

**SEGD**  
**Academic Advisory Committee 2014**

Our purpose is to provide support and leadership while strengthening relationships with academic programs that provide developmental design excellence and practice based competencies to students through courses that are foundational to careers in Experiential Graphic Design.

**Joell Angel-Chumbley**  
Kolar Design

**Gretchen Coss**  
Gallagher & Associates

**Nicole Dowd**  
Hamiltonian Gallery

**Oscar Fernández**  
(Committee Chair), University of Cincinnati

**Jody Graff**  
Drexel University

**Miranda Hall**  
(Summit Chair), La Roche College

**George Lim**  
University of Colorado Boulder

**David Middleton**  
Kent State University

**Justin Molloy**  
SEGD, Director of Education

**Steve Reinisch**  
TheGreatDetailGuy!

**XGD/EGD**  
**Core Competencies**

In 2014, the SEG D Academic Education Committee revisited the core competencies that were originally developed in 2007 as part of a survey of professionals, particularly principals of design firms.

This revision is still in progress, and is aimed to more accurately represent the expanded set of competencies now required for graduating students pursuing careers in XGD/EGD.

**2014 Competencies Draft**

**1 General Knowledge**

Knowledge of Experiential/Environmental Graphic Design (XGD/EGD)

**2 Analysis & the Development of Design Concepts**

Verbal and Written Communication Skills related to Concept Development

Ability to Develop Design Ideas from a Formal Analysis

Ability to Incorporate Design Research into Conceptual Analysis

**3 Design Development**

Use of Typography, Color, and Symbology

Legibility and Accessibility

Drawing and or Modeling in Three-Dimensions

Develop and Shape Content Across Media Platforms

**4 Visual Communication + Presentation**

Design/Process Presentation and Communication Skills

Team Collaboration and Presentation Skills

Process Presentation Skills

**5 Implementation**

Construction Intent Documentation Process and Specifications

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Society for Experiential Graphic Design

**2014 SEG D Sixth Annual  
Academic Summit**

CONVERGENCE | Atlanta | June 5, 2014



## 2014 SEGD Academic Summit

We wish to thank all of our attendees, presenters, professionals, educators and students for participating in the 2014 SEGD Academic Summit.

Kicking off this year's SEGD Conference, CONVERGENCE: CROSSING LINES, this special program continues to examine and share new ideas within design education advancements.

These important developments will ultimately further enhance people's experiences within the environment.

Each presenter's topic will provide clear evidence to the discipline's depth of intellectual inquiry today.

Experiential Graphic Design (XGD) not only serves as an integral part of design education, but also as a collaborative interchange for university and college curriculums.

As expressed in its' new mission statement, SEGD, (Society for Experiential Graphic Design) is committed to enriching and supporting academic program development.

Where once a key objective was to develop core skills, universities and colleges are now expanding, integrating their offerings with new XGD knowledge and methods.

We hope through today's presentations and conference networking the Summit's program will provide new insights.

Let SEGD and the Education program support your university and professional community for further growth in order to meet the future's design challenges.

**Enjoy our program!**



**Oscar Fernández**  
Chair, SEGD Academic Advisory Committee



**Justin Motloy**  
SEGD Director of Education and Professional Development

**SEGD exists to Educate, Connect, and Inspire the global, multidisciplinary community of professionals who plan, design, and build experiences that connect people to place.**

SEGD Mission Statement

# Welcome

1:30 pm

### Student Award Presentations

Artur Fontinha

Through a game of scale, symbolism, iconography and the appropriation of a public tree, the Vase, intends to raise the awareness about the deforestation, the importance of the implementation of sustainable forest policies and the socio-environmental responsibility that these represent for a sustainable future of our forests.

The Vase is made of certified plywood suitable for exterior use. It is constituted by 4 standard pieces designed to take maximum profit of 11 plywood boards, through a step by step manufacturing process. The production of 750 pieces for a single technician takes an average of 120 hours. Its interior offers 5 seats, and also provides privacy from its surrounding due to its backrest planks.

Student Award Winners

9:00 am

### Summit Introduction

Oscar Fernández  
Miranda Hall

9:10 am

### Introduction to SCAD

Henry Hongmin Kim

9:30 am

### Presentation of EGD courses at SCAD

Jan Lorenc and Chung Yoo

Javier Lloret

Puzzle Facade brings the experience of solving a Rubik's cube to the urban space. It transforms the Ars Electronica's media facade, into a giant Rubik's cube, inviting passers-by to engage with an interactive experience that takes place in the city of Linz (Austria).

In Puzzle Facade the player interacts with the specially designed interface-cube. The interface-cube holds electronic components to keep track of rotation and orientation. This data is sent over Bluetooth to a computer that runs the Puzzle Facade designed software. This software changes the lights and color of the large-scale Ars Electronica's media facade in correlation to the handheld interface-cube.

