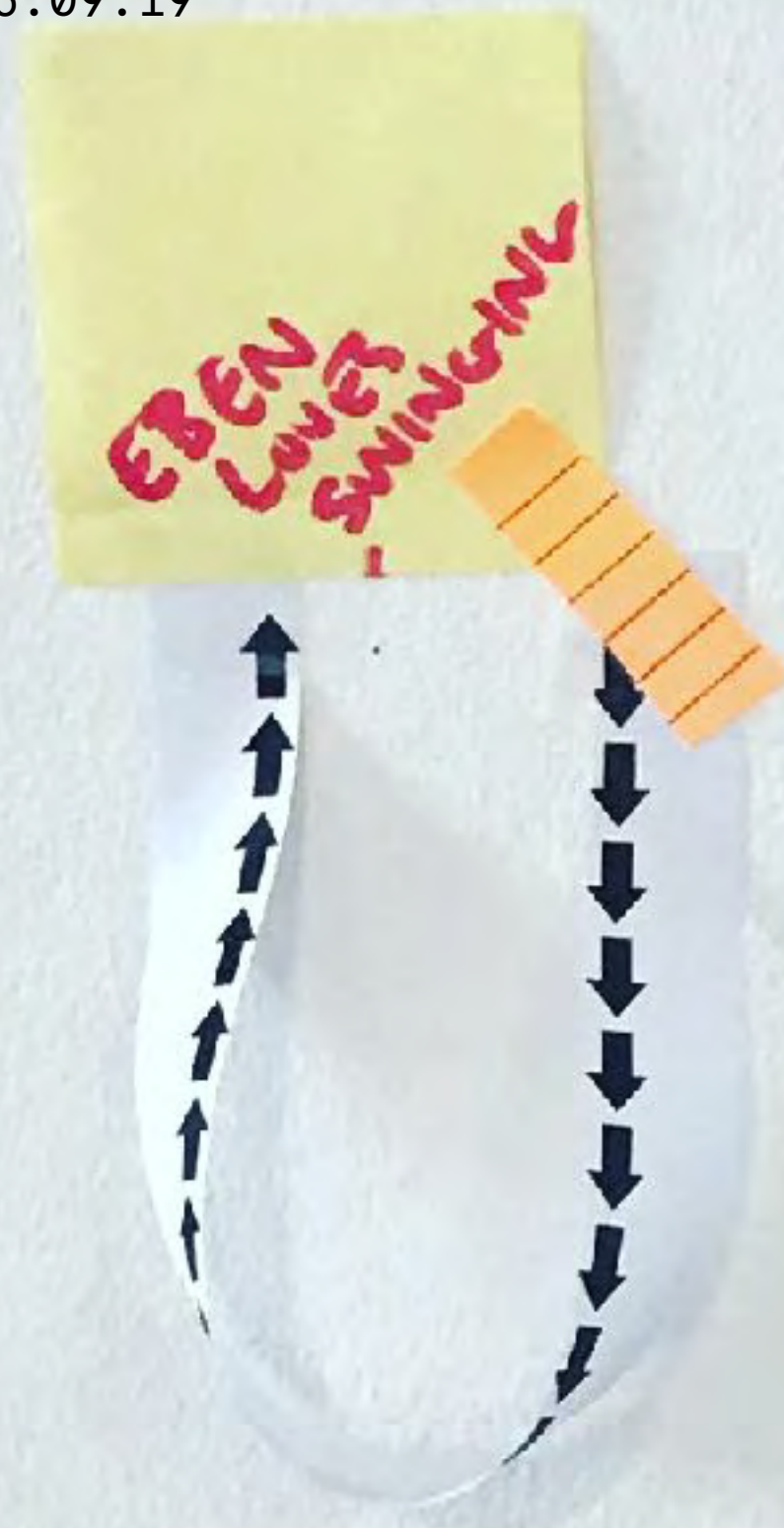
Teaching Synthesis

Context x Form



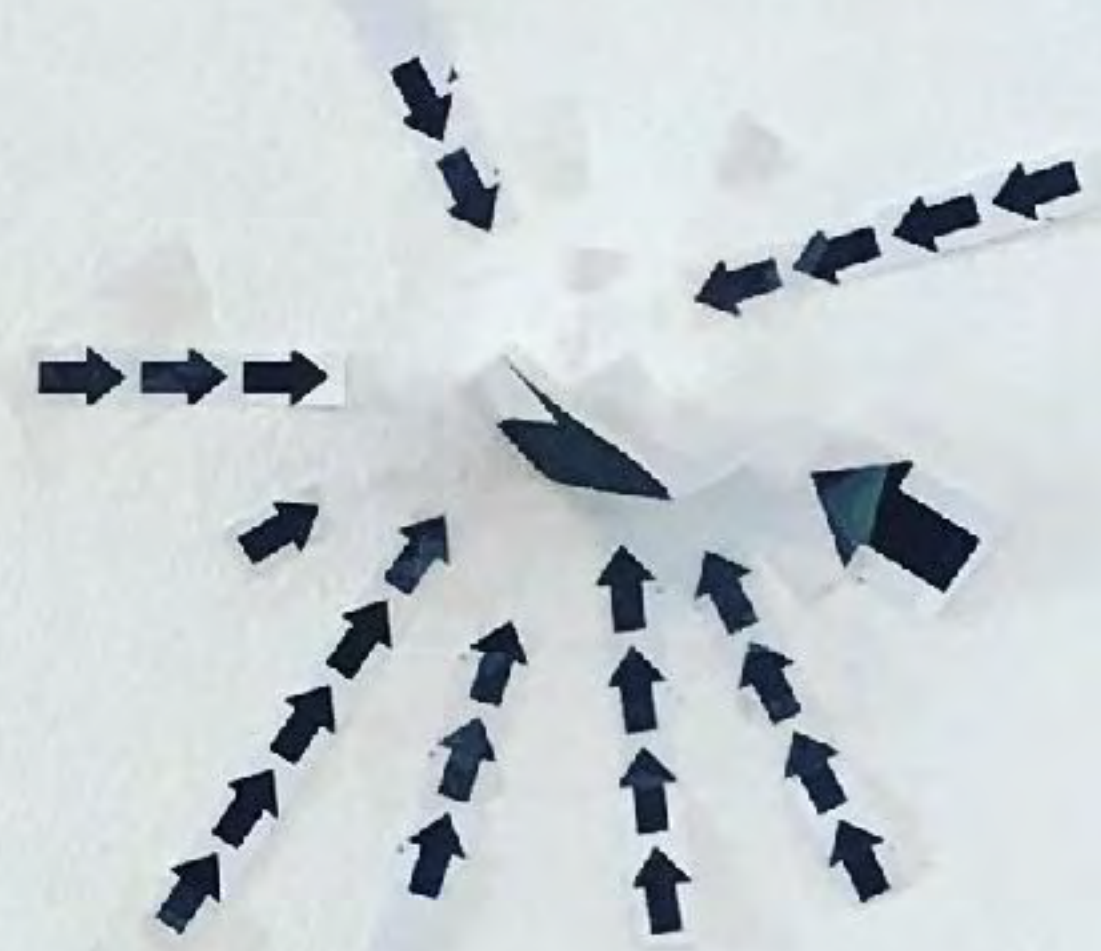






same language
supvised

conversation
(sit on the bench)
really kind.
new friends

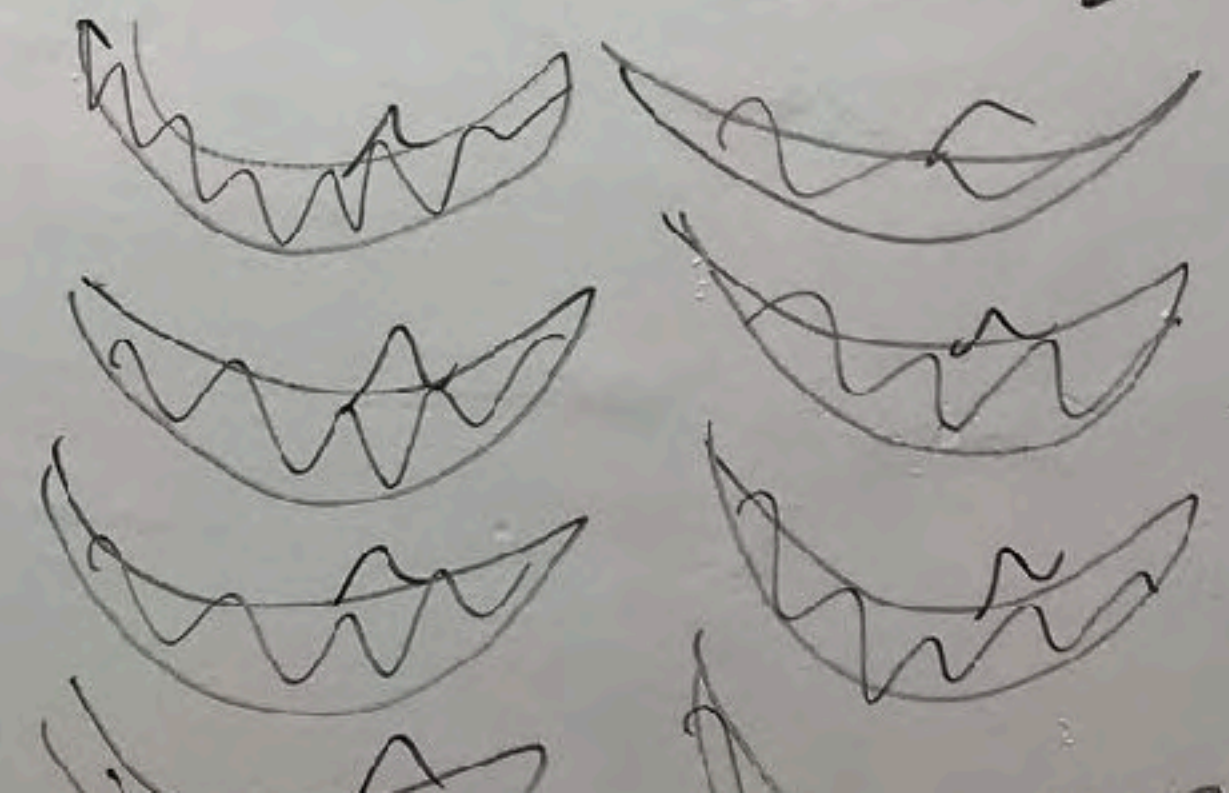
