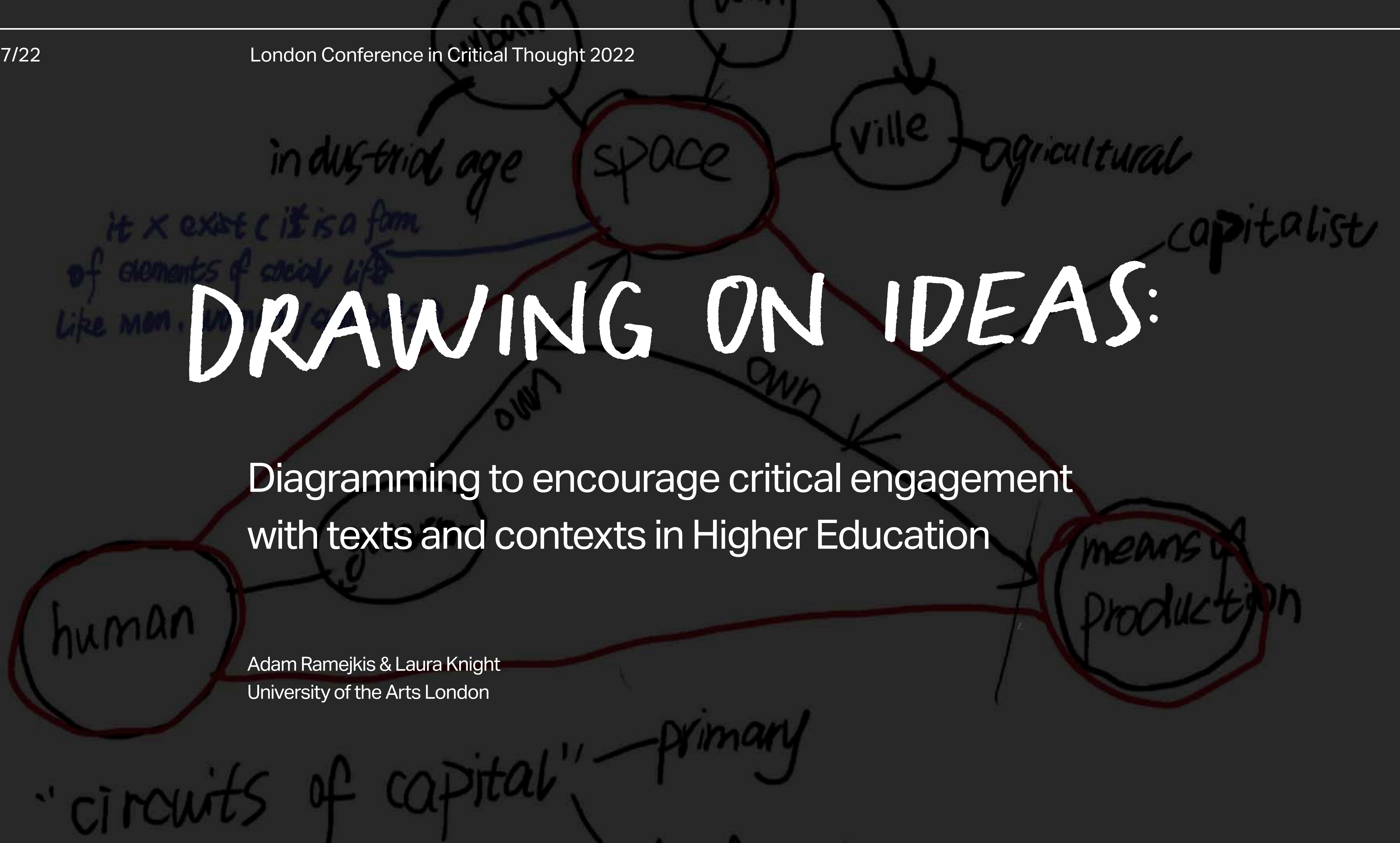


DRAWING ON IDEAS:

Diagramming to encourage critical engagement
with texts and contexts in Higher Education

Adam Ramejkis & Laura Knight
University of the Arts London



09/07/22

London Conference in Critical Thought 2022

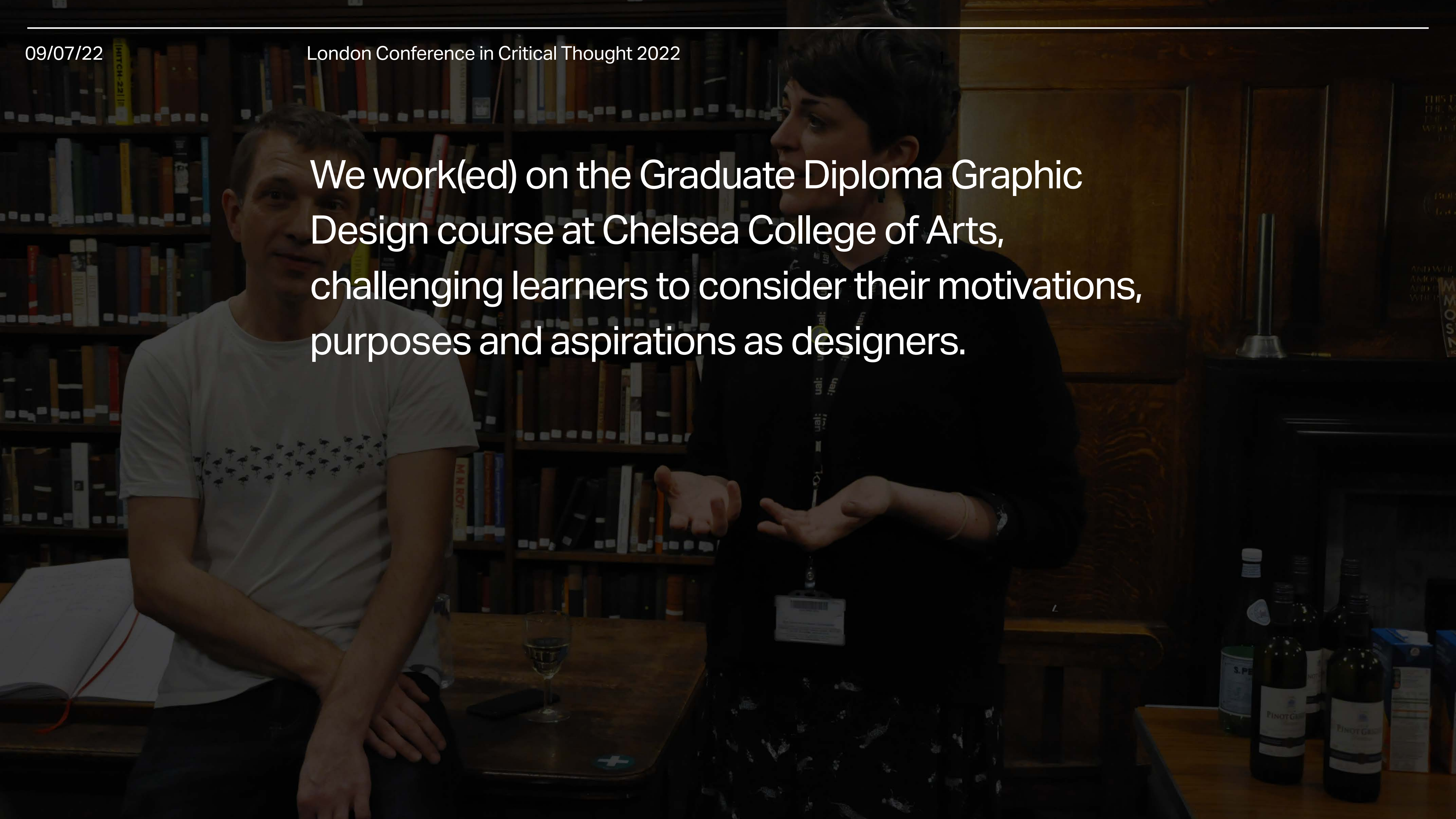
THIS IS US



09/07/22

London Conference in Critical Thought 2022

We work(ed) on the Graduate Diploma Graphic Design course at Chelsea College of Arts, challenging learners to consider their motivations, purposes and aspirations as designers.



09/07/22

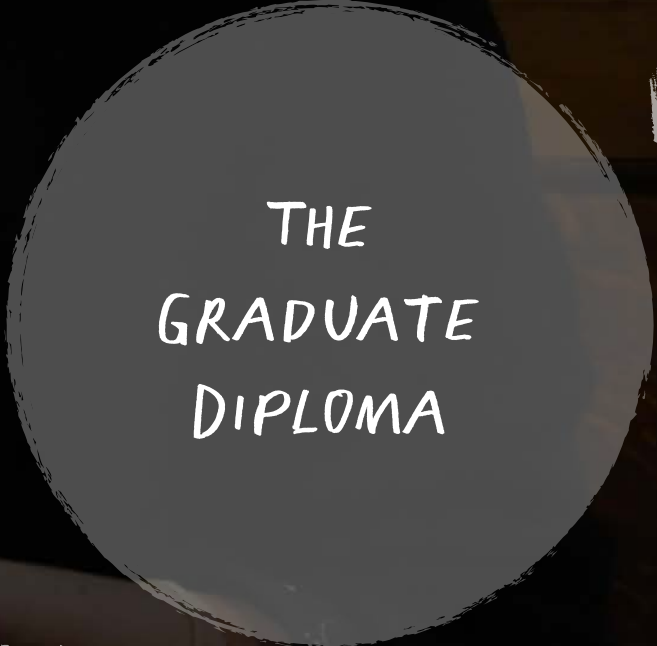
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STUDENTS ARE
RESEARCHING
GRAPHIC DESIGN

IN ORDER TO
PROGRESS TO MA

TO DEVELOP NEW
WAYS OF BEING
A GRAPHIC
DESIGNER



WE ARE
MAKING
WORKSHOPS,
CURRICULA
+ METHODS

THAT USE
MAKING
REFLECTION, +
INTERCULTURAL
PRINCIPLES

TO EXPLORE
HOW WE CAN
USE OUR
POSITIONALITY

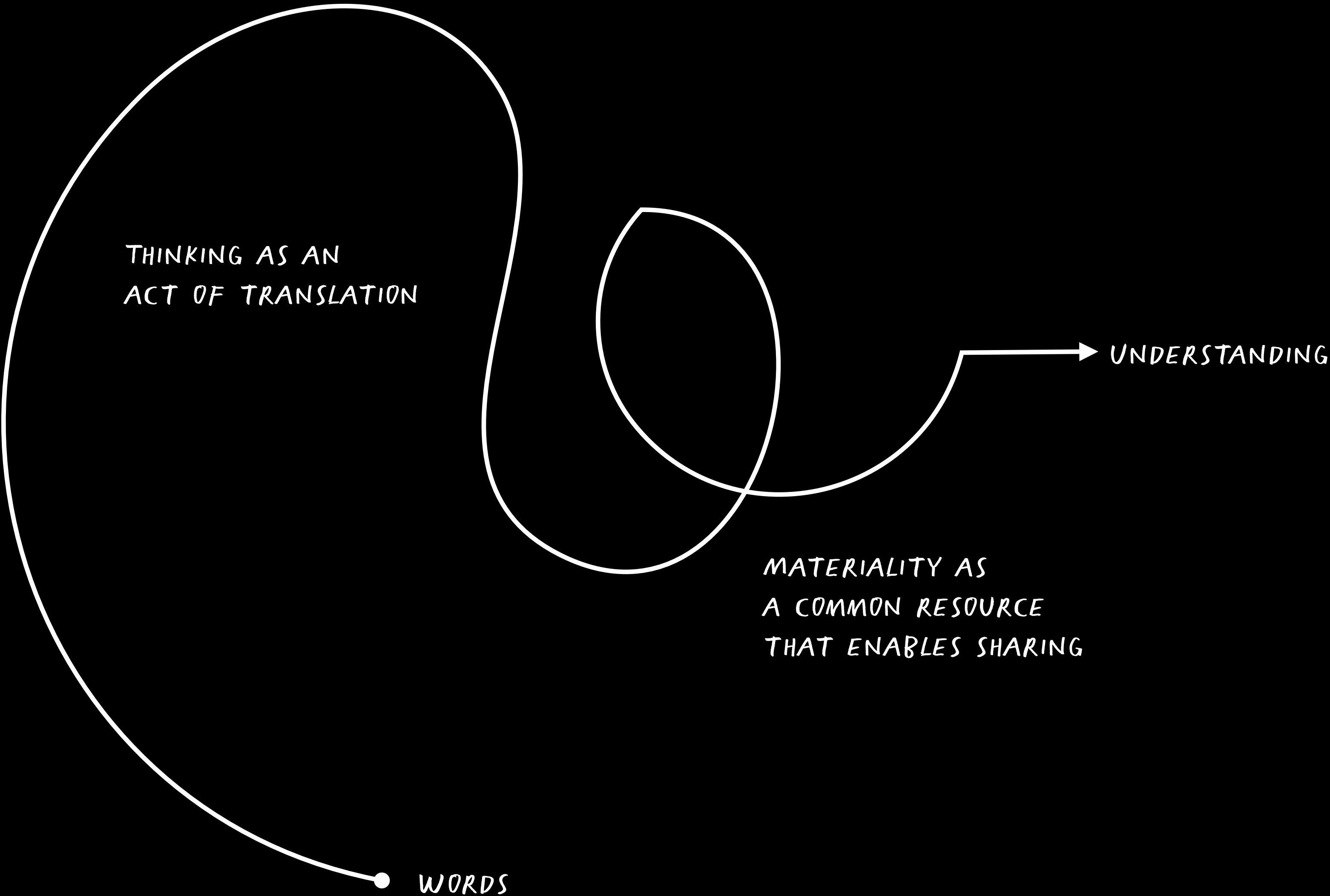
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The pedagogical myth divides the world
into two; the knowing and the ignorant,
the mature and the unformed,
the capable and the incapable

