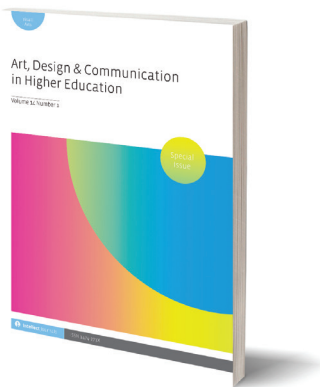




intellect

www.intellectbooks.com



ISSN: 1474273X

Online ISSN: 20400896

First published in 2002
2 issues per volume

Editor

Susan Orr
University of the Arts
London
s.orr@arts.ac.uk

Associate Editor

Alison Shreeve
Buckinghamshire New
University

Editorial Assistant

Victoria Haverson
University of the Arts
London
v.haverson@arts.ac.uk



Intellect is an independent academic publisher of books and journals, to view our catalogue or order our titles visit www.intellectbooks.com or E-mail: journals@intellectbooks.com.

Art, Design & Communication in Higher Education

Call for Papers

Special Issue: Territories of Graphic Design Education

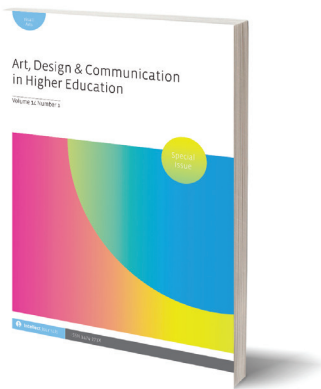
Art, Design & Communication in Higher Education, in collaboration with The Graphic Design Educators' Network, invites contributions to 'Territories of Graphic Design Education', a special issue exploring the physical, intellectual and existential terrain of graphic design learning and teaching. There is an orchestrated chorus within design education for problems to be discovered, defined and solved based on evidence. How does graphic design educate its prospective practitioners to discover, define and solve problems?

Other cross-disciplinary subjects provide students with a sizeable literature on the concepts they use, defining the language of the field through key terms. Geography students, for instance, have immediate access to applied introductions to the principal methods used in human and physical geography to assist in research, data collection, analysis and representation. Where is the equivalent for the student of graphic design, which has nearly double the number of undergraduate programmes than geography in the United Kingdom?

In the early part of the twenty-first century, books have emerged about graphic design research and theory (Bestley and Noble 2005; Bennett 2006; Armstrong 2009; Davis 2012). The disciplinary liminalities of graphics, however, have encouraged research and theory for graphic design from *around* rather than from *within* graphic design. How might research and theory emanate from within? Where is within? We invite papers that supplement these embryonic offerings, to position from within graphic design the key concepts and methods that particularly contribute to students' structured and independent learning.

Other subjects, such as physics, have long-established sub-disciplines exploring the territories of their discipline's approach to developing the knowledge of, and approaches towards, its learners. Graphic design education is a less mature sub-discipline, but with equally vigorous questions. How is graphic design taught and learnt? What are its delivery styles? How do students continue with these in their professional lives? What changes have emerged within and beyond its signature pedagogies (Shulman 2005; Sims and Shreeve 2012)?

Any mode of enquiry is encouraged that surfaces, shares or questions graphic design education's traditions and history; status and identity; spaces and environments; institutions and politics; being and knowing; and practices and pedagogies. We welcome submissions that draw upon disciplinary practices to illuminate the lesser-lit ground of graphic design education.



All submissions must adhere to the journal guidelines: <http://www.intellectbooks.co.uk/MediaManager/File/ADCHE%20Notes%20for%20contributors.pdf>

Deadline: **Monday 24 October 2016**

Please send submissions to Vicky Haverson, Editorial Assistant: v.haverson@arts.ac.uk

References

- Armstrong, H. (2009), 'Graphic design theory: Readings from the field', New York: Princeton Architectural Press.
- Bennett, A. (2006), 'Design studies: Theory and research in graphic design', New York: Princeton Architectural Press.
- Bestley, R., and Noble, I. (2005), *Visual Research: An Introduction to Research Methodologies in Graphic Design*, Lausanne: AVA Publishing SA.
- Davis, M. (2012), *Graphic Design Theory*, London: Thames & Hudson Ltd.
- Shulman, L. S. (2005), 'Featured topic: Pedagogies', *Liberal Education*, Spring, pp. 18–25.
- Sims, E. and Shreeve, A. (2012), 'Signature pedagogies in art and design', in Nancy L. Chick, Aeron Haynie, Regan A. R. Gurung (eds), *Exploring More Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind*, Sterling, VA: Stylus Publishing, pp. 55–67.



Intellect is an independent academic publisher of books and journals, to view our catalogue or order our titles visit www.intellectbooks.com or E-mail: journals@intellectbooks.com.