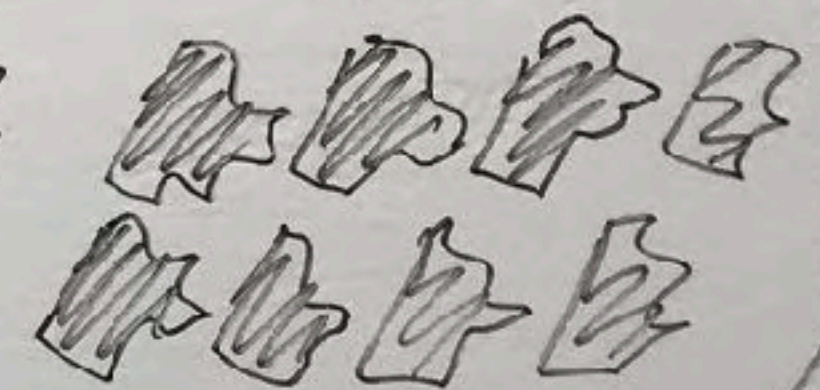
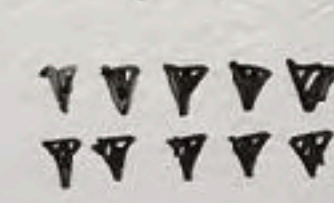
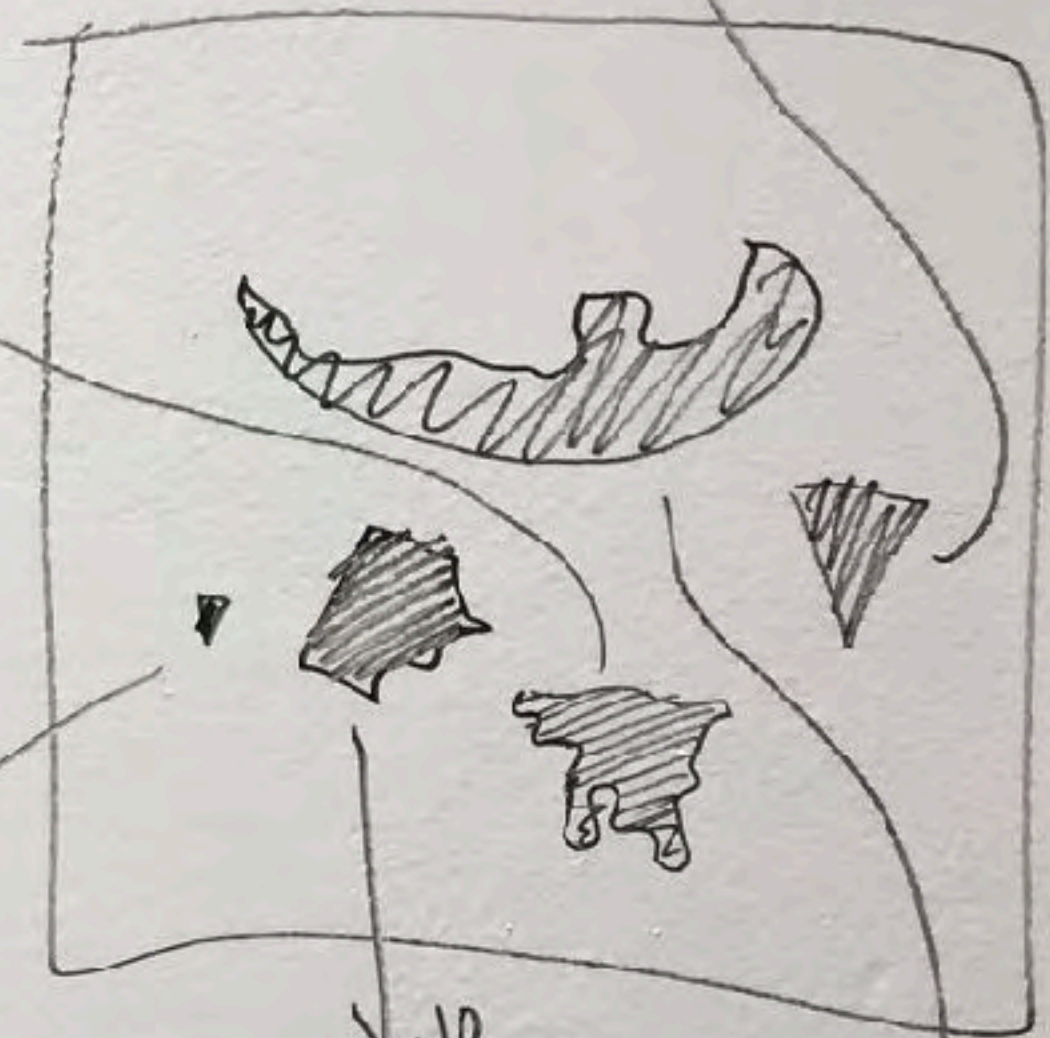
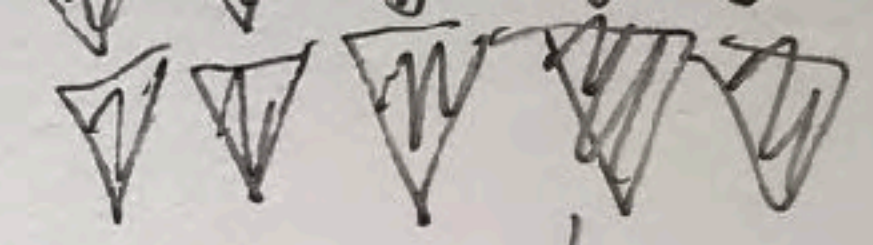
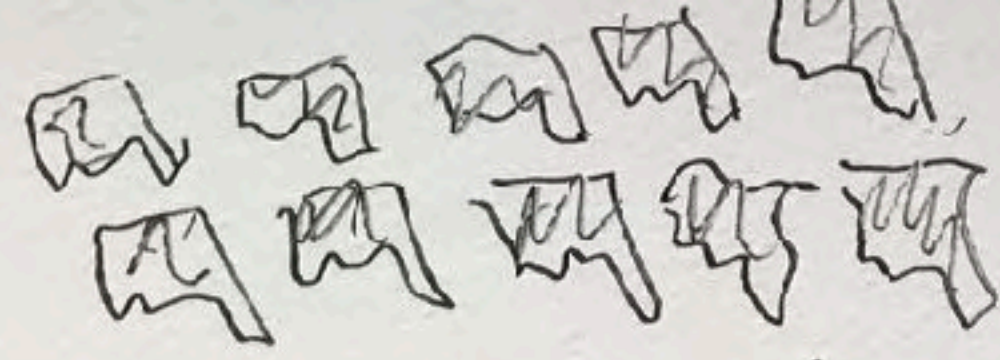
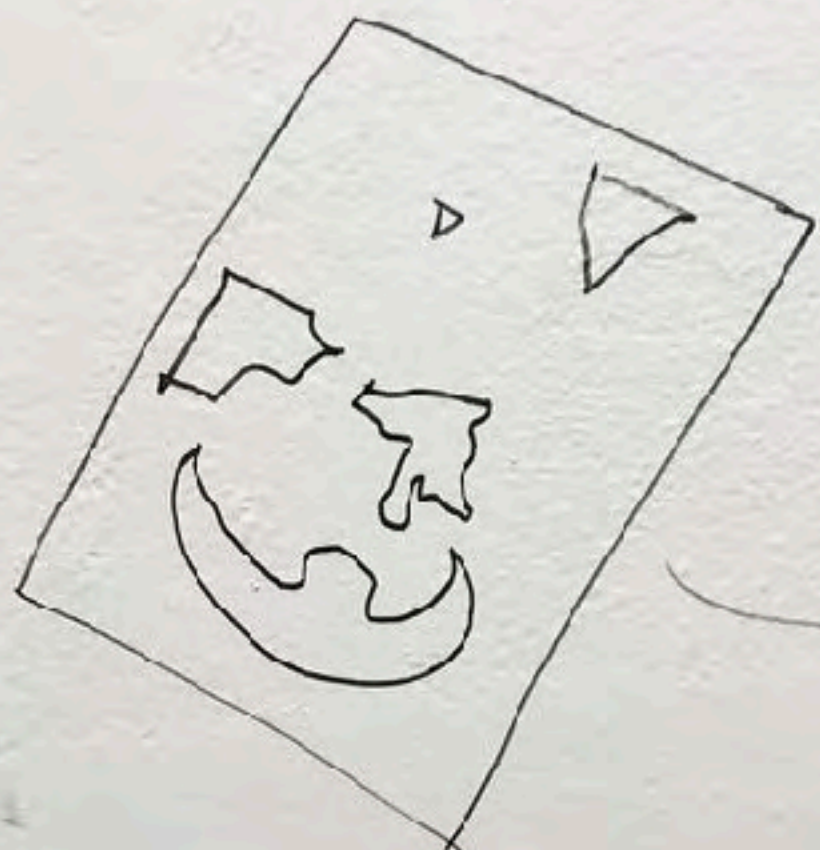