JACQUES RANCIERE, THE IGNORANT SCHOOLMASTER



09/07/22

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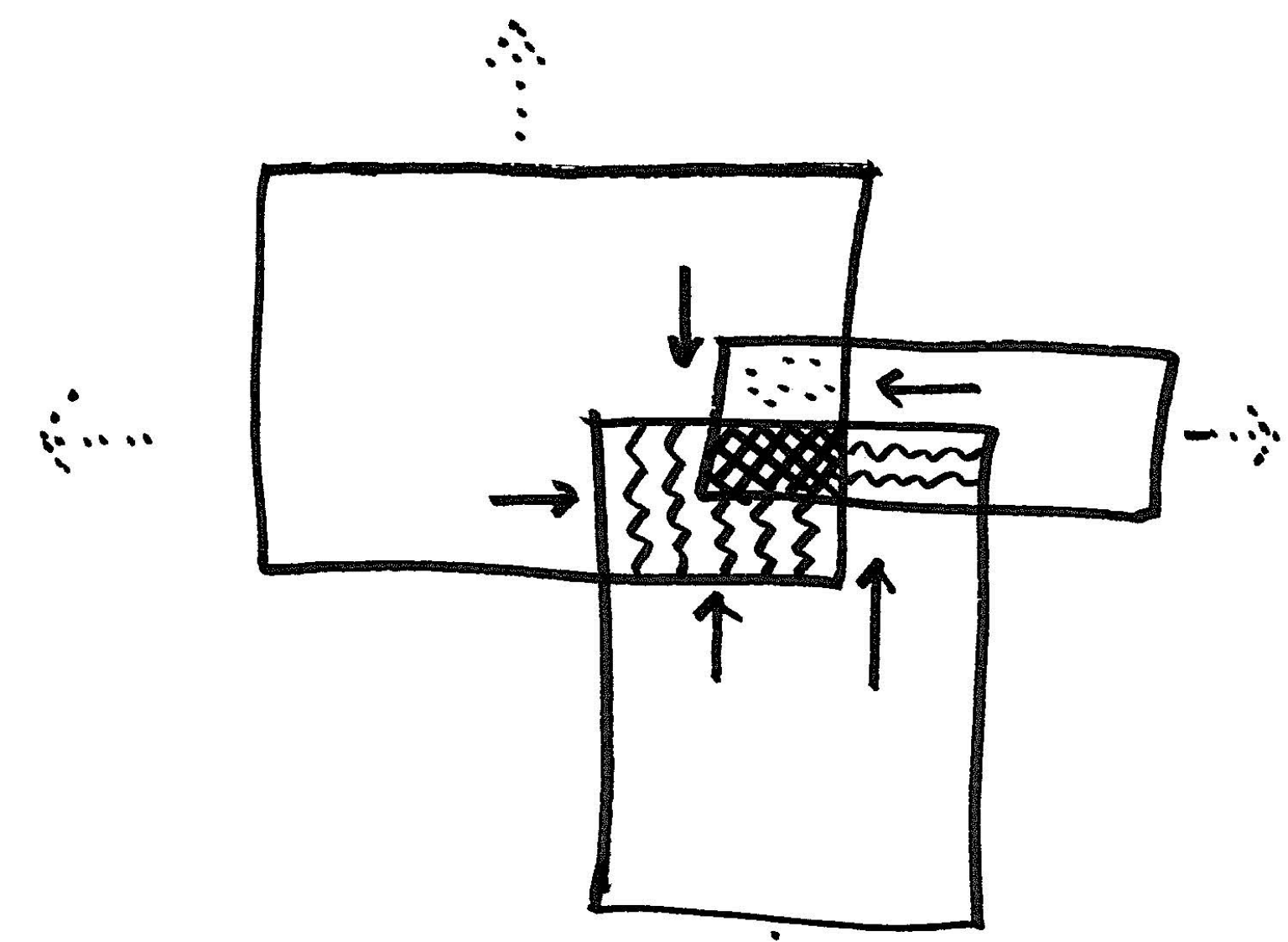
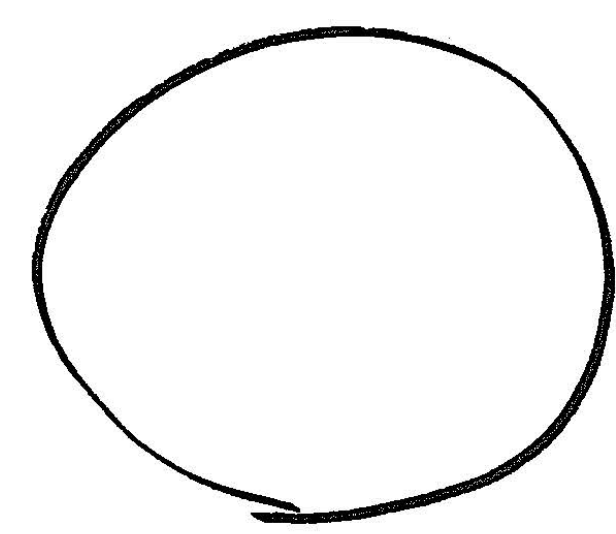
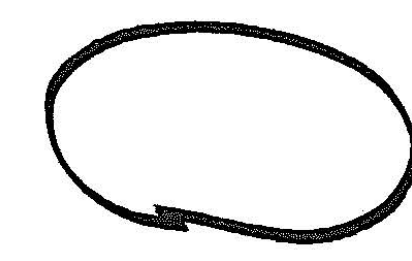
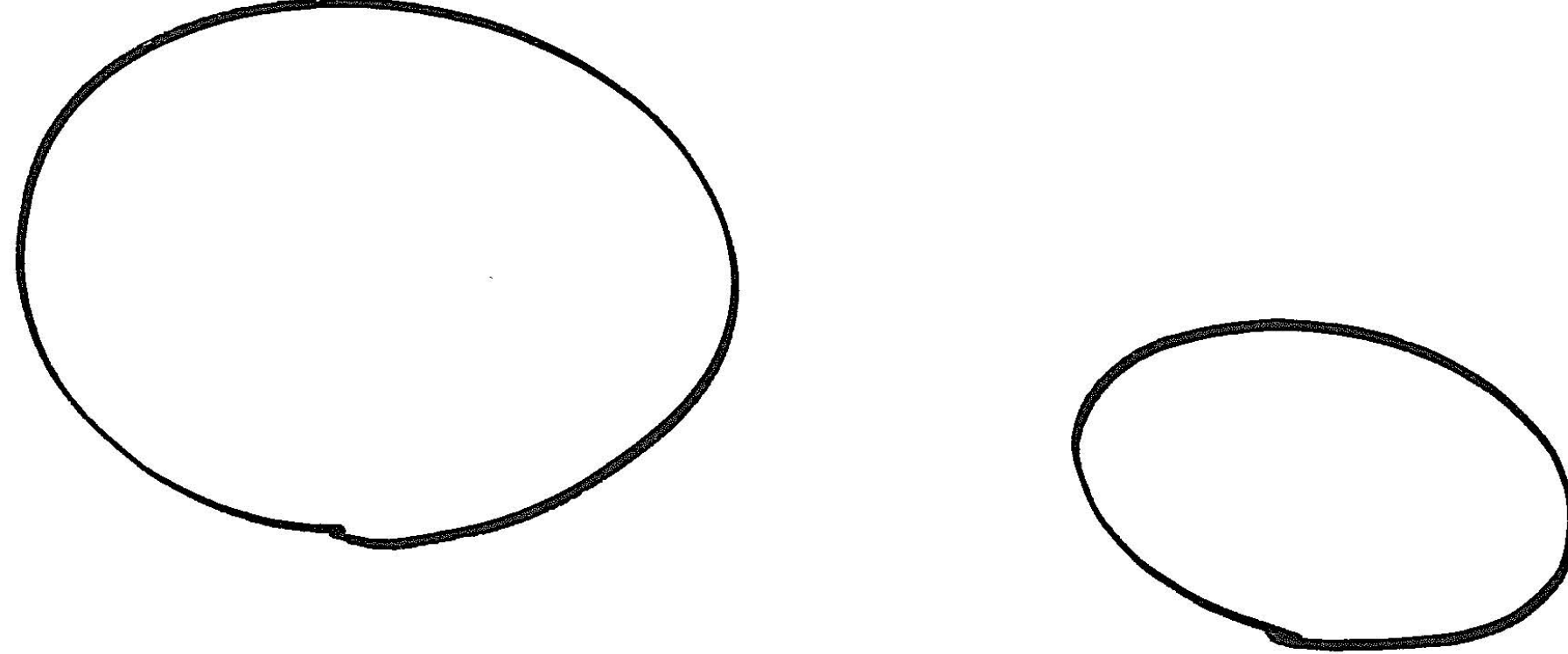


09/07/22

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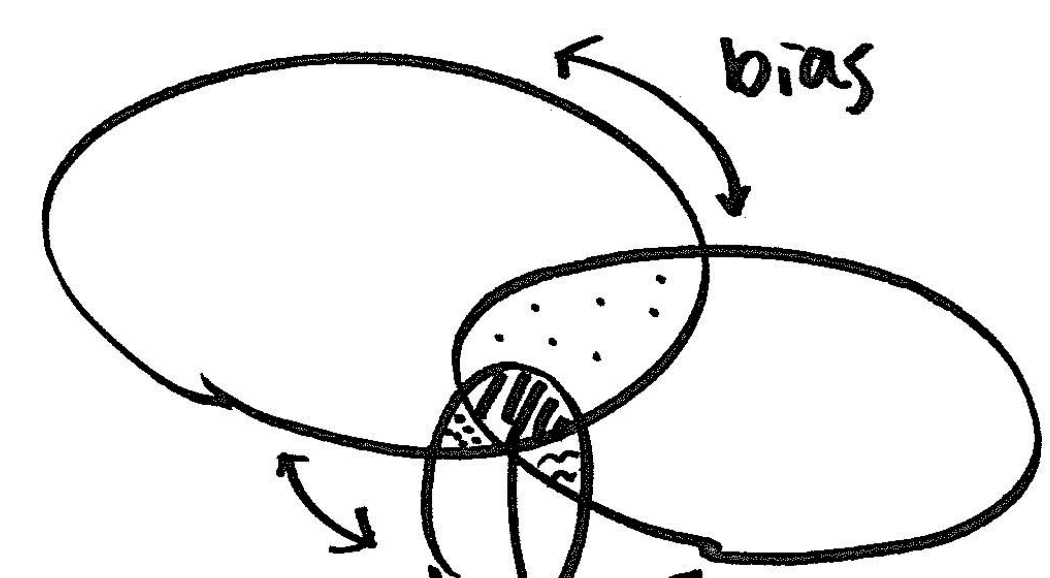
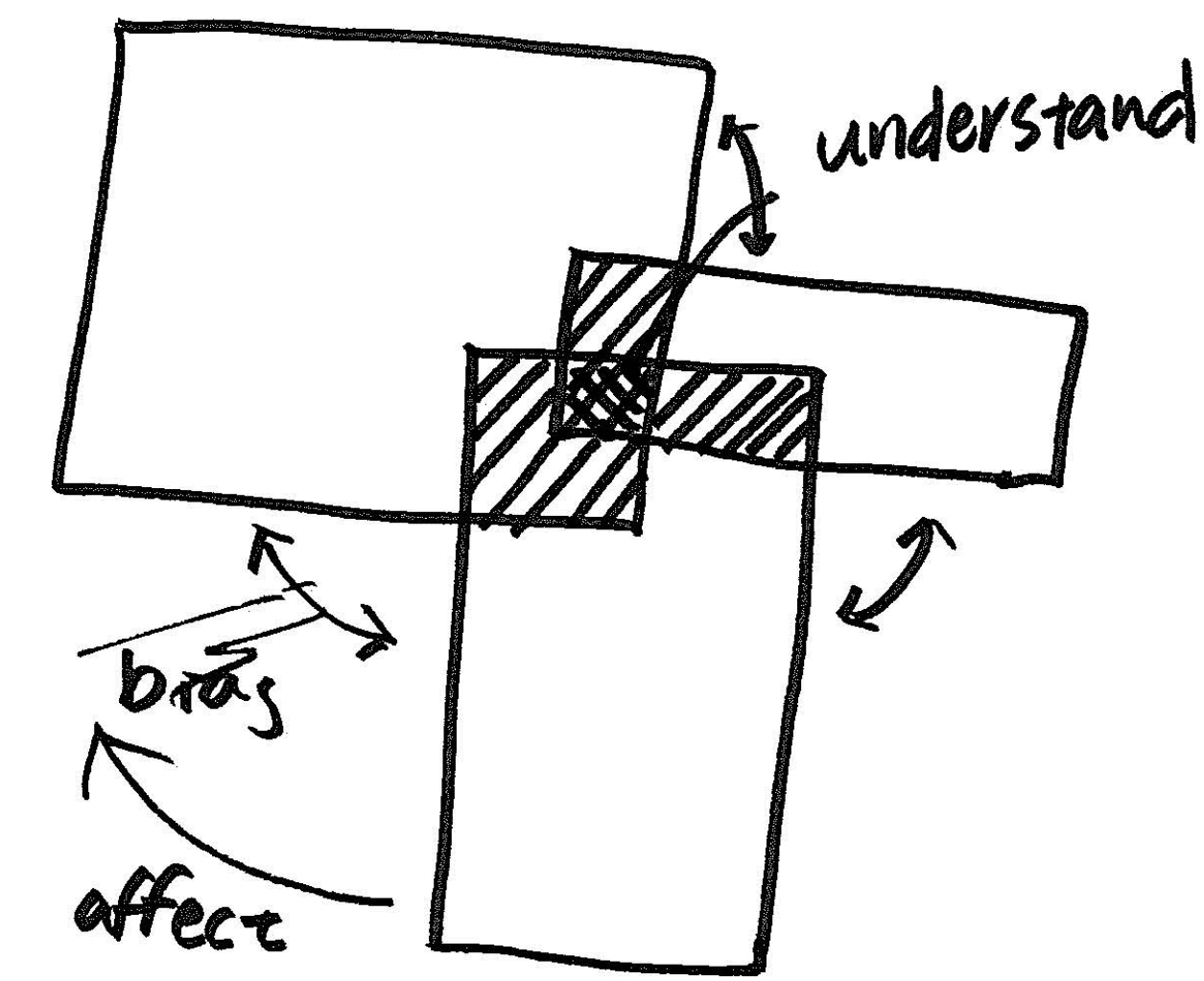
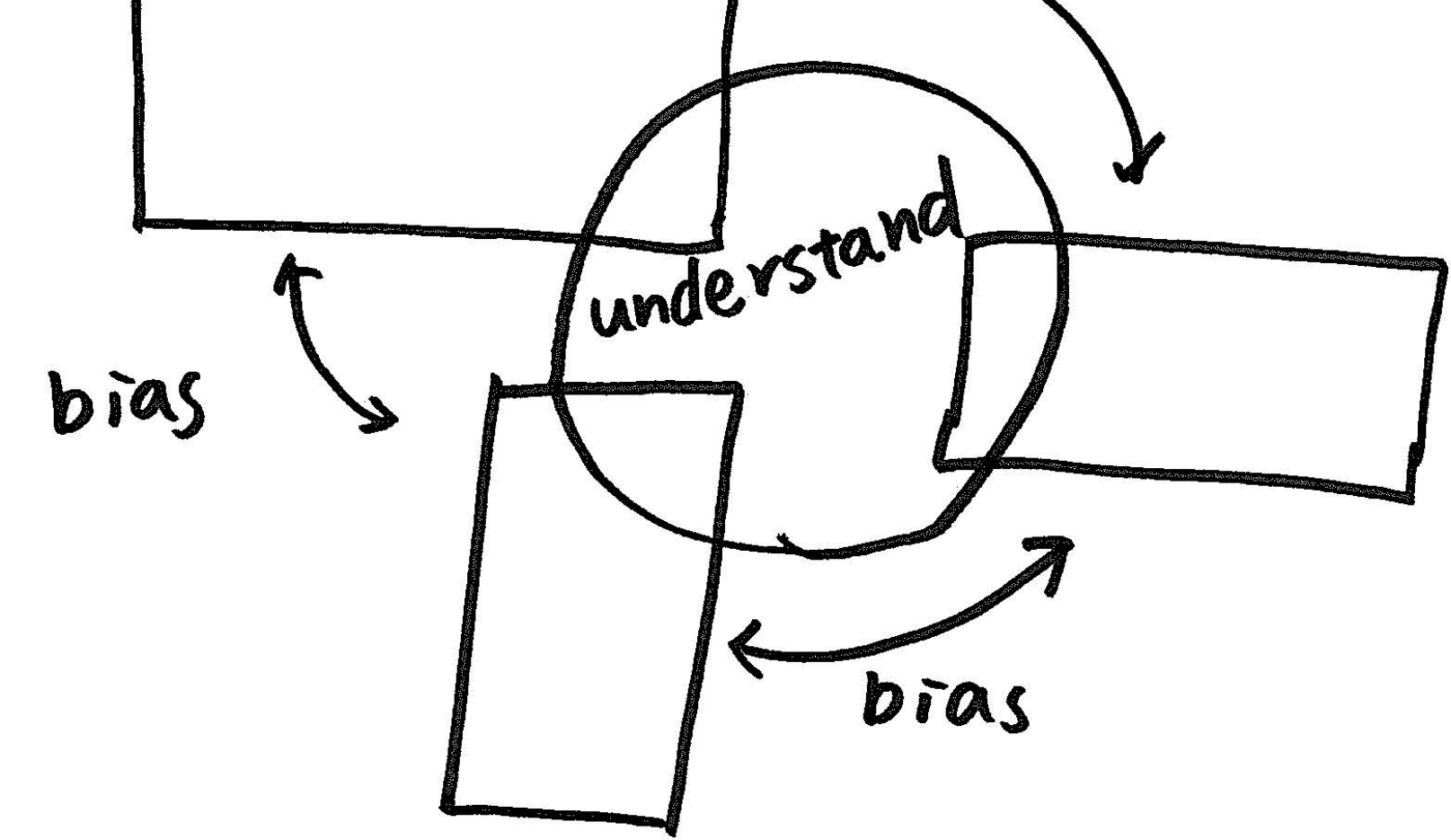
EXPLICATION IS THE MYTH OF PEDAGOGY

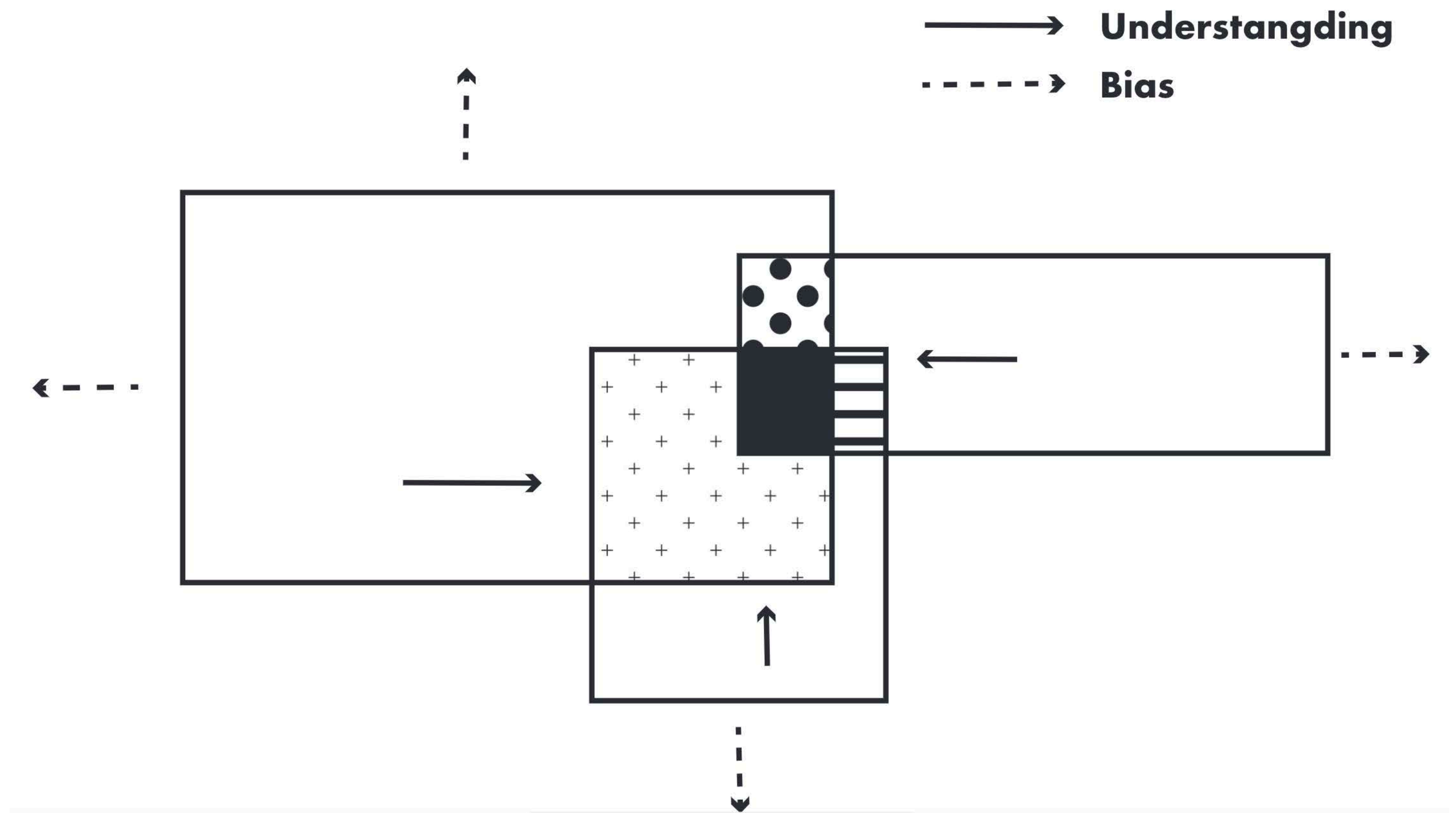
A group of people are seated in a room with extensive bookshelves, likely a library or study. They are gathered around a table, looking towards the right side of the frame, suggesting they are listening to a speaker or participating in a discussion. The room is filled with books, and there are framed portraits on the walls. The lighting is warm and focused on the group.