Additionally, the success of this type of new curriculum model is afforded by the colocation of Art, Design, New Media, and Architecture in an interdisciplinary college.

10:00 am

### Convergence: Crossing Lines

SEGD Core Competencies and Subsequent Implications for Professional Practice

Anne Berry

The educational core competencies laid out by the Society for Experiential Graphic Design (SEGD) systematically employ the language of "understanding" as a measurement for evaluating student skills and level of expertise; of the 28 competencies provided by SEGD, half begin with the word "understanding." Yet these statements invite broad meaning and interpretation in the design of instruction as well as in the assessment of student performance.

This paper, consequently, will address how a re-examination of the core EGD competencies can help promote student performance measures that lend themselves to evaluation aligned to career readiness expectations in EGD.

Design educators are qualified to determine metrics for assessing work, however, the relationship between SEGD and the institutions it supports through its educational outreach presents opportunities for a more comprehensive approach regarding the language of the core competencies, along with examples of potential evaluation strategies, ensuring greater consistency in measuring student preparedness.

2:00 pm

### Full Immersion: Beyond the Page + Screen:

Transforming Traditional Design Curriculum with Experiential Graphic Design

Rachel Fujita

This paper examines the potential for integrating Experiential Graphic Design (XGD) within the context of a traditional Graphic Design/ Visual Communication curriculum.

This shift will better prepare students to work in a constantly evolving, competitive, and expanding field of design.

Through documented student projects, we will explore the development of XGD strategies and methodologies through the blending of traditional graphic design foundations, interactive, and time based media and strategies that transform a user experience beyond the page and screen.

Interactive + Innovative Approaches

10:30 am

### Inclusive, High Quality Decisions?

Macro/ Micro Design Impacts Within Our Everyday Experience

Deborah Beardslee

Age and physical ability are natural filters for assessing the successes of designed objects, messages and experiences.

This presentation examines design details, solutions and situations that impact everyday inclusivity and quality of experience, and suggests approaches toward increasing interaction success for all of us.

The comparisons presented in this work are intended to initiate an evolving platform for the discussion and development of design education strategies and content that prioritize aging and physical ability issues.

Familiar macro and micro examples have been chosen to illuminate everyday user interactions, challenges and considerations. Ideally, increased exposure to these aspects will strengthen awareness and empathy in young design students, and encourage thoughtful, and more inclusive, design contribution in the future.

2:30 pm

### Pushing Design's Edges with Sound Interactions

Jessica Barnes

Sound is temporal, social, invisible and physical. While it is difficult to deny that sound has long been part of design, it has not held a prominent place in our discourse.

Design education tends to focus on visual communication, yet the ways we might create, select and remix sound can positively influence a holistic approach to projects. As an integral part of digital and physical environments, it transforms the way we might speak to an audience and plays a role in shaping human experiences.

This paper seeks to identify and examine the relationship between sound and design, and calls for further investigation. What does sound mean to designers, and where does it reside in relation to what we already know? How can we use this invisible medium to advance opportunities and solve complex problems? These questions, situated at the edges of our visual knowledge base, push toward embracing aural content in the design of interactions.

This investigation continues in two parts: a concept analysis of its current use in scholarly design literature and student work with sound from course that brings together interaction design, visual communication and physical environments.

10:50 am

### Design Innovations through Collaborative Research Methods

Reneé Seward

Technology is presenting new opportunities for collaborations between designers and educators in the development of tools that actually address issues in reading instruction.

This presentation shares a collaborative research study that leverages the usage of visual communication design reading literacy and educational psychology research to address the issue of teaching early reading skills through a multisensory experiential learning tool.

'See Word Reading' is a experiential learning tool that explores the impact of multisensory letterforms on teaching beginning reading principles to children at risk of reading difficulties. It uses communication design principles of using type and image that aid in the cognitive retention of concepts and idea.

This study services as an example of how design in collaboration with other disciplines can make valuable contributions towards addressing communication design problems, and developing experiential learning methods.

2:50 pm

### The Sustainable Challenges & Opportunities in Environmental Graphic Design

Dr. Wu Duan

This paper looks at the sustainable challenges and opportunities through two Environmental Graphic Design projects in Shanghai.

The "Social behavior sustainability" is to analyze the information connected with EGD and the users, thinking about potential possibility to suggest the best of the behaviors. The case is redesign the wayfinding and signage system for Shanghai South Railway Station. This project looks at how passengers find their way in the complicated transportation building, and the encouragement of the public to use transport through signage guiding.

The "Culture sustainability" project explores the value that environmental graphic design elements can create to help promote and improve the culture sustainability. The case-study project was a metalworking studio building of Tongji University. The results from this project showed the redesigned characters on signs are powerful coded symbols that communicate a wealth of space and cultural information.