Triangle
sleepy

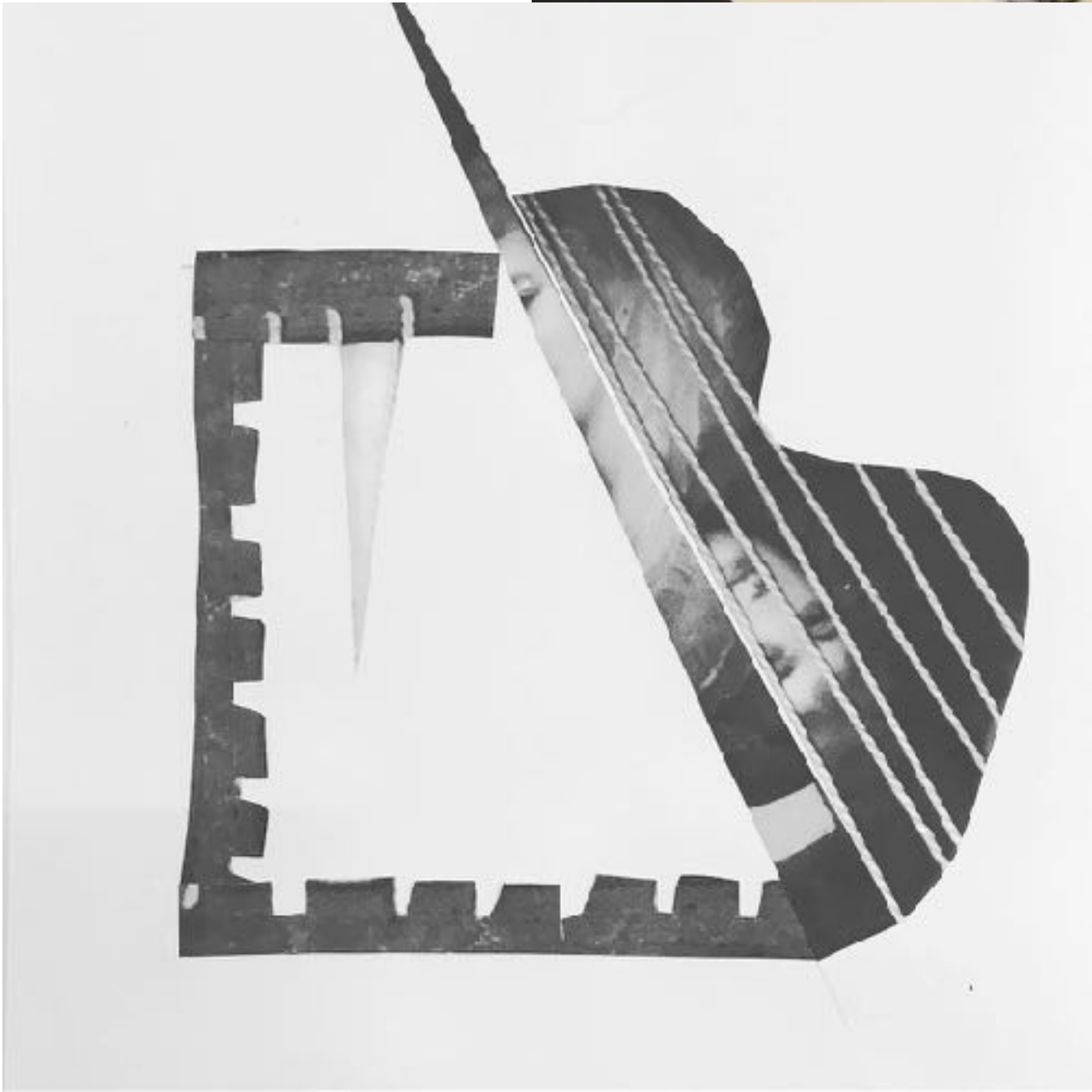


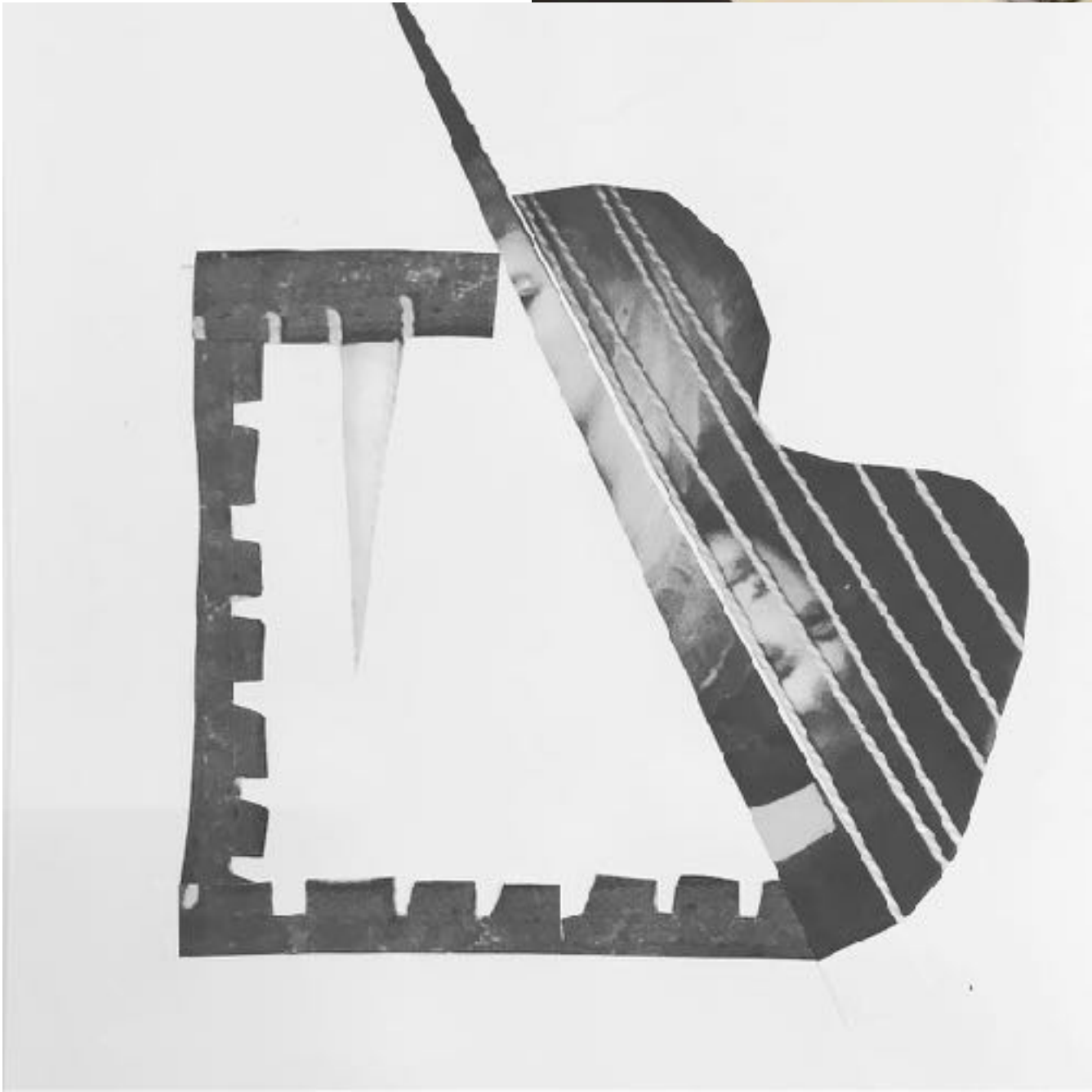
Workshop Example