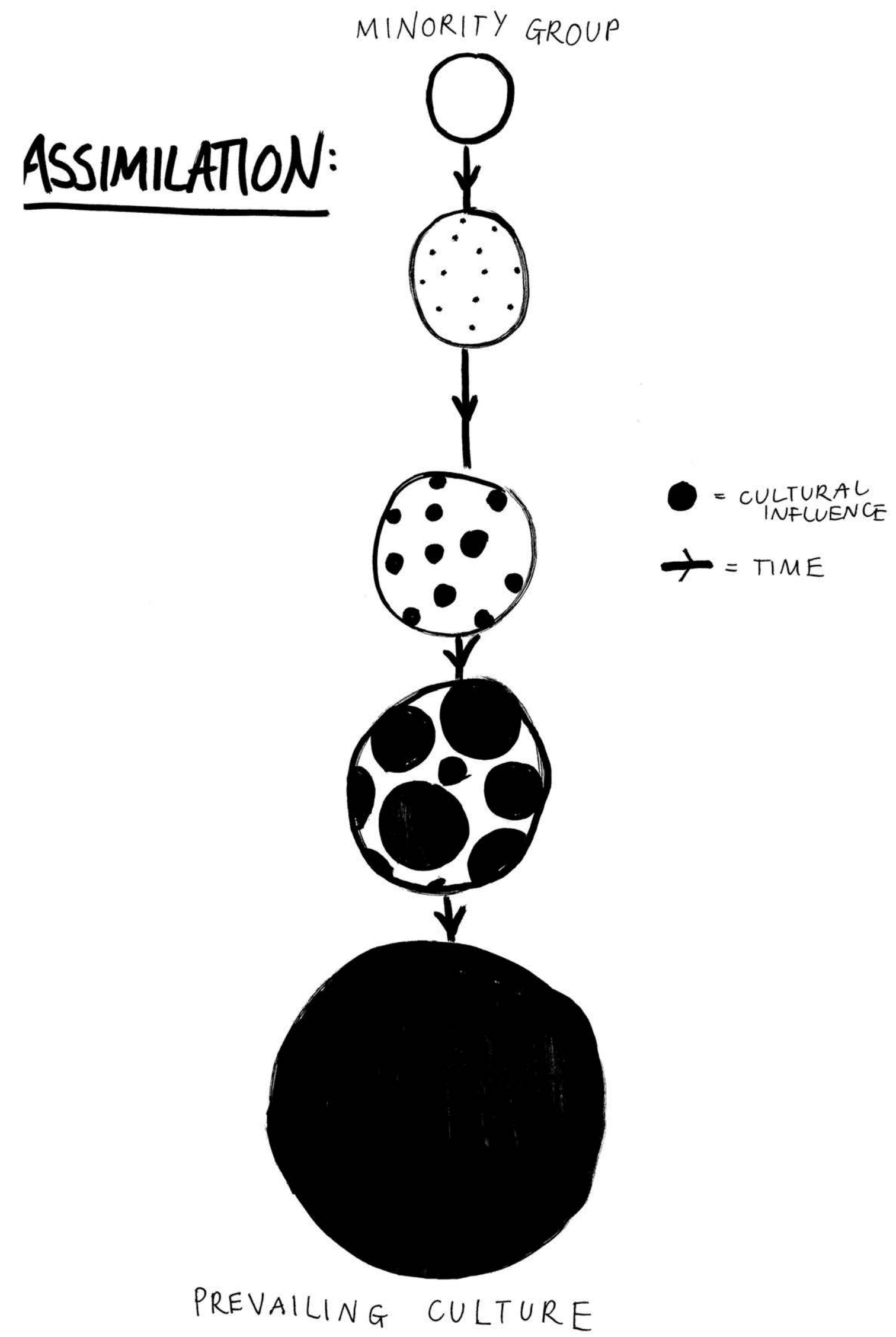


→ : understand
: bias

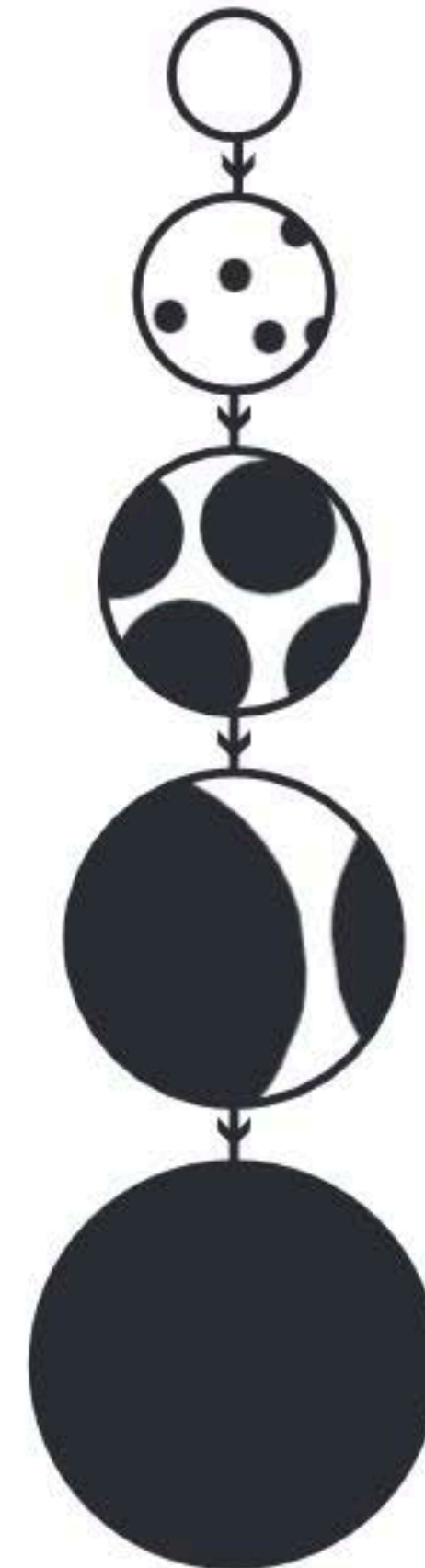
- locate
- size
- shape







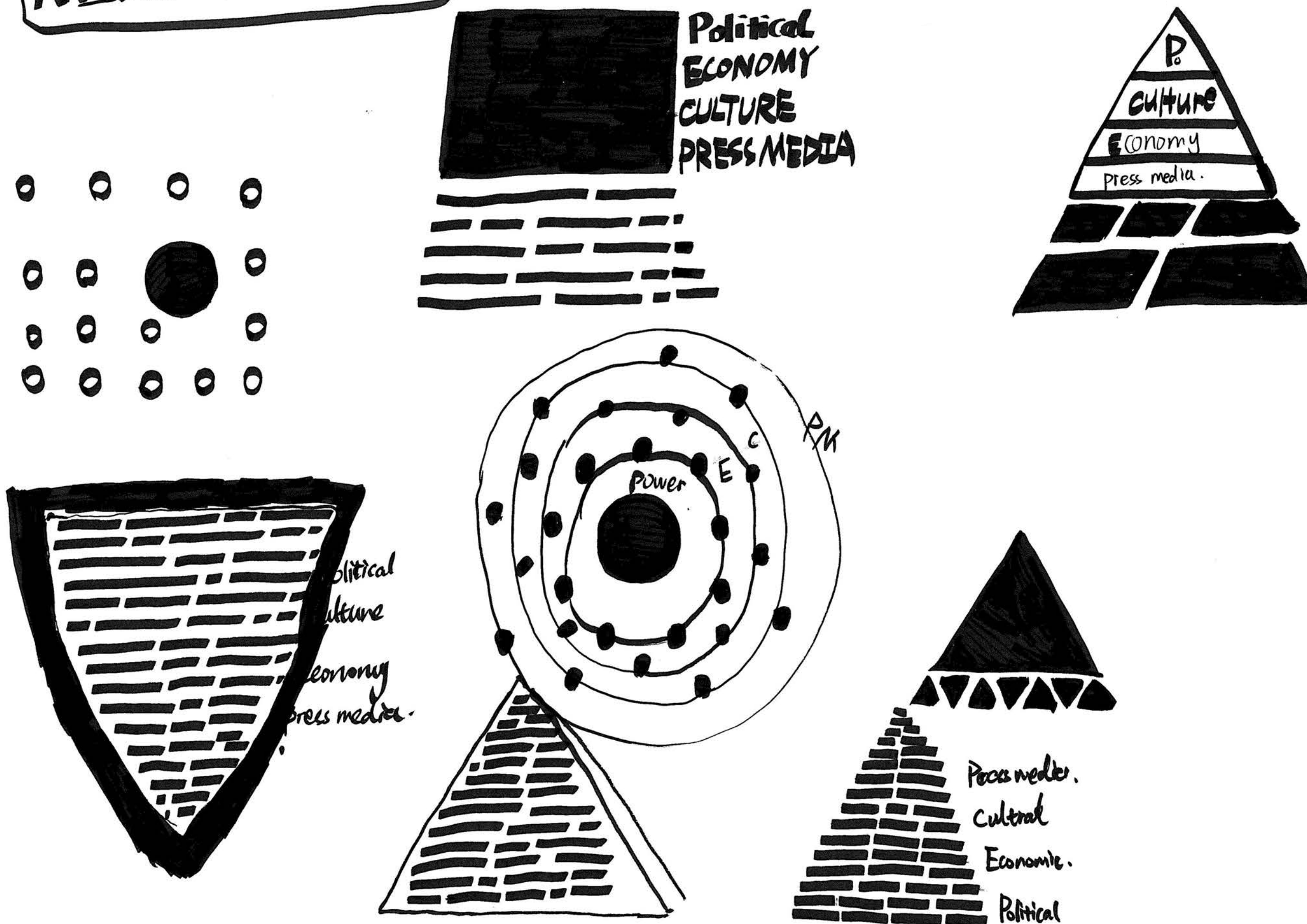
MINORITY GROUP

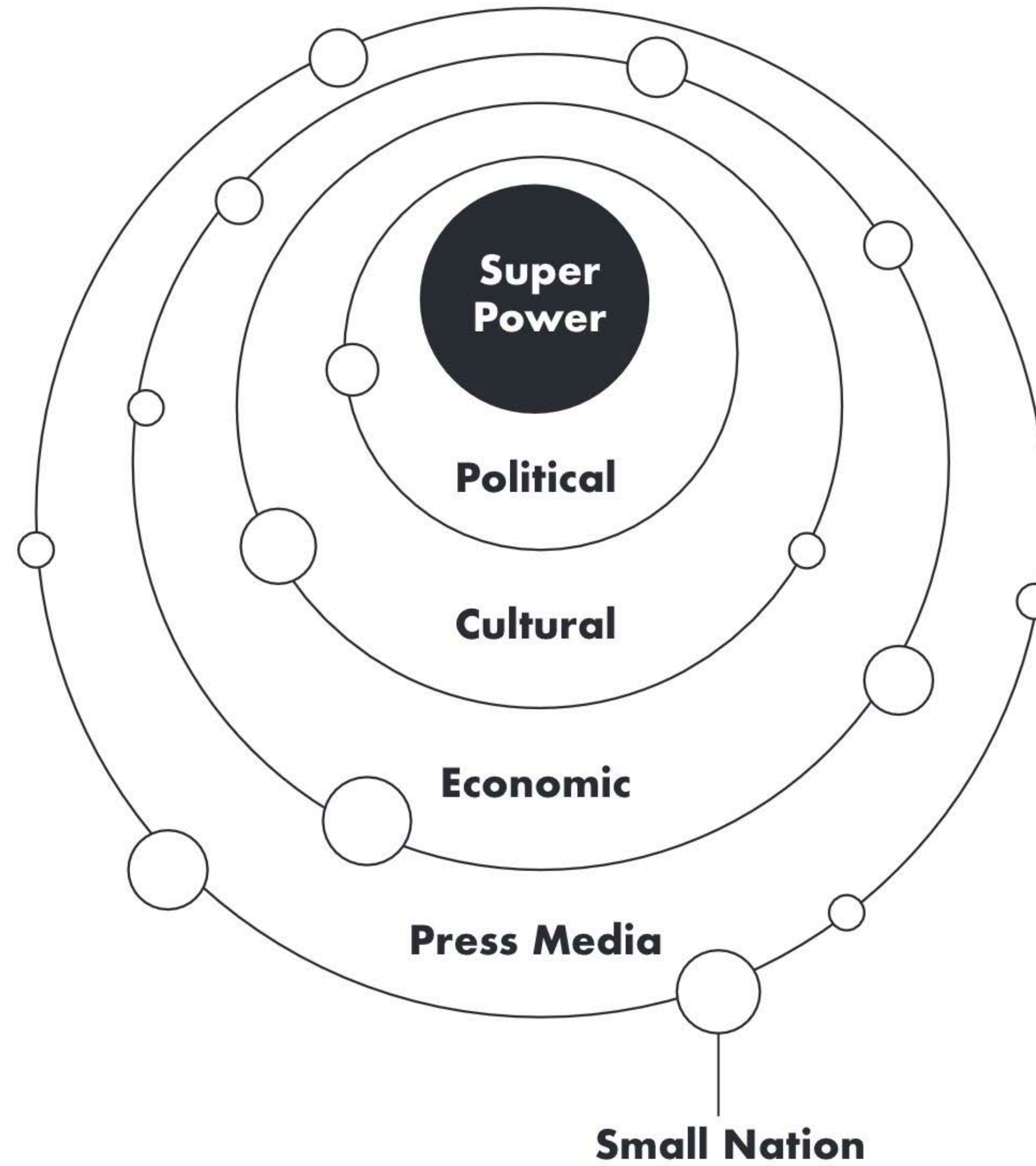


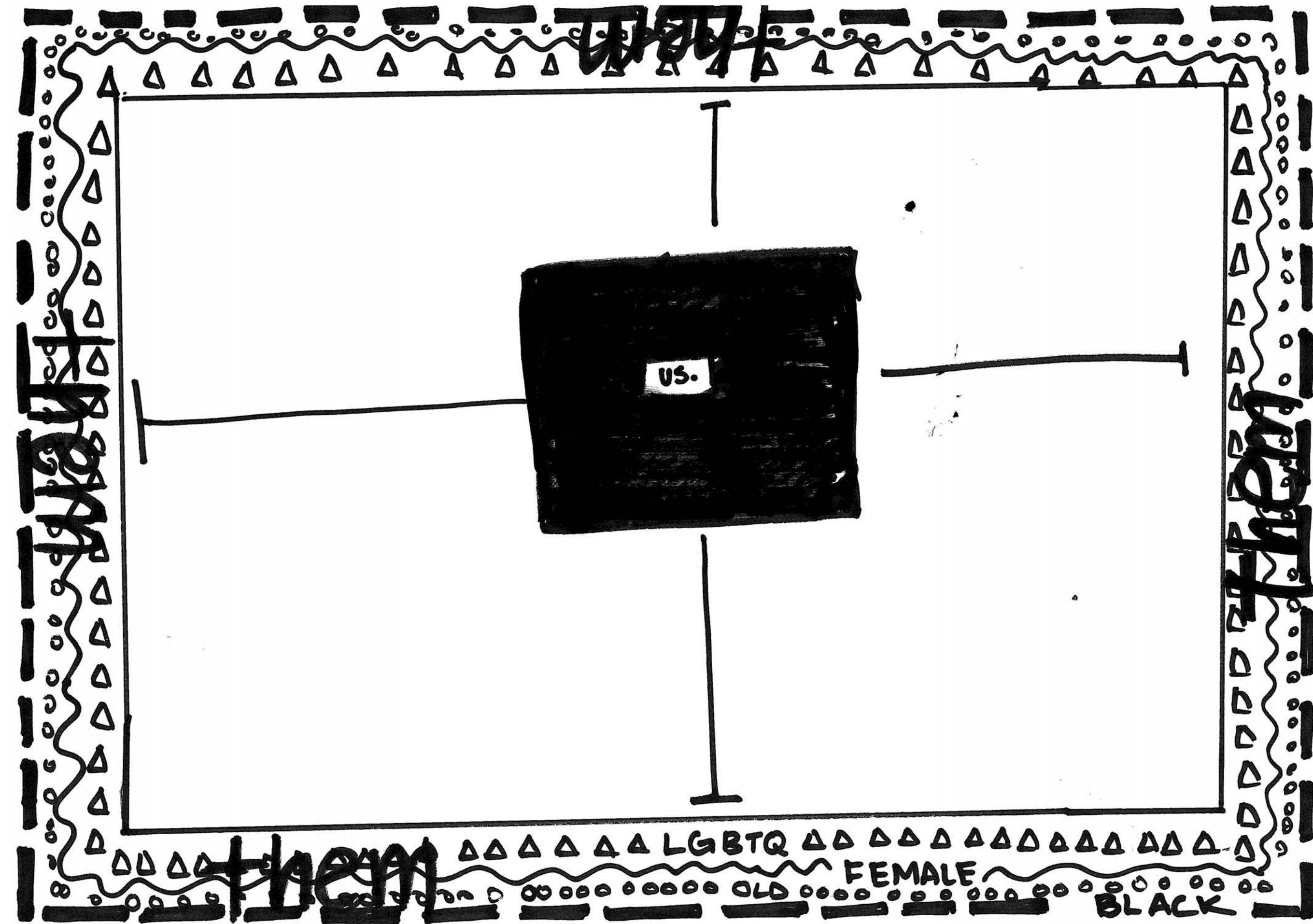
