

GRAPHIC DESIGN AND TRANSFORMATIVE LEARNING: HOW A LOGO DESIGN CAN BE A TRANSFORMATIVE EXPERIENCE

A POSTER PRESENTATION

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ABSTRACT

The University of Central Oklahoma defines Transformative Learning as a holistic process that places students at the center of their own active and reflective learning experiences. In the recent past attempts to include graphic design students in the transformative learning pedagogy has proven to be a difficult task, but when the Melton Gallery decided to rebrand as part of its newly identified mission it seemed like the perfect opportunity to employ the university's mission of education through transformative learning practices and experiential education. This exploration reflects a process that used design thinking, research, and problem solving to develop a creative solution for the logo, by a team including a professor serving as art director, a graduate student as senior designer, and an undergraduate as the junior designer. As part of the Transformative Learning process the focus for the project included specified tenets of transformative learning such as research and leadership, and employed practice as part of visual design education; this study focused on how leadership and research were used by students to solve a design problem, as well as the hurdles that were encountered along the way. It also explains how transformative learning was used as part of a grant funded visual design project.

SELECT REFERENCES

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