Conditional Experimentation

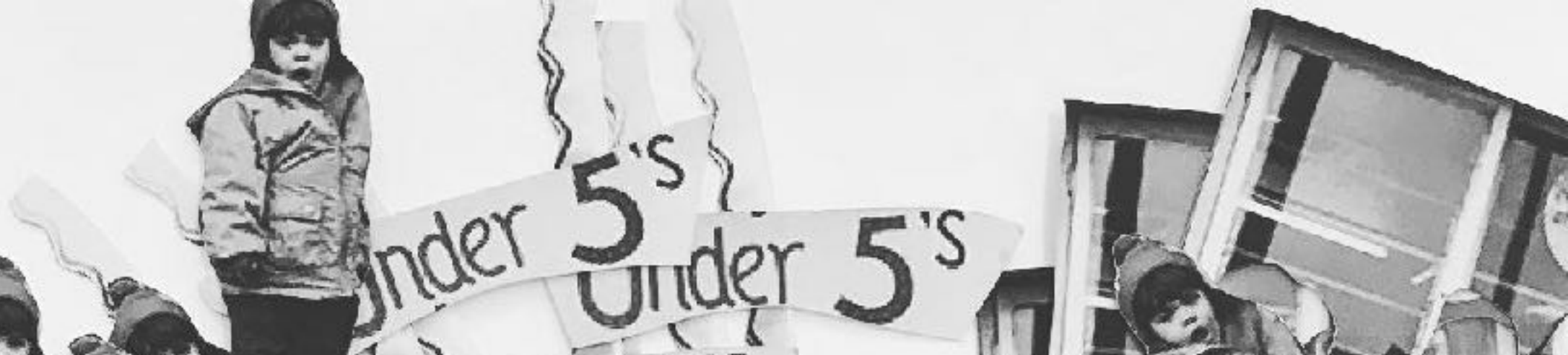
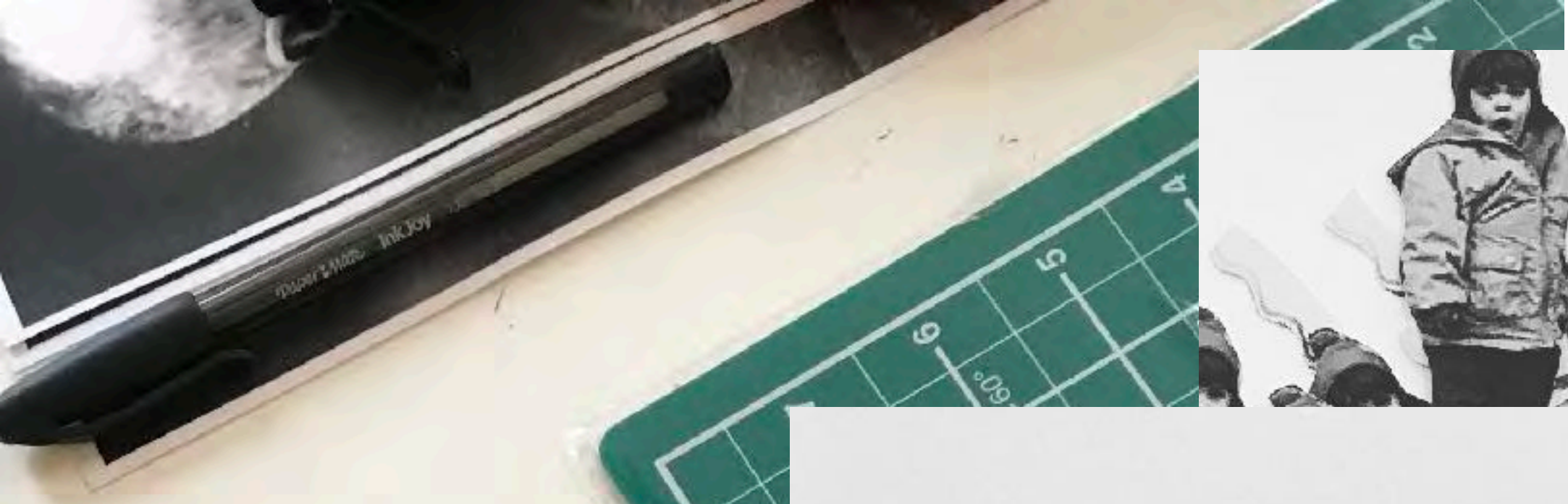