PREVAILING CULTURE

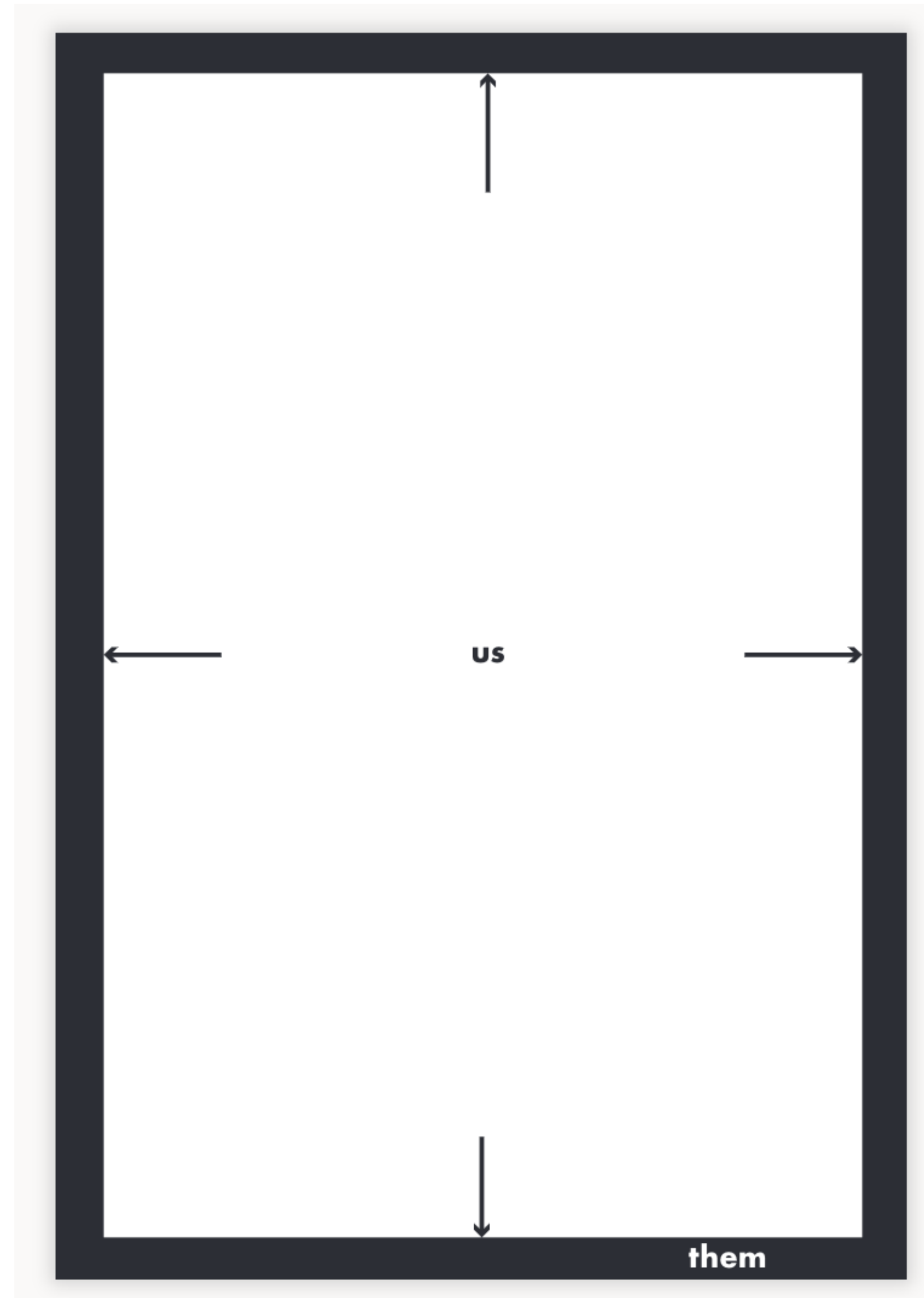
● = **CULTURAL INFLUENCE** ↓ = **TIME**

NEOCOLONIALISM



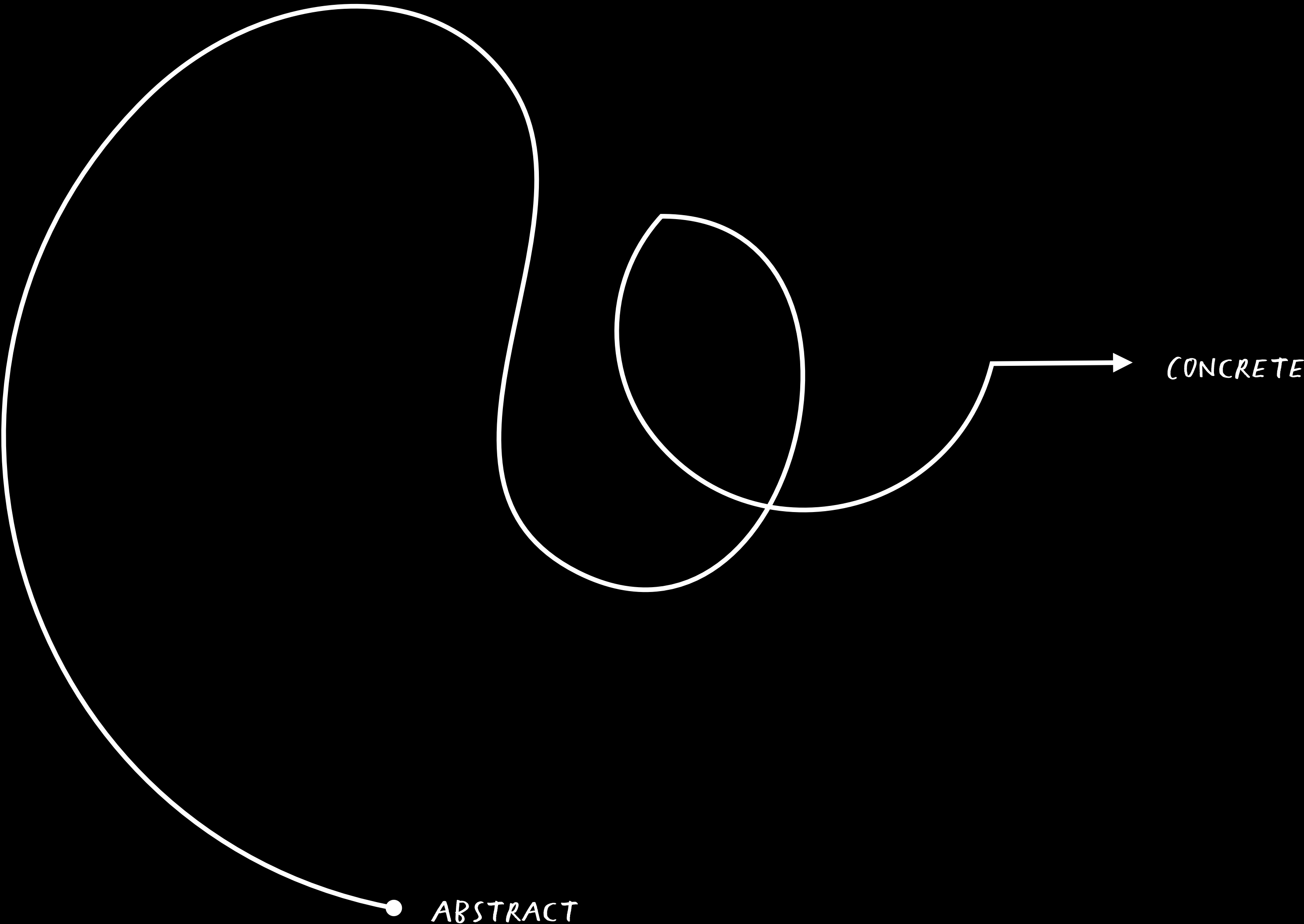


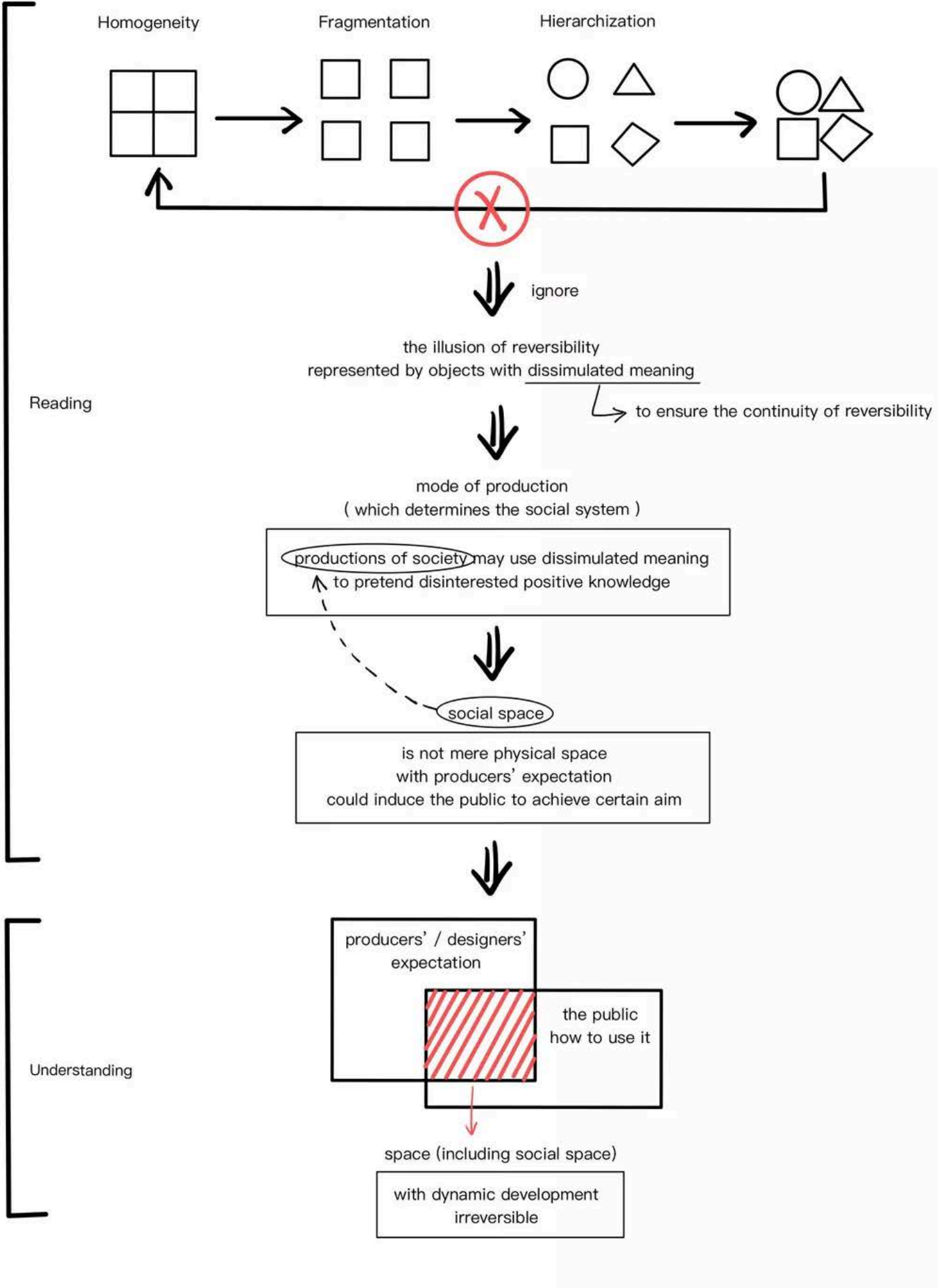
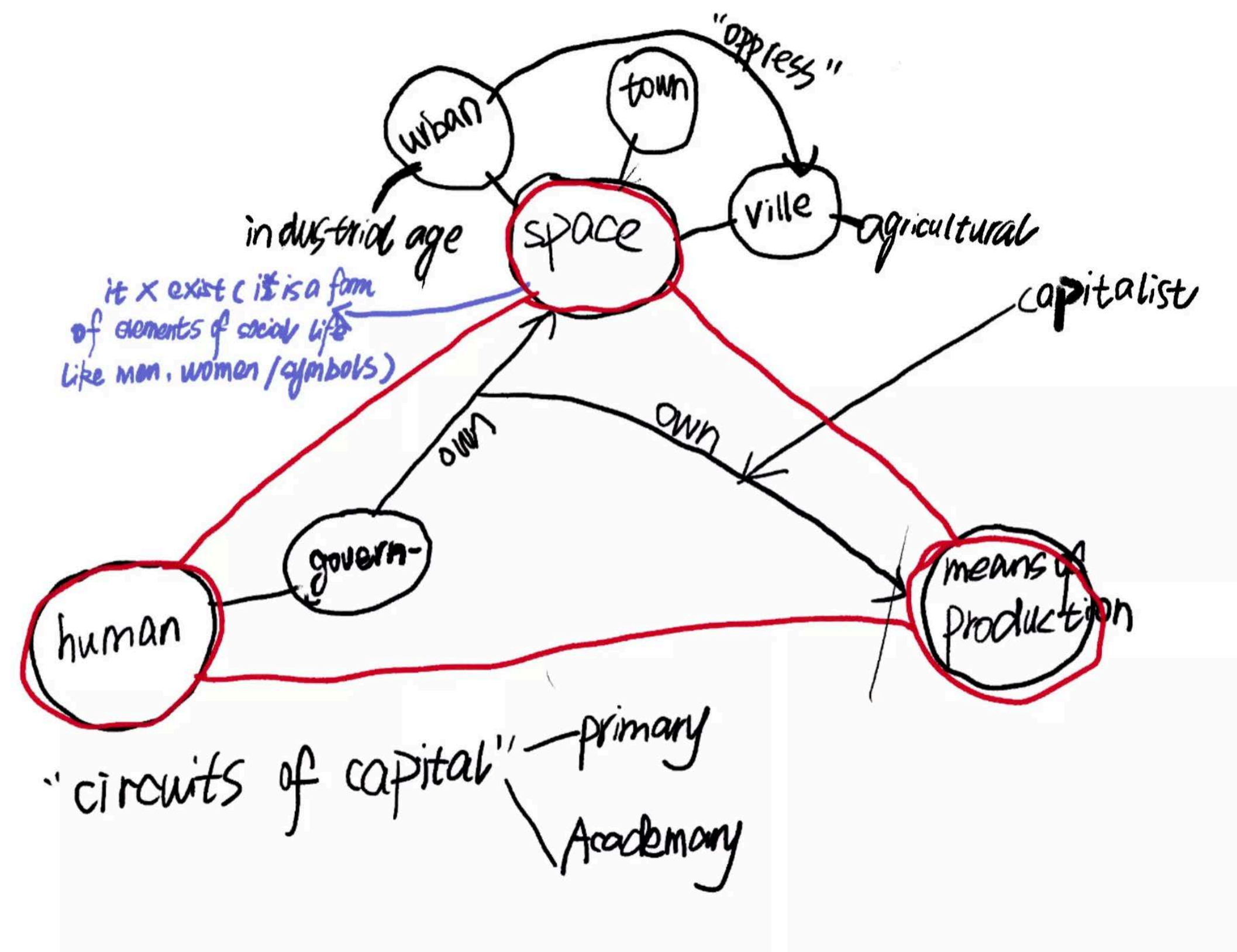


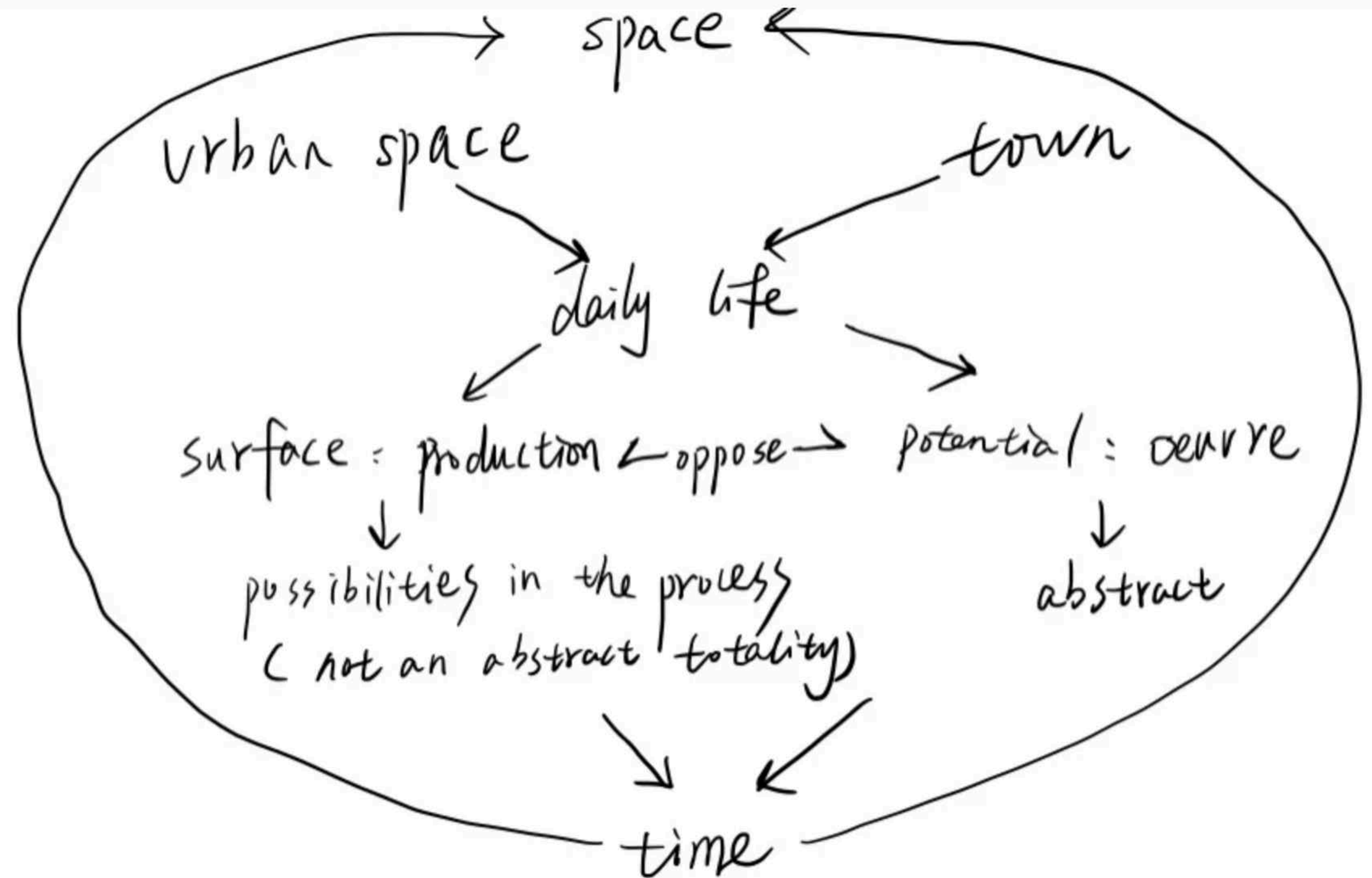


It is interesting to see everyones understanding through illustration. Even with the same idea and method, there are infinite ways to express. Because in most cases, peoples subjective experience is different.

YUSHI ZHANG, LEARNER





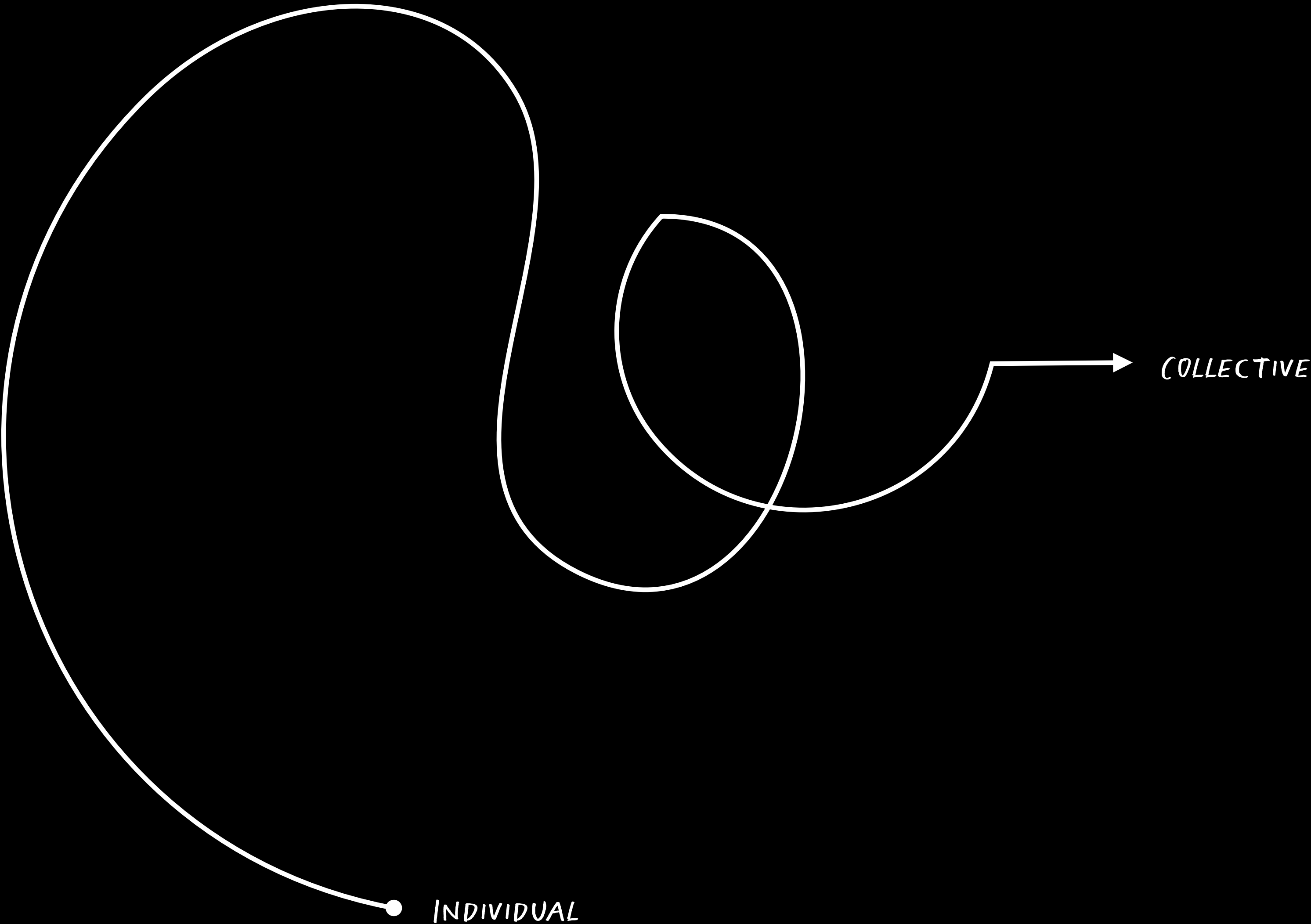


I really enjoyed making a diagram for this reading,
it helped me to understand the concepts of space
and time.

KELLY MCCOLOUGH, LEARNER

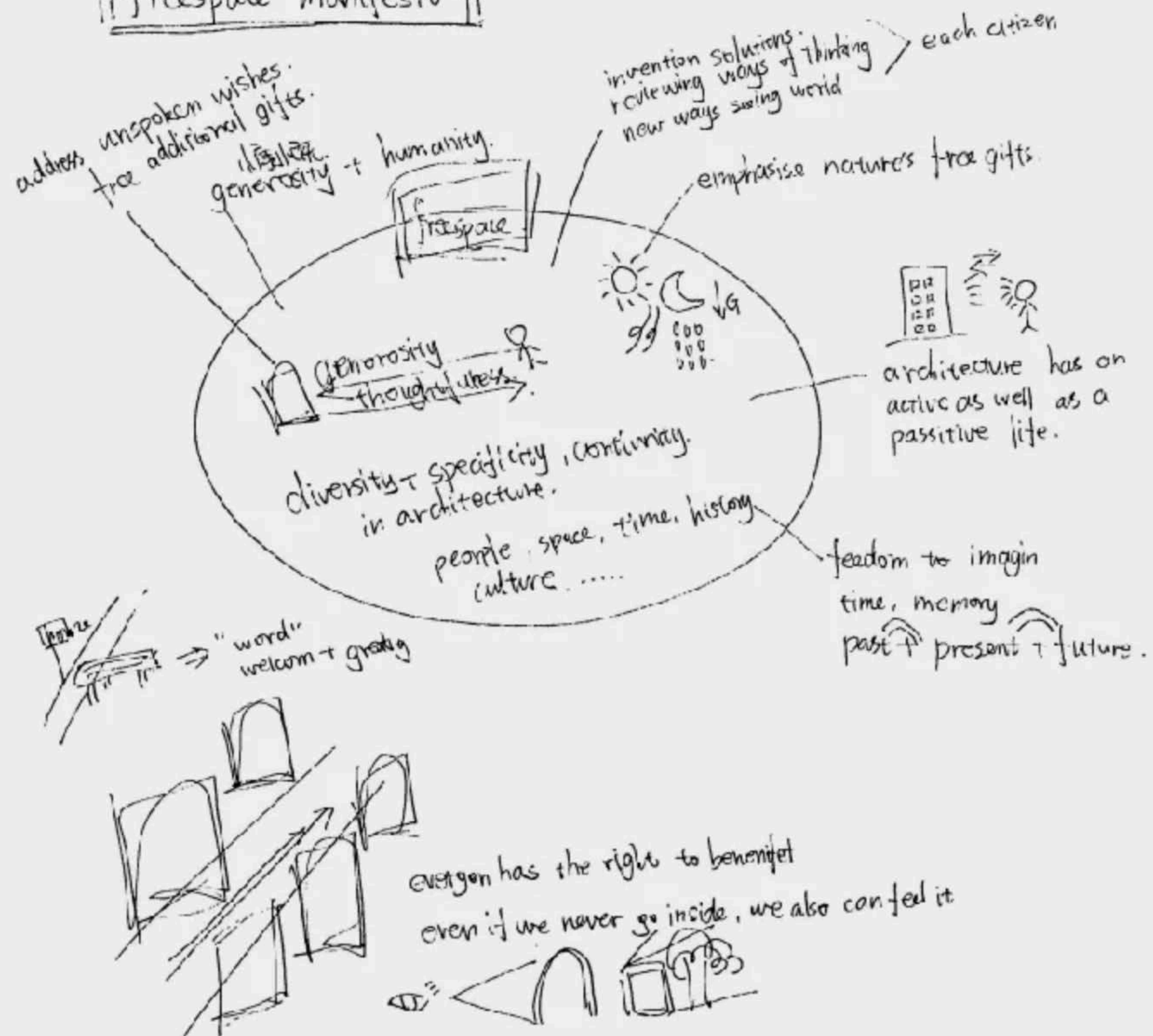
I really enjoyed making a diagram for this reading, it helped me to understand the concepts of space and time. I also enjoyed looking at everyone else's diagrams because it helped me see the reading from different perspectives. This gave new meaning to the reading.

KELLY MCCOLOUGH, LEARNER



Tues: Zine-ing about reading.

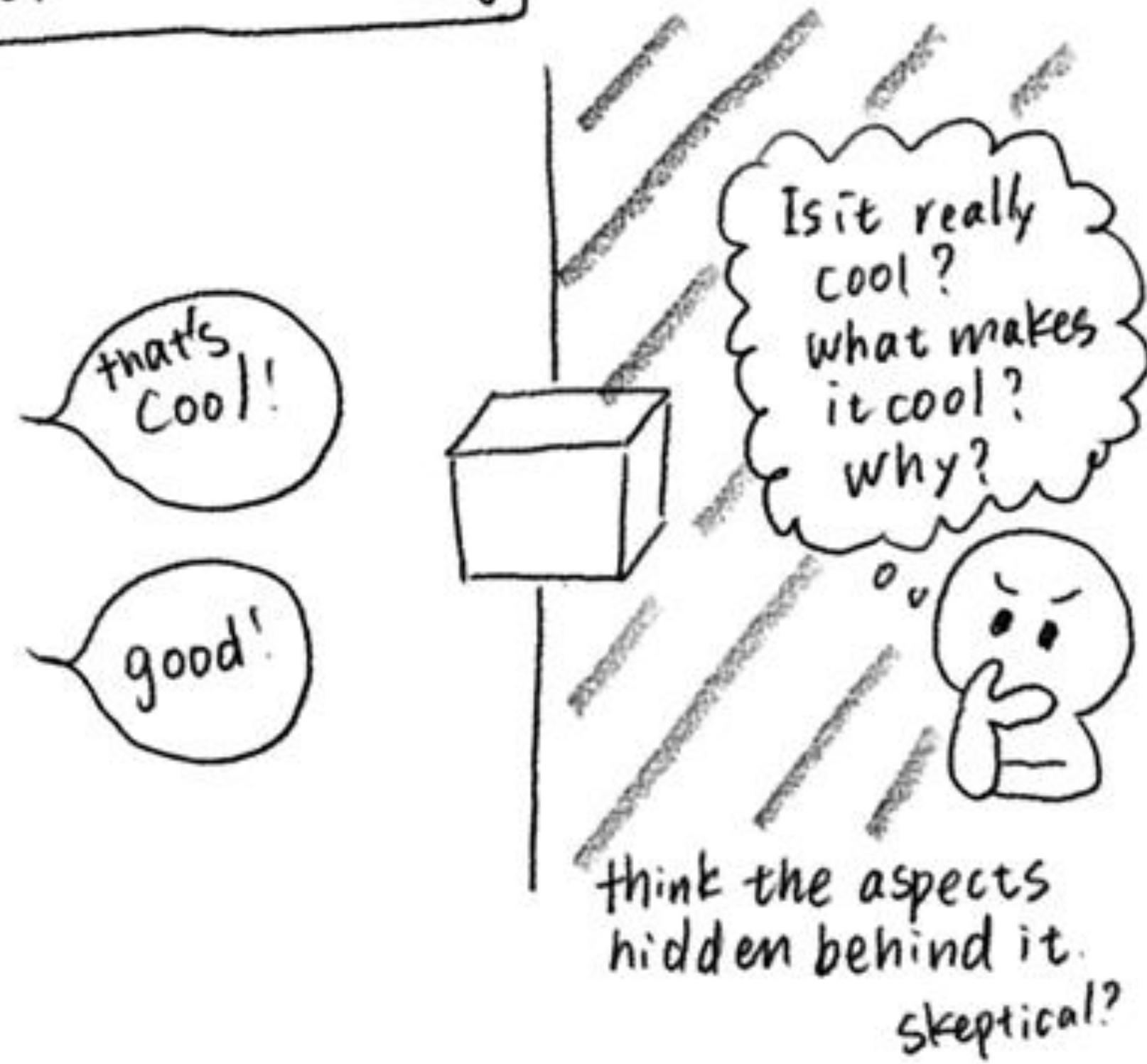
freespace manifesto



We discussed ideas with each other and then made a separate collage of the manifesto according to the points we thought were important. We then express our ideas at the same point at the same time and the collage becomes so rich.