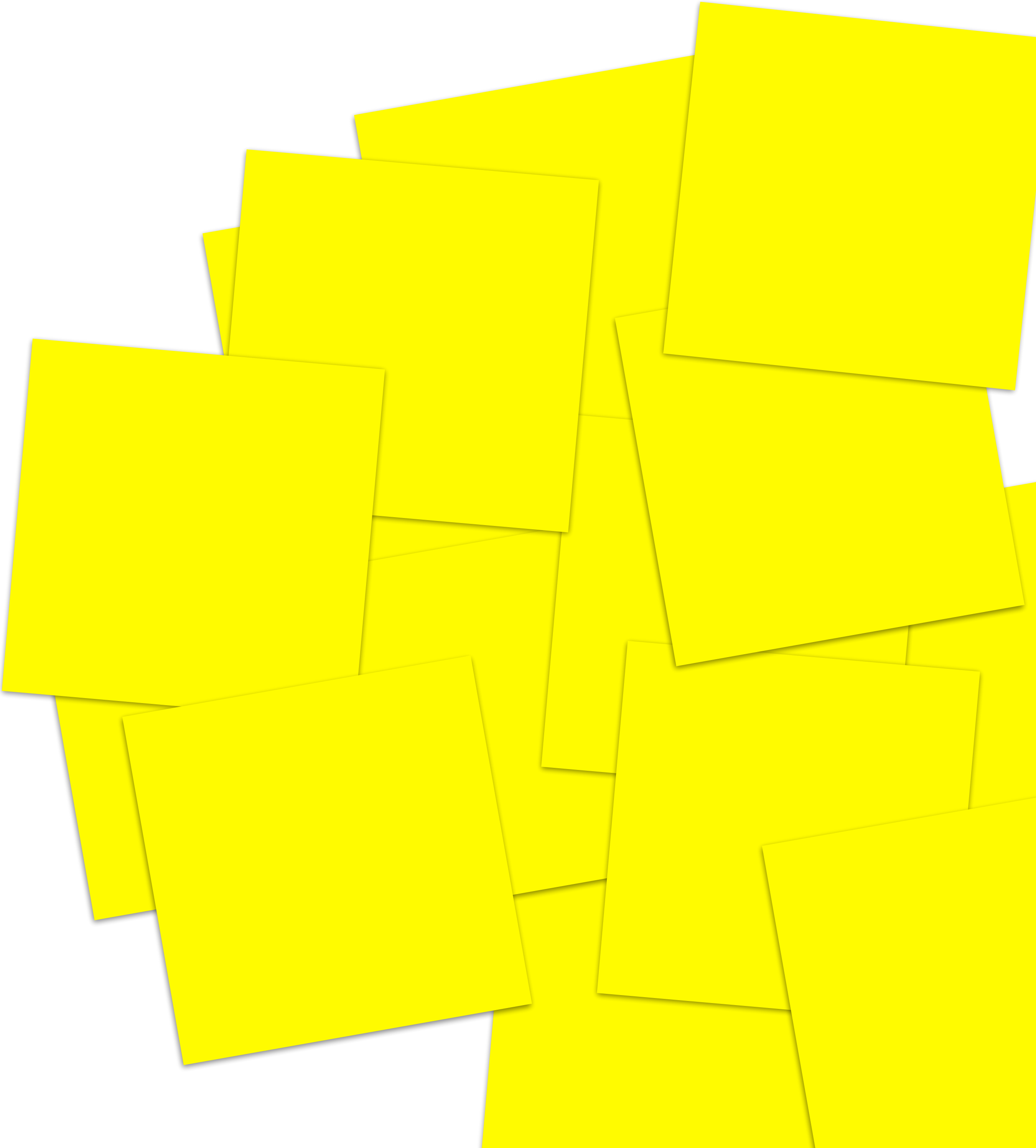






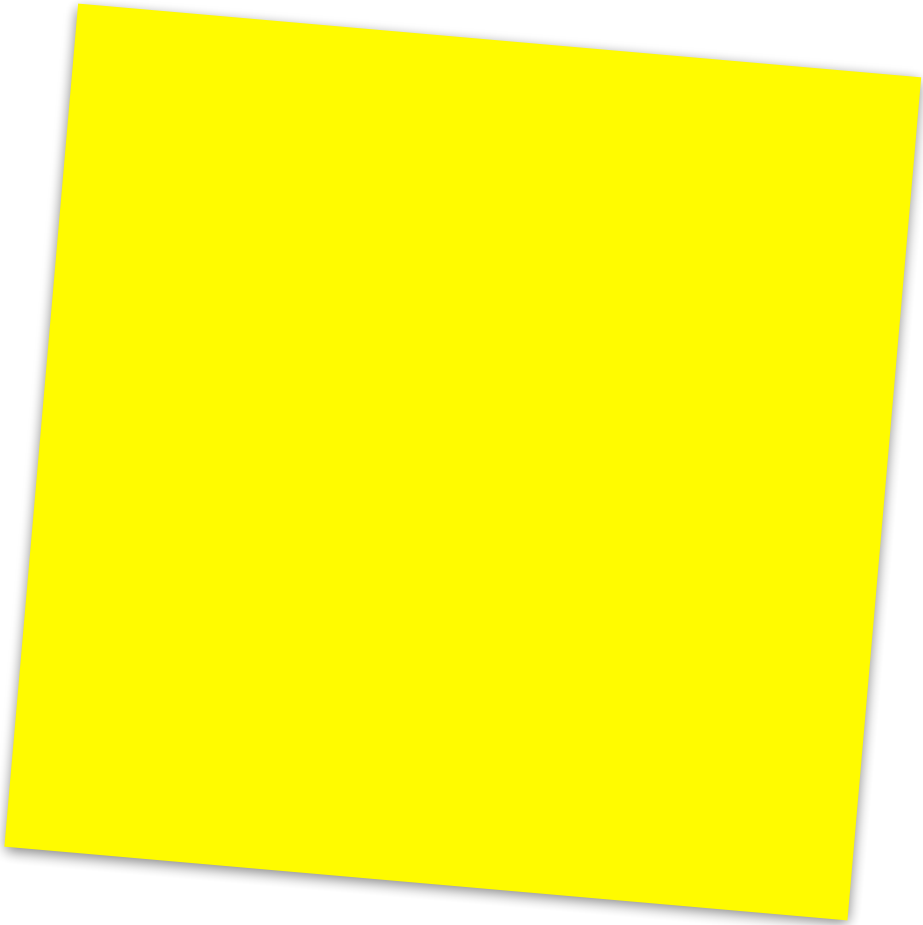
As a group

Let's go back to your
formats for teaching...



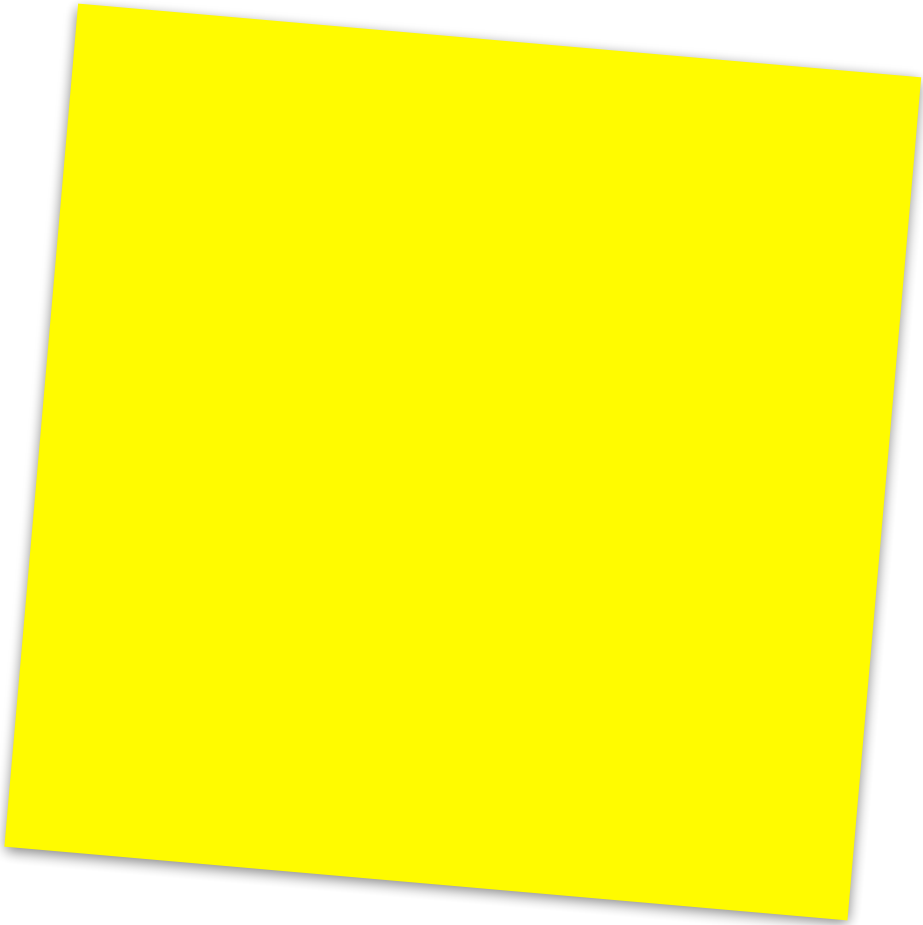
As a group

Pick one



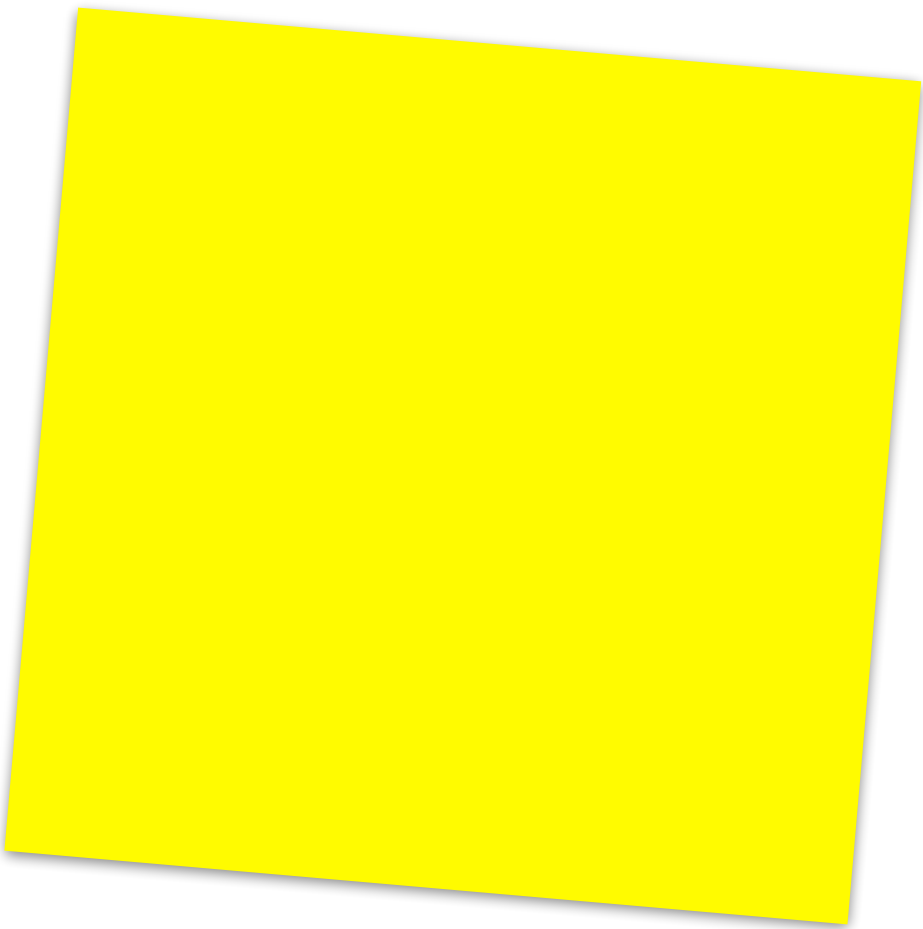
As a group

What's the format for it?



As a group

What’s the format for it?
How does it work?

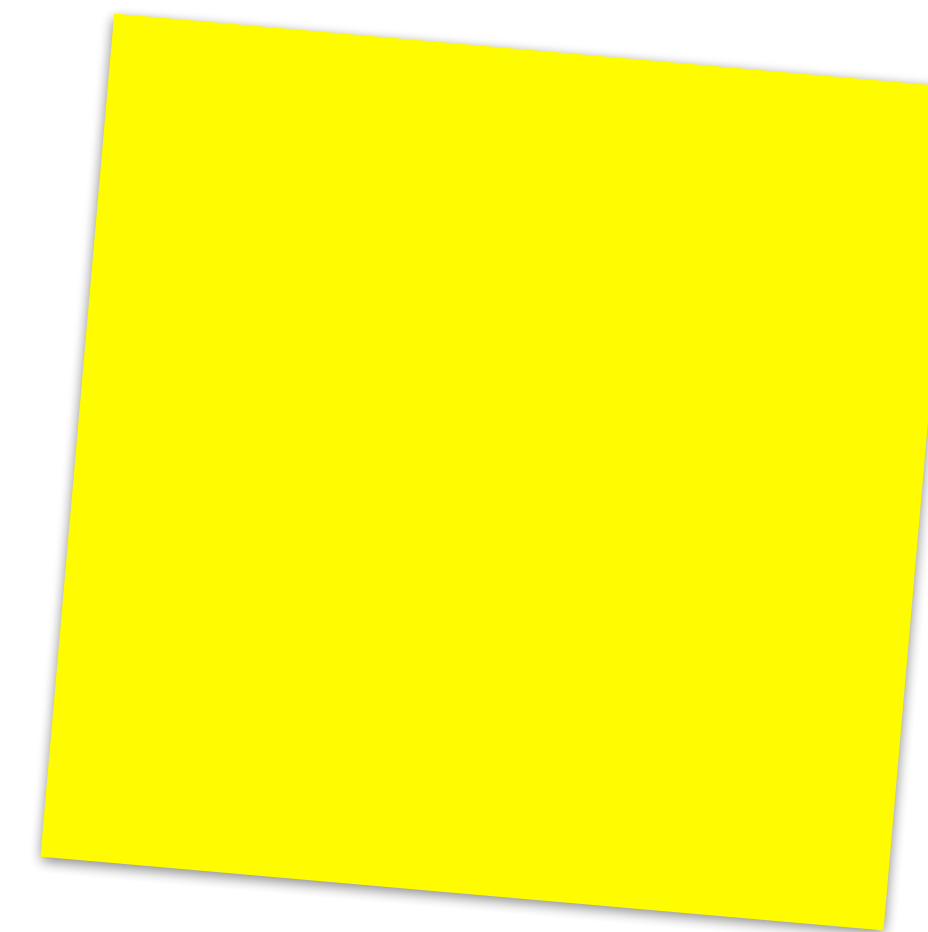


As a group

What's the format for it?