YUJUAN CUI, LEARNER

critical thinking



creative thinking



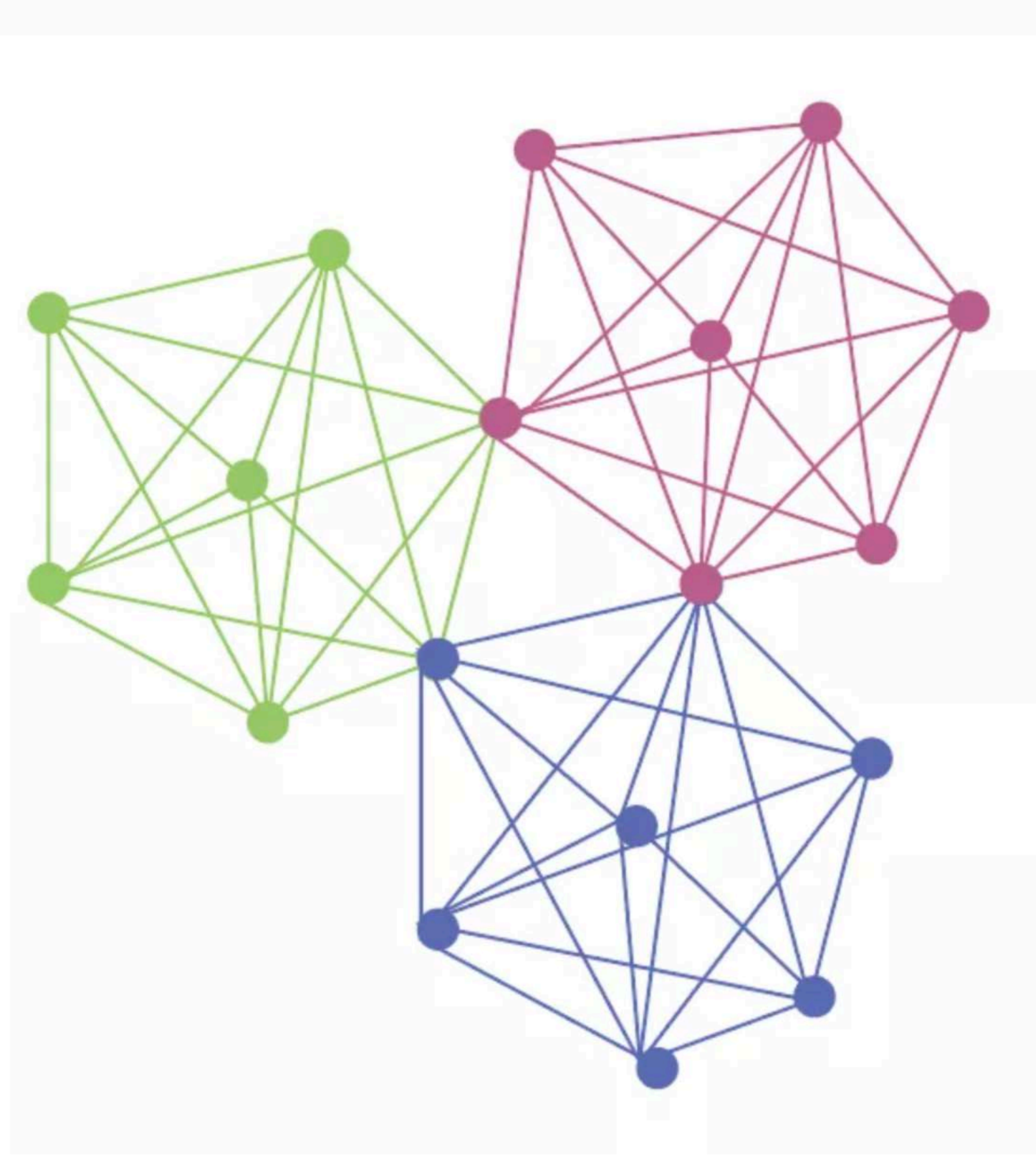
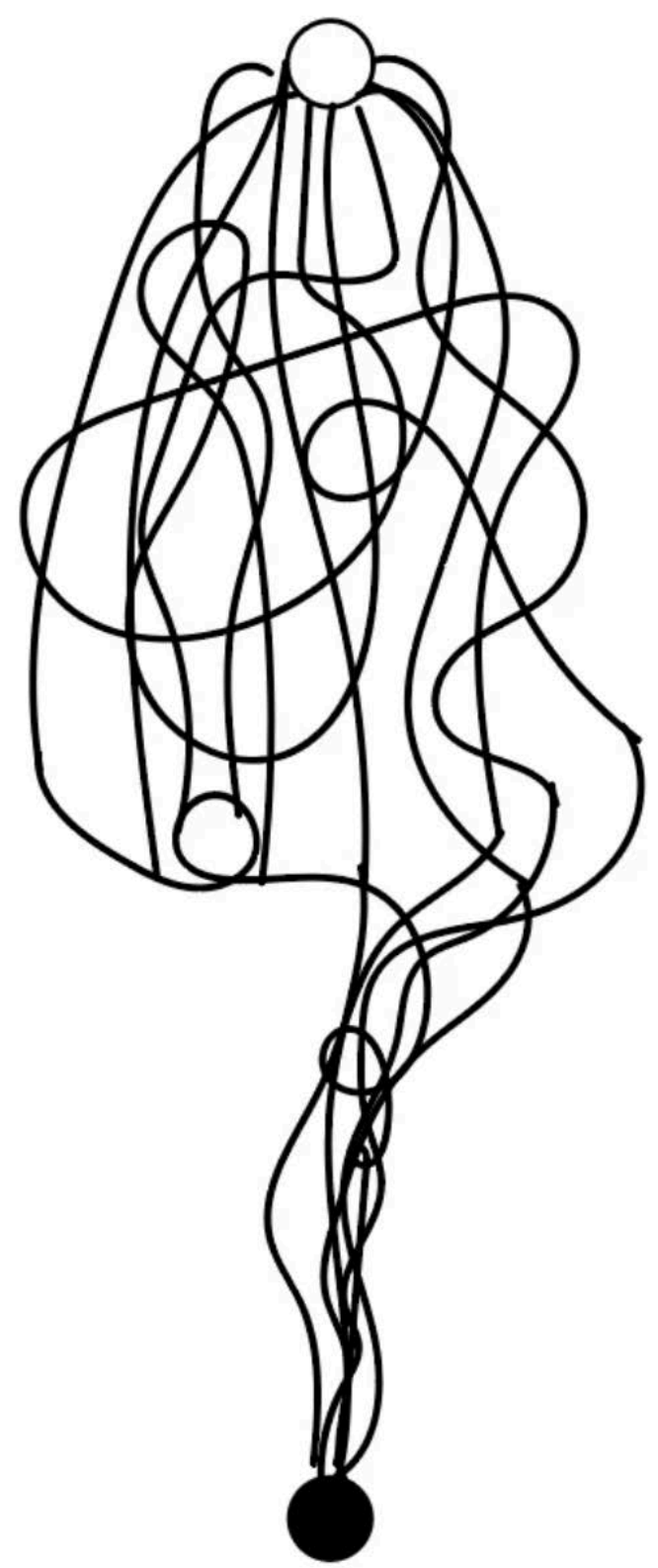
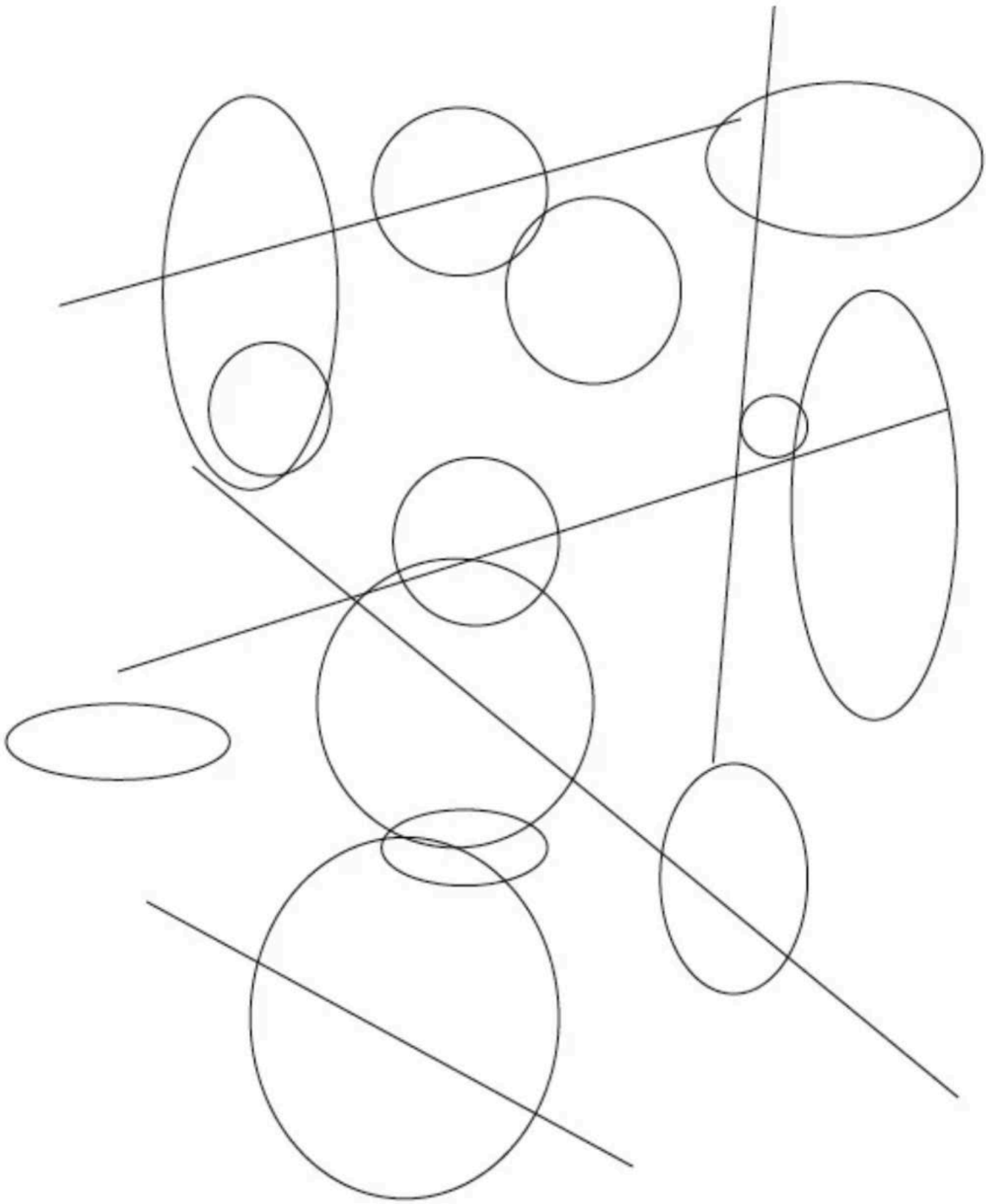
PROCESS
JOURNAL
思

We were able to interpret meaning from it and actively comprehend the message. In doing so we were able to agree or disagree with it from our own perspective.

LILA NEERGAARD, LEARNER

We were able to interpret meaning from it and actively comprehend the message. In doing so we were able to agree or disagree with it from our own perspective. This had far more rhetoric than simply telling the class 'exclusion is bad' or that 'conformity has consequences'