How does it work?

How is it set up and delivered?







Discuss

What are the potential barriers?

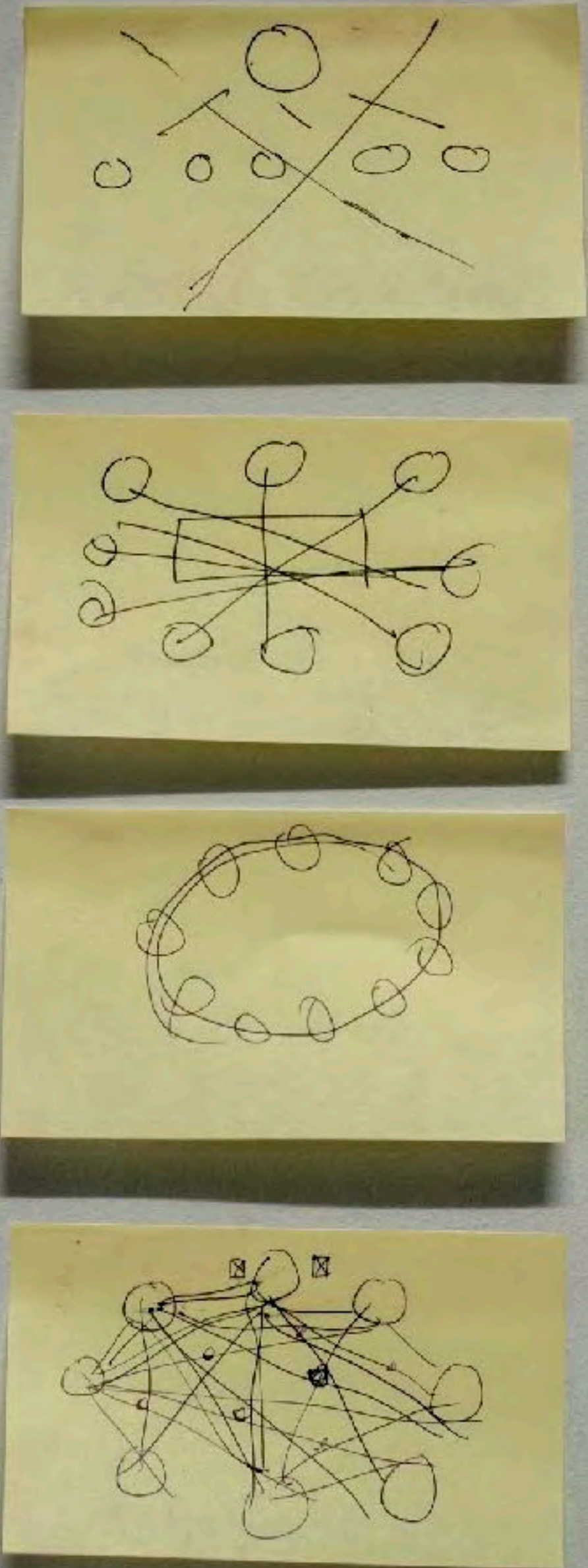
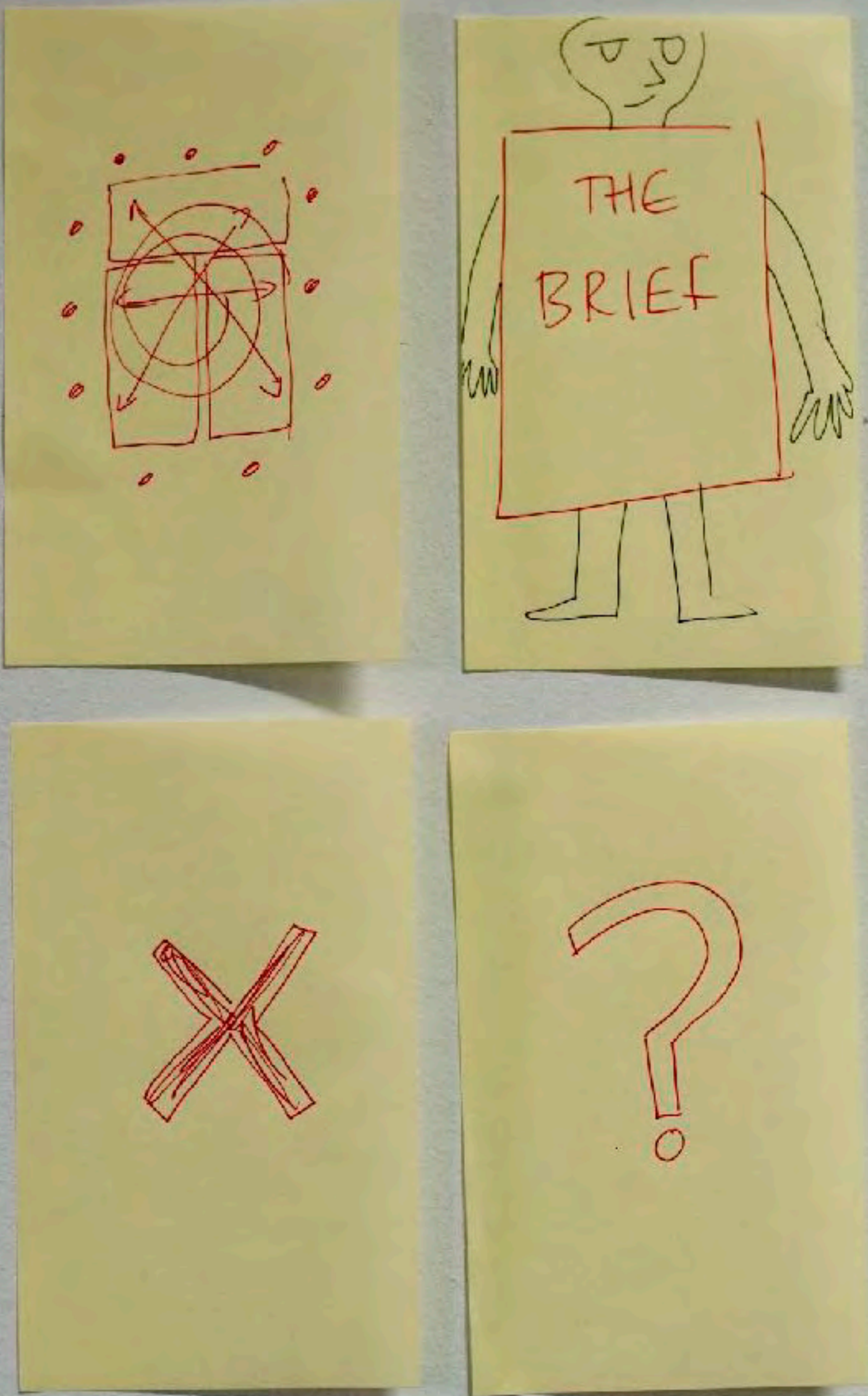
As a group