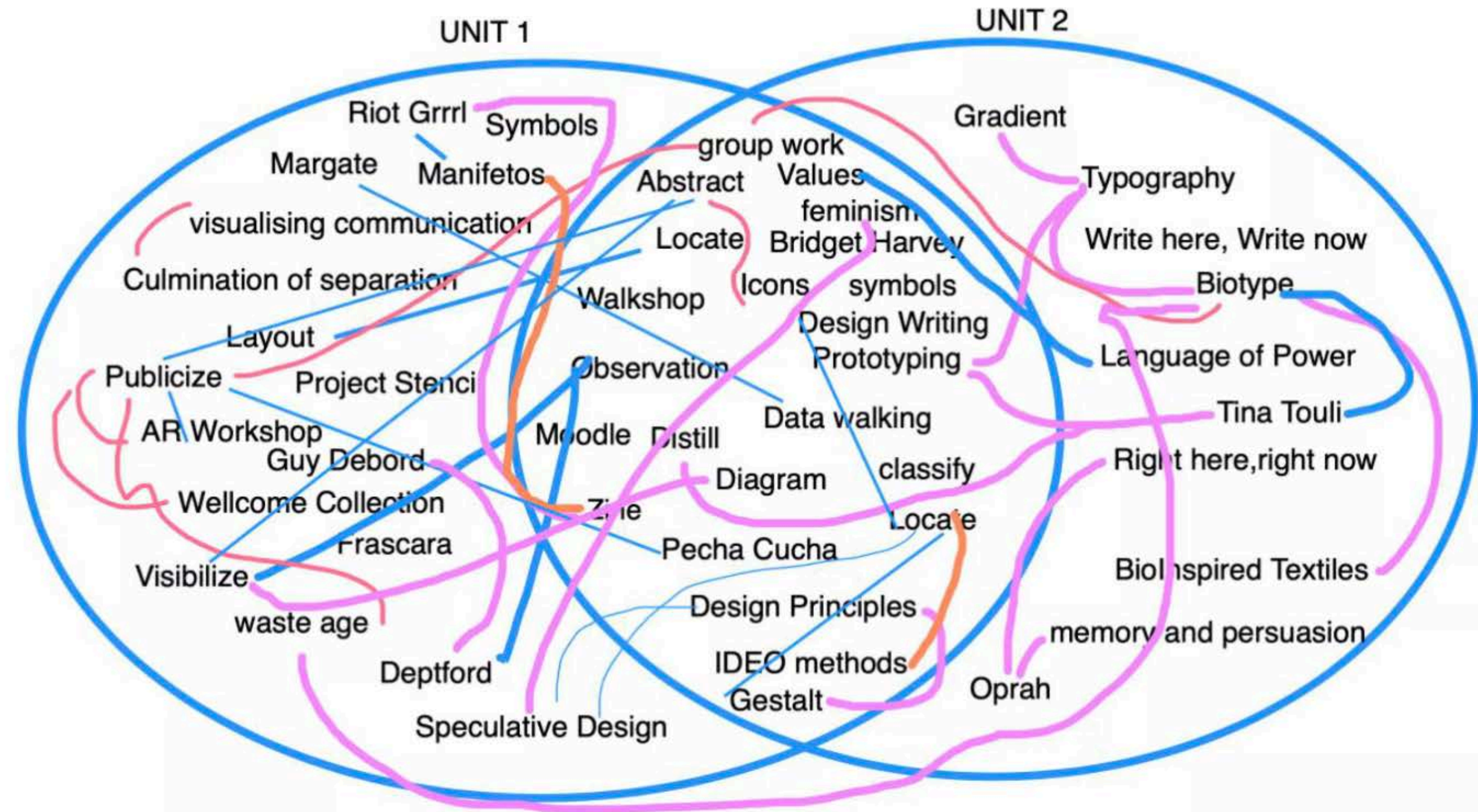
LILA NEERGAARD, LEARNER

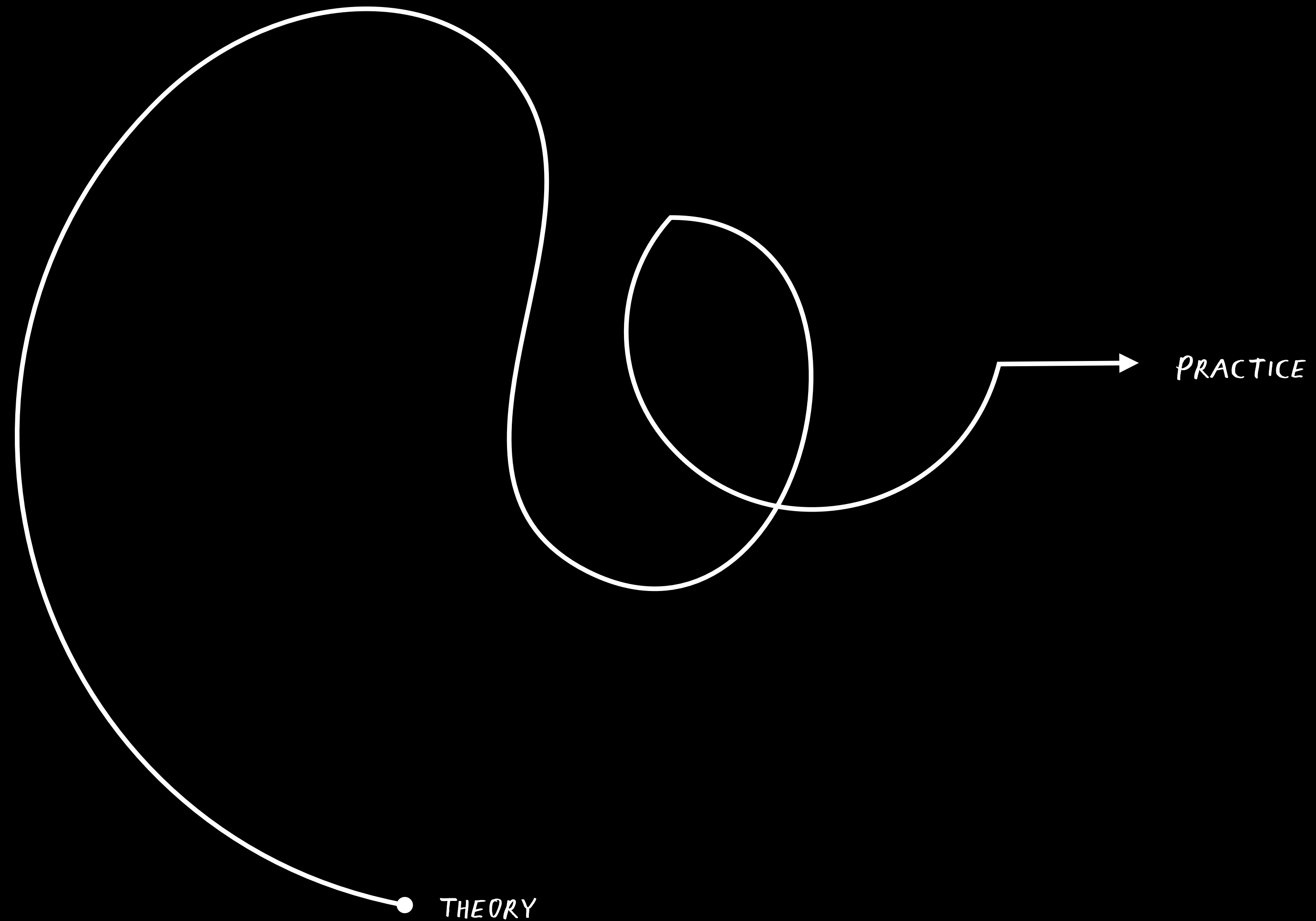


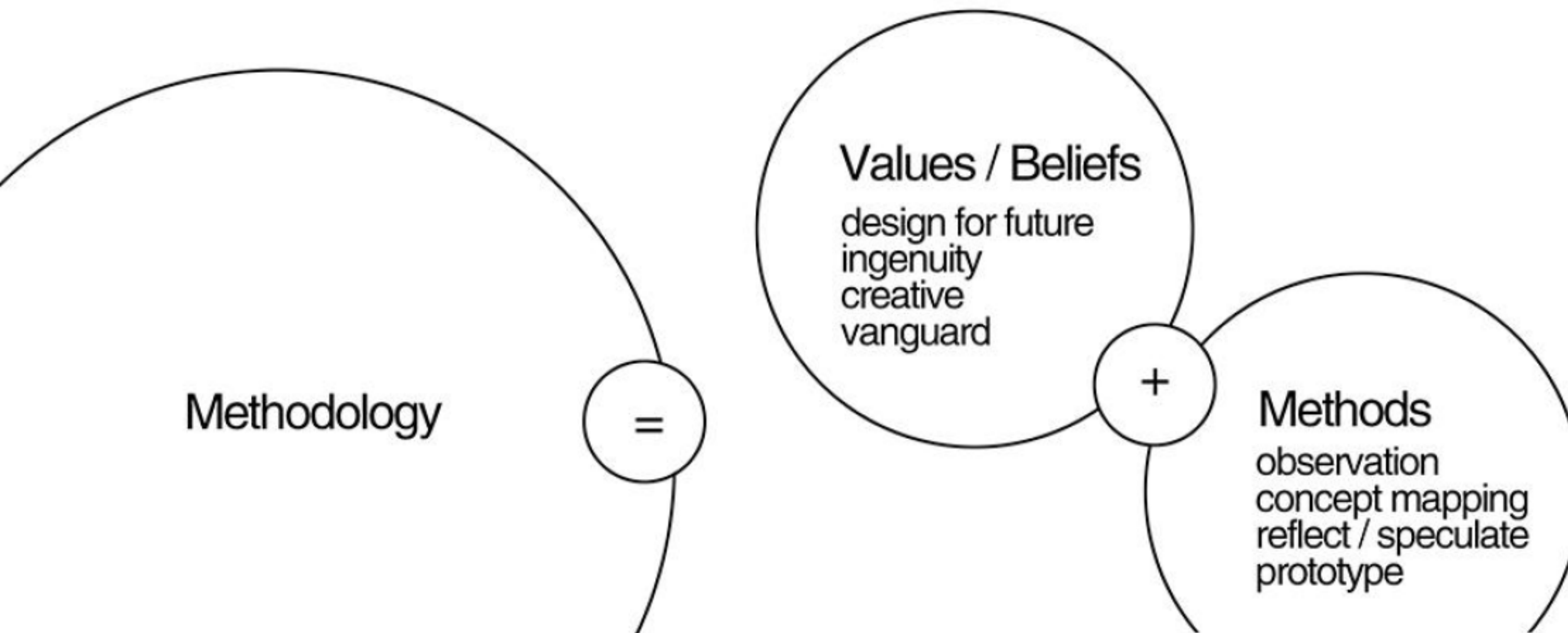
In my opinion, the content of the project I am more inclined to study this discipline, to locate my own concerns and goals, learn a series of relevant methods, and then make some attempts.

The second project is the application and development of this foundation, and we can further deepen our research on the basis of the first unit. Enrich our design content more. Experiment with more design tools and skills. What we learn is interconnected, and they are constantly becoming our knowledge base.

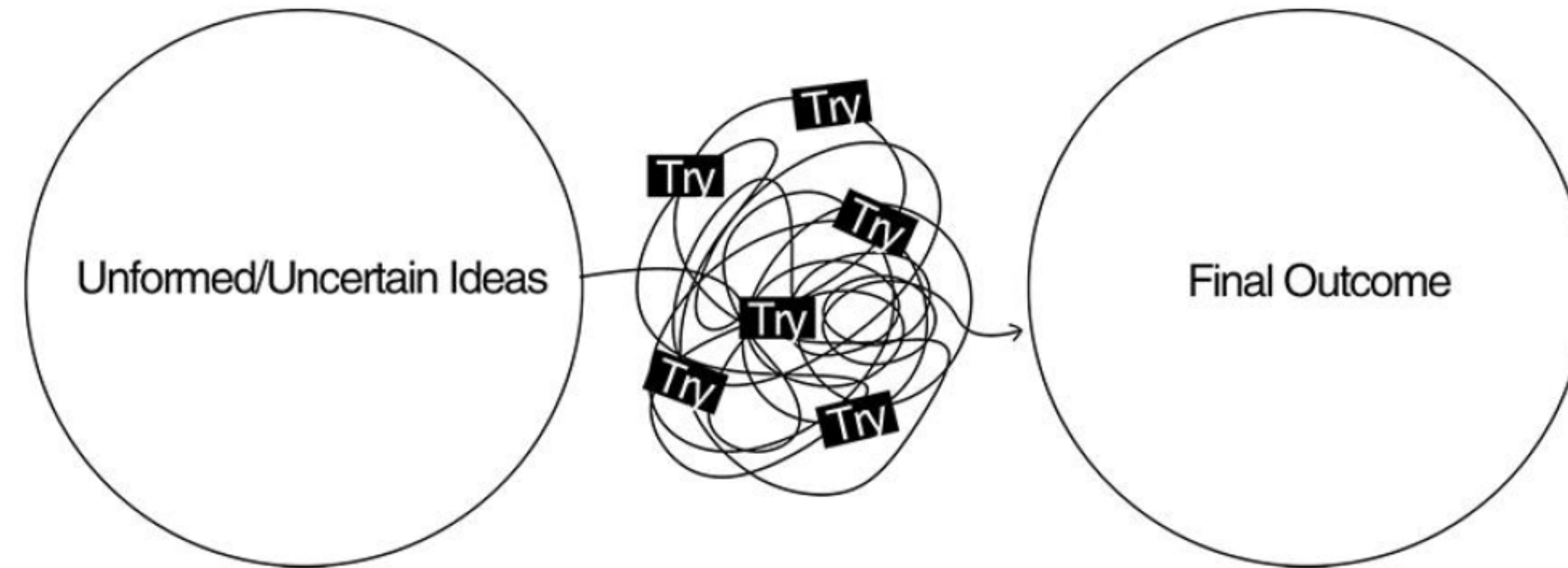
As we continue to learn and practice, this network will grow bigger and stronger. This connection feels like a mutual development.



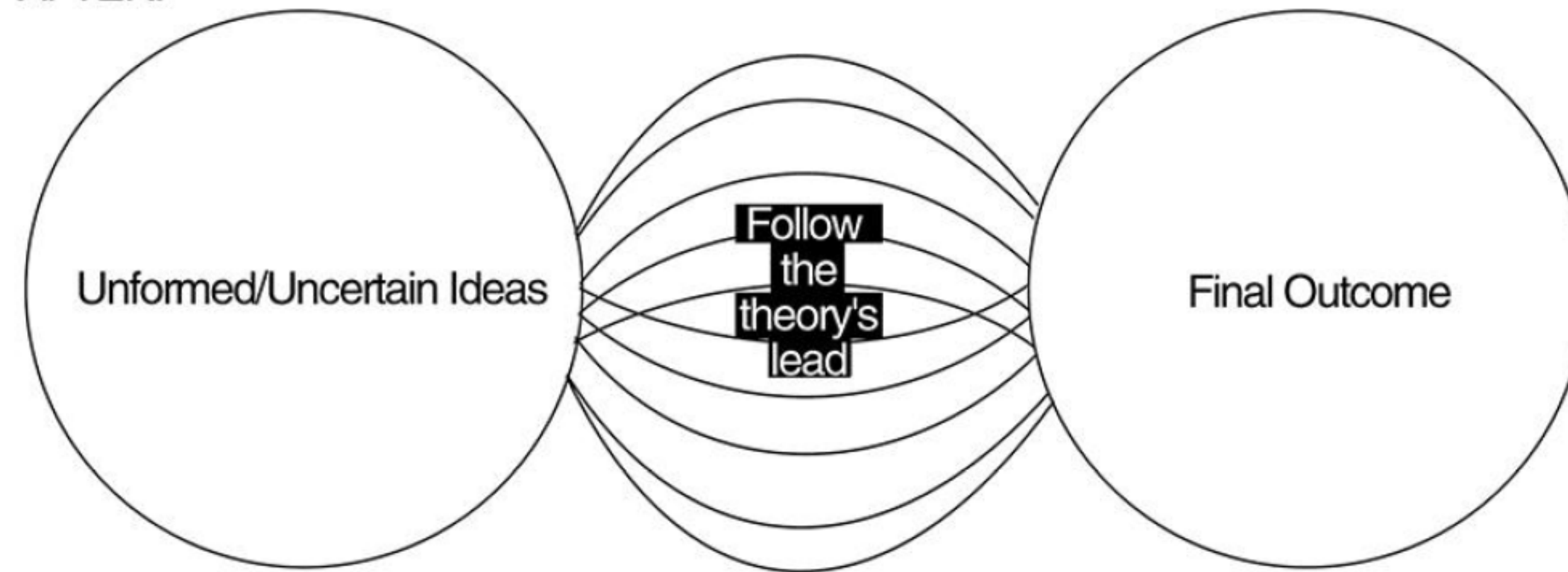


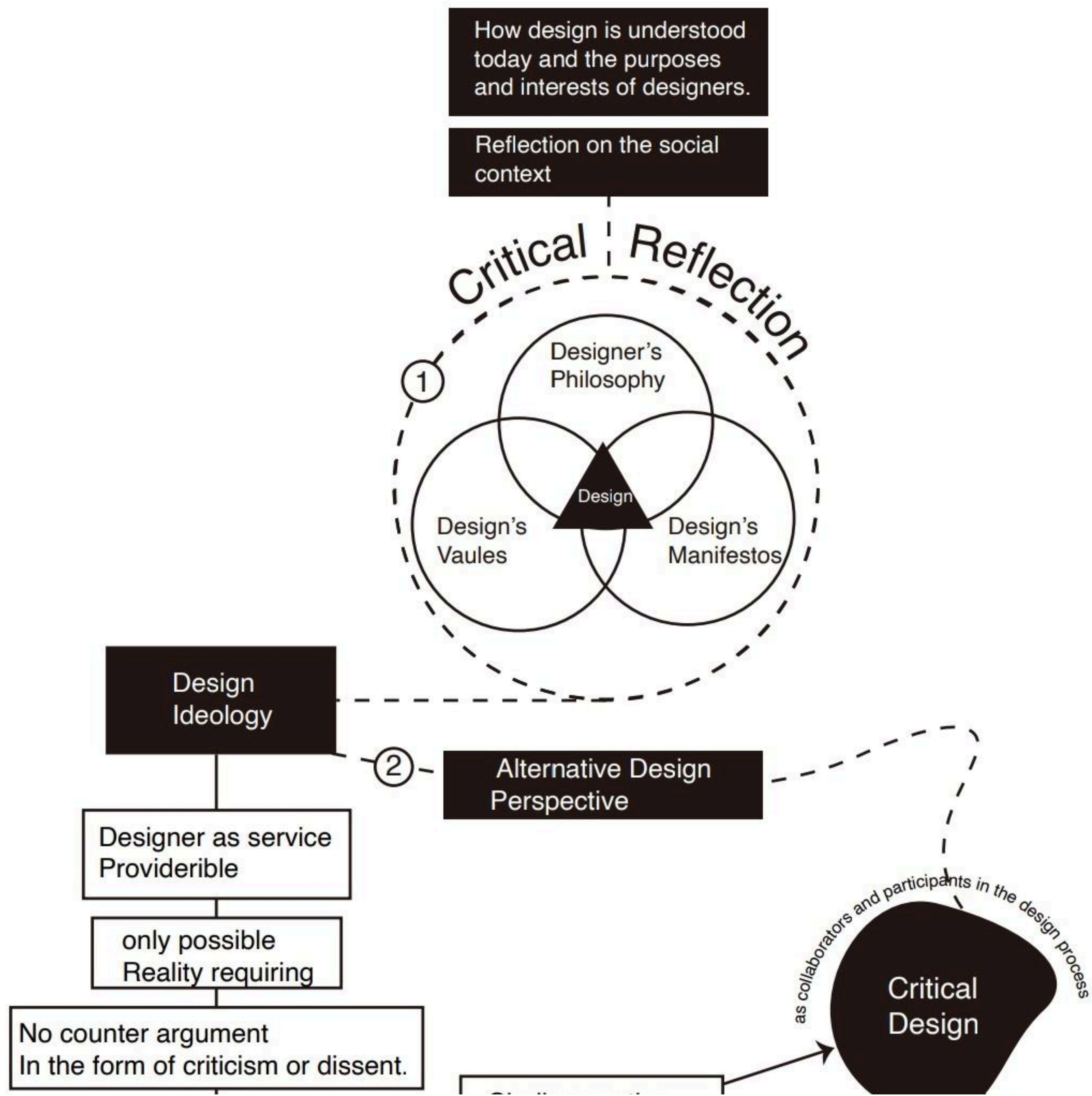


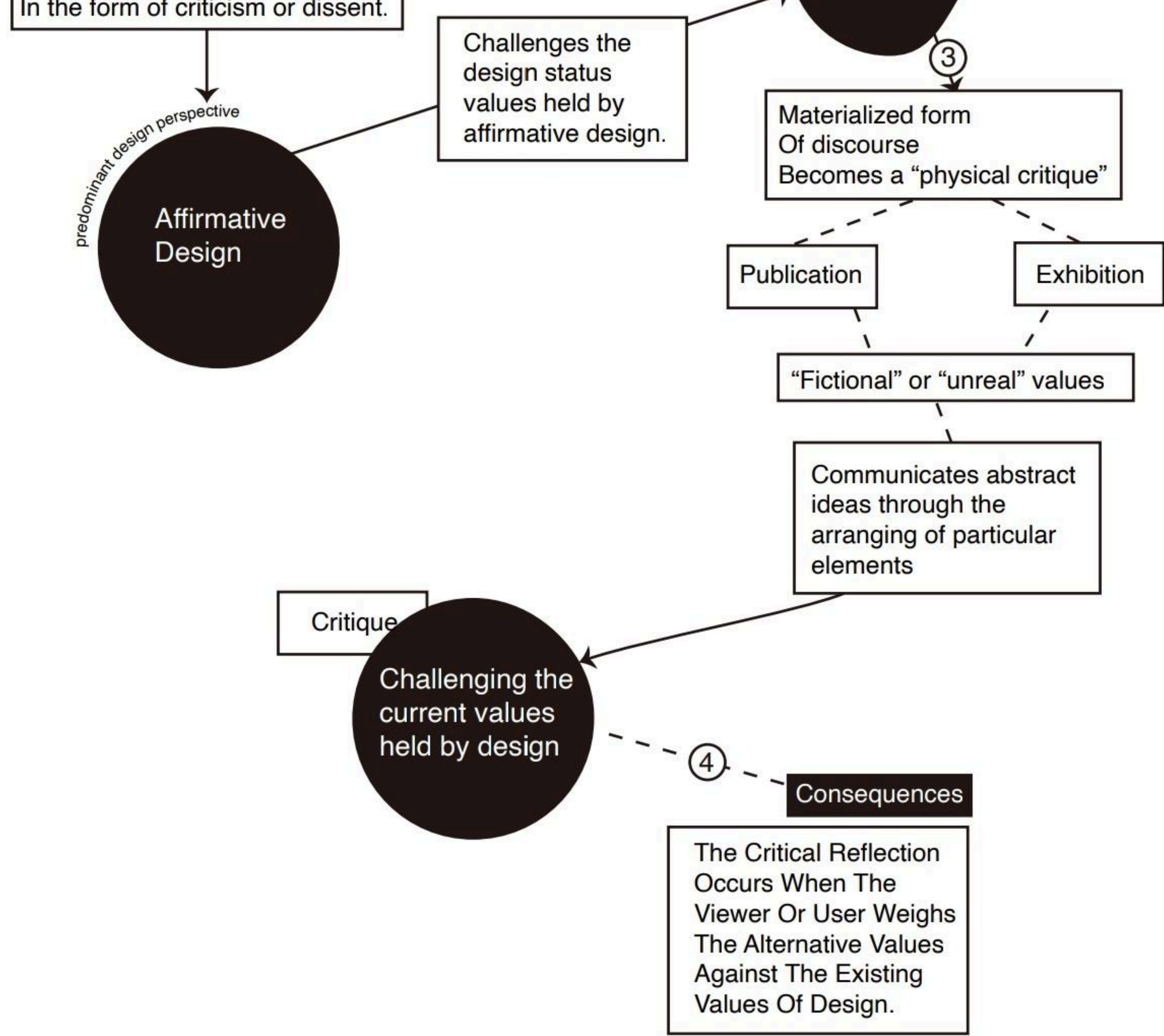
BEFORE:



AFTER:







**unsolvable
social problems**



**speculative Design:
imagination**



**create new
perspective**

**debate or discuss
about alternative
ways of being**

**inspire or stimulate
viewers' imagination**



**Realise the wanted or unwanted possible future
and problem, to understand the present better.
unconsciously change viewer's attitude, value and
behavior.**



THIS IS WHAT
READING DEBORD
FEELS LIKE...

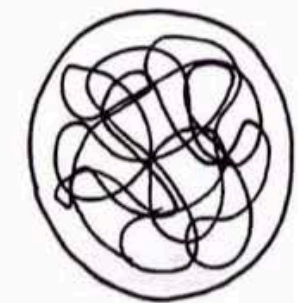


The Culmination of Separation Guy Dubord

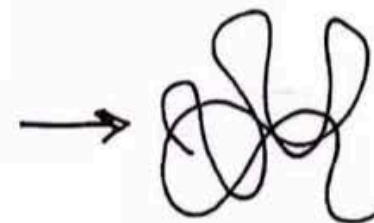
↳ (the peak)

SOCIETY OF THE SPECTACLE

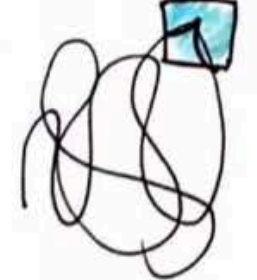
So basically...



THE WORLD IS COMPLICATED



THINGS ARE HARD TO UNDERSTAND

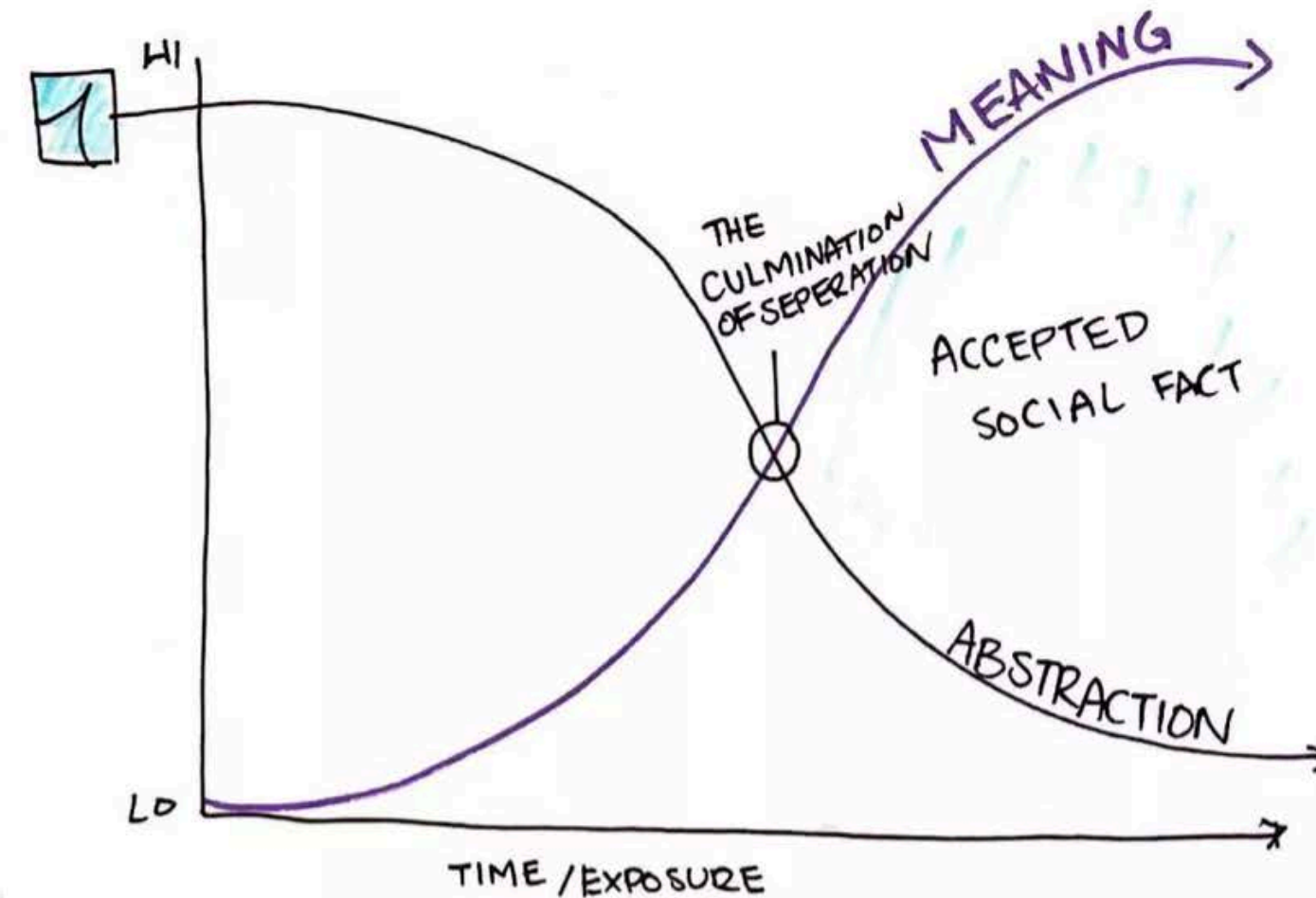
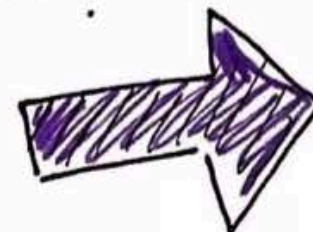


SOCIETY (+ DESIGNERS)
TAKE AN ABSTRACT SPEC TO EXPLAIN A WHOLE

SPECS are moments/events/features of a place, group of people or even things in life.

ex. Tourists in Venice being pictured on the canal becomes an abstract representation of what Venice is.

SO WHATS THE SEPERATION?
WHAT THE HECK IS DUBORD ON ABOUT?

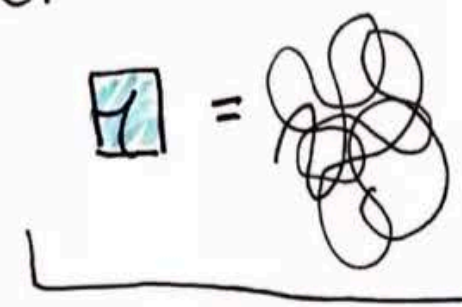


DUBORD'S Observation of Spectacles:

So when an abstract concept that simplifies, rationalizes, and captures something natural and complicated becomes more socially accepted/interpreted....

the spec ↓
becomes the fact.

It separates from being just a snapshot in time and just an abstract detail to rationalize the whole.
ie.



THIS HAS A LOT OF POWER

→ This guided explanation through abstract specs can skew social definitions of groups of people and values that become social norms.

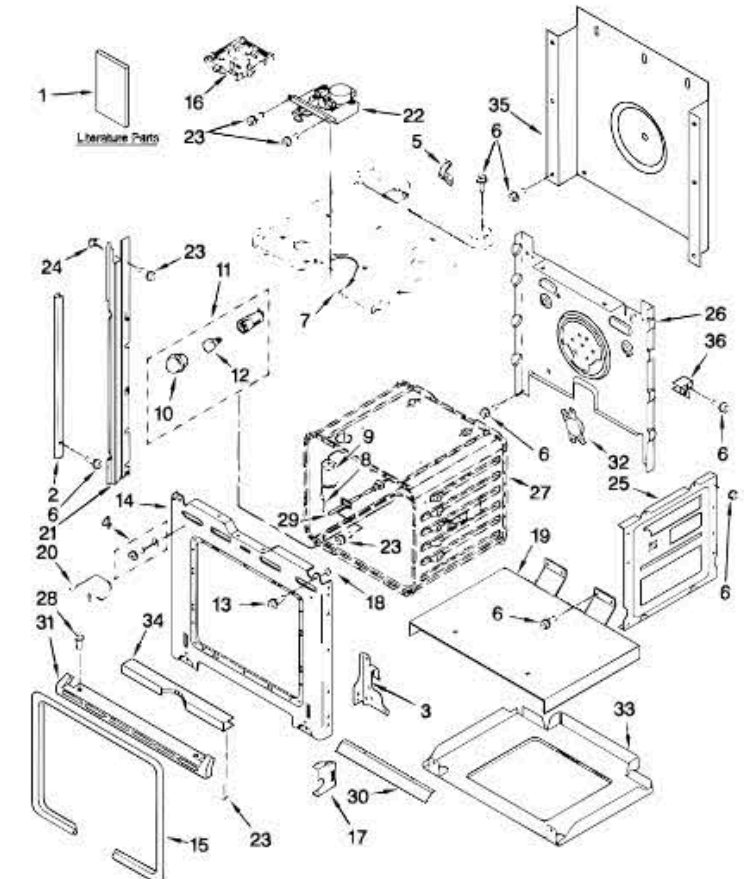
So design specs wisely.

THEORY

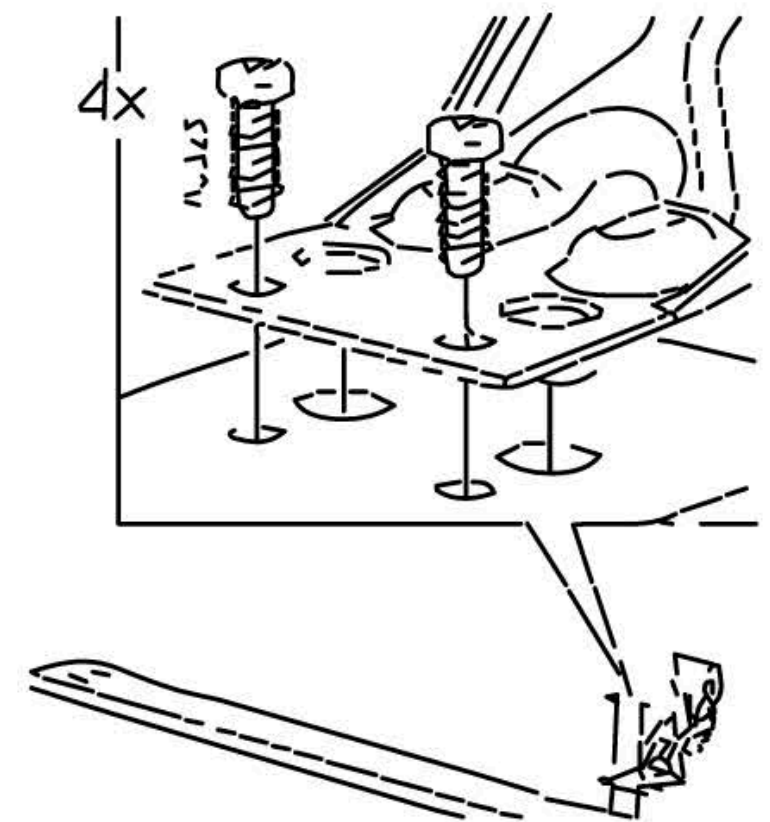
The Culmination of Seperation



1 The world is very complicated.



2 Society (+designers) take an abstract “spec” to explain the whole.



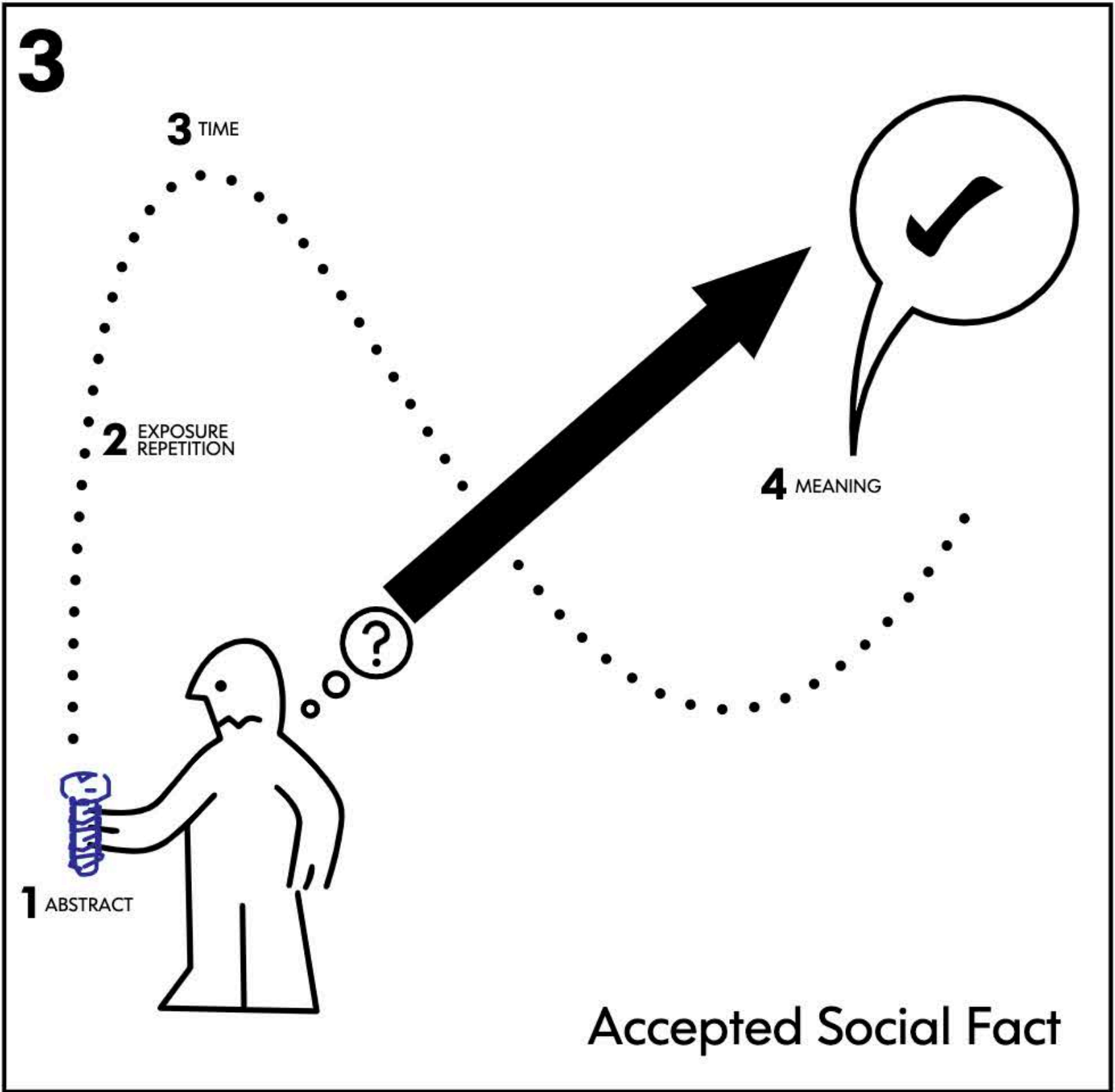
SPEC

This is a generator.
Abstract explains the whole.

So, when an abstract concept simplifies, rationalizes, or captures something natural and complicated it becomes a socially accepted as the rational for that thing.

The spec becomes the fact.

(Guy Dubord, 1967)



The “culmination” is the peak at which the spec transforms from just being a snapshot or a detail and becomes a socially accepted fact to rationalize complex things.

This has a lot of power.

While this is useful for identifying brands, everything can be explained through abstract specs. This can skew social definitions of groups, people and places and perptuated as social norms.

Design and use specs wisely.



Jacotot's pupils had it in themselves to learn by themselves; the teacher only provided an opportunity (a context, a situation, a framing structure) through which their power to learn became actualised

YVES CITTON, 'THE IGNORANT SCHOOLMASTER': KNOWLEDGE AND AUTHORITY

Jacotot's pupils had it in themselves to learn by themselves; the teacher only provided an opportunity (a context, a situation, a framing structure) through which their power to learn became actualised

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