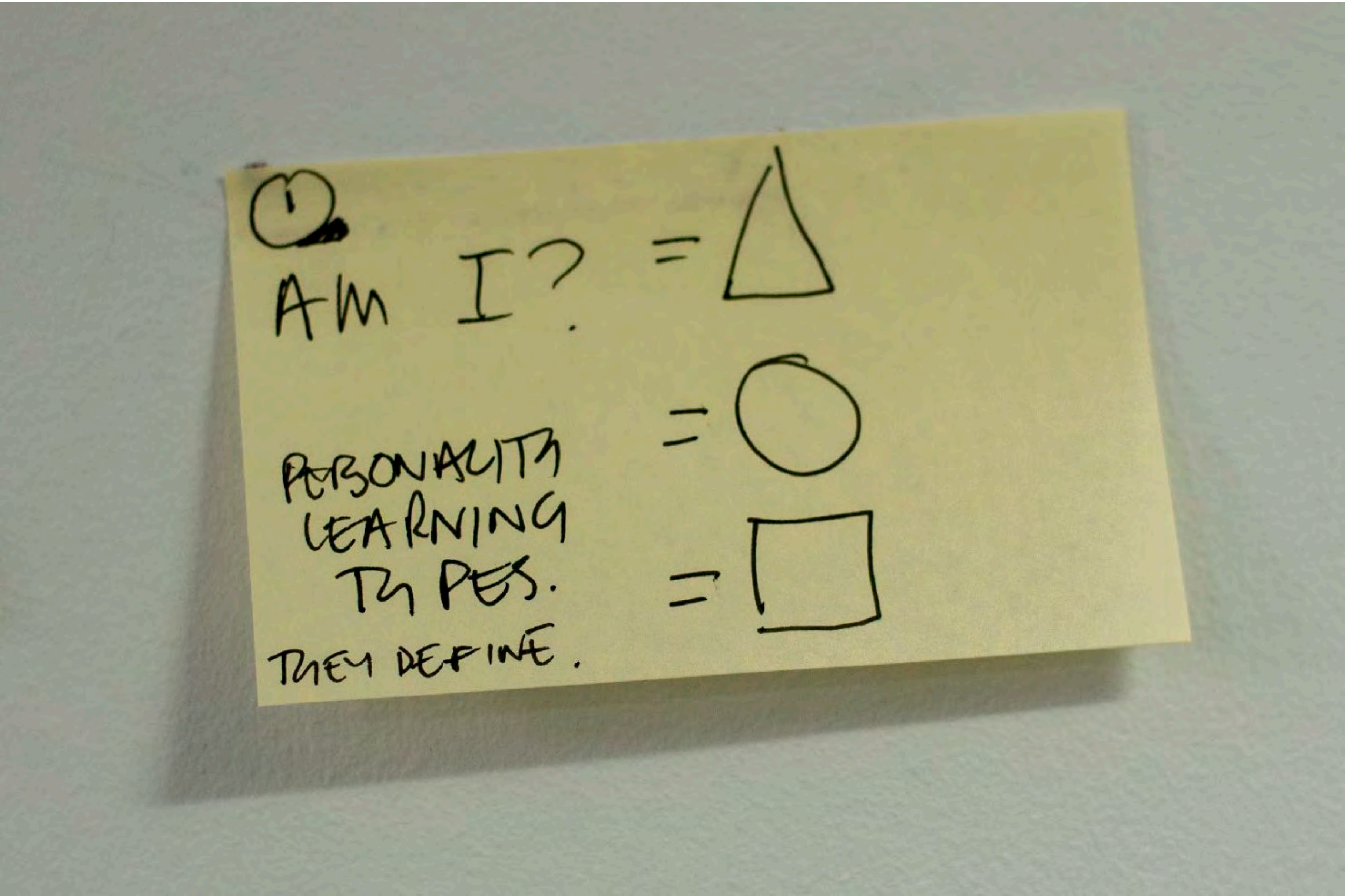
Unlearn it

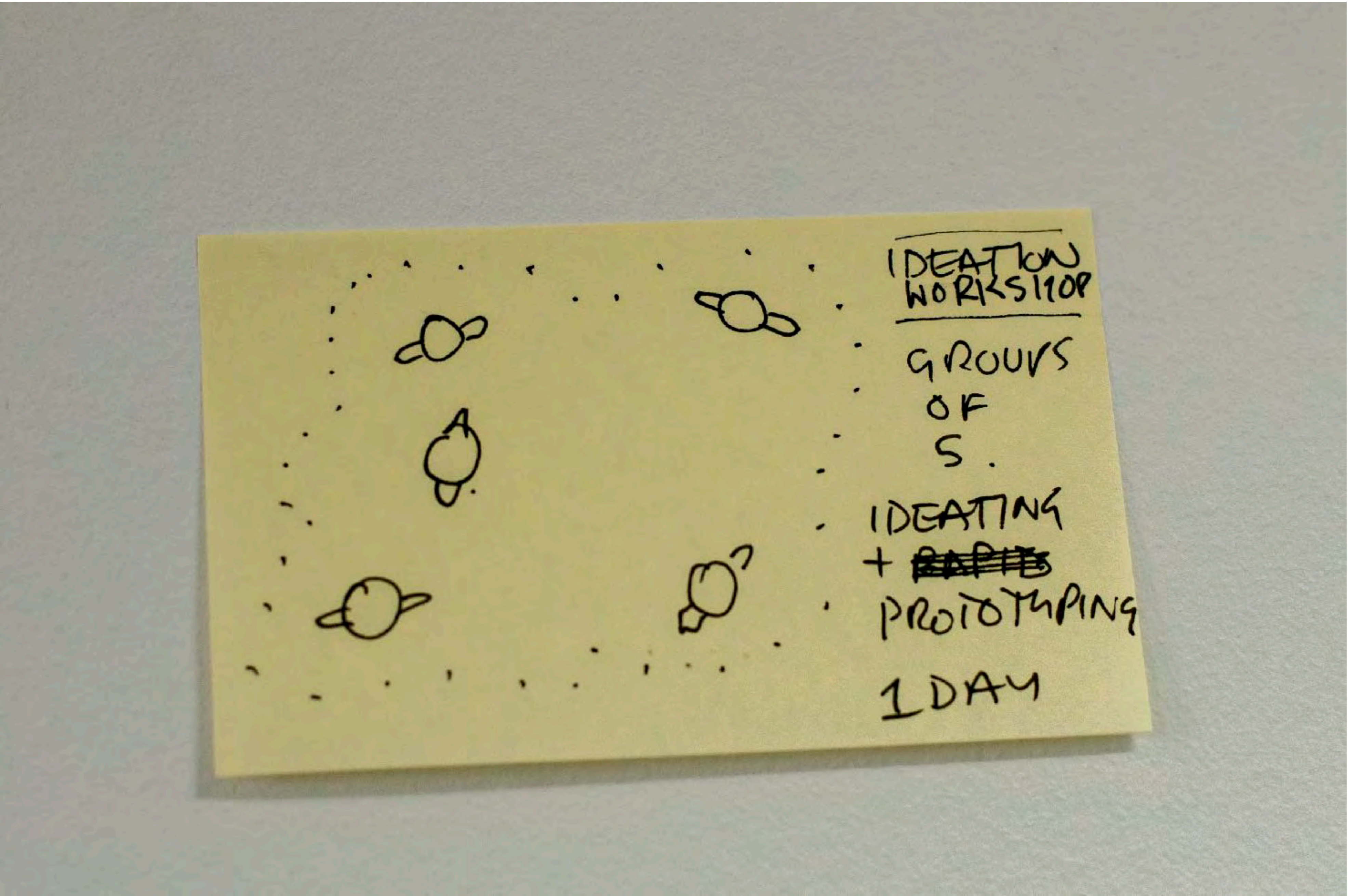


As a group

Unlearn it
Diagram it







As a group

- Unlearn it
- Diagram it
- Pin it up



As a group

Unlearn it

Diagram it

Pin it up

Tell us about it