11:10 am

### Morning Breakout Session:

Curriculum, Collaborations and Professional Connectivity

#### Breakout Session Topics

1. Developing curriculum, appropriate to XGD/EGD and core competencies. (Educators)
2. Collaborations and cross-disciplinary work. (Educators and Practitioners)
3. Engaging with professionals and conducting presentations. (Students)

3:10 pm

### Afternoon Breakout Session:

Interactive and Innovative Approaches in XGD

#### Breakout Session Topics

1. Research, paper-writing, publishing and grant-writing. (Educators)
2. Connecting schools and practitioners for research, collaboration and mentorship. (Educators and Practitioners)
3. Understanding and preparing for practice in the field of EGD for students. (Students)

11:40 am

### Tour of SCAD

12:10-1:30 pm

### Lunch on your own

3:40 pm

### Breakout Sessions Recap and Discussion

4:30 pm

### Conclusion



**SEGD exists to Educate, Connect, and Inspire the global, multidisciplinary community of professionals who plan, design, and build experiences that connect people to place.**

SEGD Mission Statement



**Jessica Barness**

Jessica Barness is an assistant professor in the School of Visual Communication Design at Kent State University. She has an MFA in design from the University of Minnesota and an MA in studio art from the University of Northern Iowa. Previously, she worked as a graphic designer with Conway+Schulte Architects in Minneapolis and as a senior product designer in Chicago. Barness' research through design, on topics related to social identity, language and interactive media, has been exhibited and published internationally.



**Deborah Beardslee**

Deborah Beardslee is an Associate Professor in the School of Design at the Rochester Institute of Technology in Rochester, NY. She primarily teaches and develops coursework related to egd, information design, methodology and design systems. She has served as coordinator for the MFA Program and as chair of the BFA Program, and is actively involved in curriculum development within RIT's Vignelli Center for Design Studies.

In support of local community, Deborah is a member of the City of Rochester's Preservation Board, the Seniorsfirst Board of Governors and the Board of Directors for Valley Manor, a senior independent living facility. Her research involvements focus on systems thinking, design process, cross-disciplinary collaboration, experiential graphic design, and design effectiveness across age and ability considerations. She most recently presented a portion of her work in November 2013 at the third annual interdisciplinary Common Ground Aging and Society Conference in Chicago.



**Anne Berry**

Anne H. Berry is a Visual Communication Design professor at the University of Notre Dame in South Bend, Ind., where she teaches the design program's foundational typography course, an advanced-level professional practice course for juniors and seniors, and advises undergraduate Bachelor of Fine Arts and graduate Master of Fine Arts students. She received a Student Merit Award from the Society for Environmental Graphic Design in 2006 for "Sankofa Place," a mixed housing development proposal, before earning her MFA from the School of Visual Communication Design at Kent State University in 2008. Her most recent work includes a permanent exhibit for the Civil Rights Heritage Center in South Bend, Ind.



**Artur Fontinha**

Artur Fontinha, is a Product Designer graduated from the Polytechnic Institute of Viana do Castelo in Portugal. During his education he also studied in Germany at the University of Dortmund and Hannover. He then moved to Milan (Italy), where he did an internship at Claudio Bellini's Atelier. Later on, he was awarded with a European Commission scholarship and was a Master Degree student at the University of Panama (Panama). His professional activity is developed through collaborations with various ateliers of architecture and design, fab labs, as well as through design teaching. Apart from that, he also works independently in art and design. Recently, he did a post-graduation in Art and Design for the Public Space at the Faculty of Fine Arts of the University of Oporto, and currently he is concluding his Master's Degree in the same field. Rachel Fujita.



**Rachel Fujita**

Rachel Fujita is a designer and educator working within the realms of photography, interaction and experiential design. Her creative work and research explores interactive and immersive narrative methodologies presented in both screen-based and built environments. She applies her experience and knowledge with technology and design to develop innovative communication and storytelling strategies. She holds a Master of Fine Arts in Computer Art with a concentration in Interactive Design and Motion Graphics from the School of Visual Arts and a Bachelor of Arts with a concentration in Film + Video from Fordham University in New York City. Rachel has previously taught Digital Design at the University of Cincinnati within the College of Design, Architecture, Art, and Planning, as well Visual Communication at the University of Oklahoma within the School of Art & Art History. She is currently an Assistant Professor at the University of Idaho teaching Interaction and Experiential Design within the College of Art and Architecture.



**Javier Lloret**

Javier Lloret's work crosses boundaries between media art and design. He holds an M.A. in "Interface Culture" from the University of Arts and Industrial Design Linz (Austria) and a Master in "Lens-Based Media Design" from Piet Zwart Institute (Rotterdam, The Netherlands). His interactive experiences investigate the influence that different spatial configurations have in the participants' behavior. In his line of work in the field of artistic photography and video, he often explores social conventions of behavior in contrast with individuality. His work has been exhibited at media art festivals and exhibitions like Ars Electronica Festival (Linz), Enter 5 Biennale (Prague), Media Facades Festival Europe (Berlin and Madrid), TENT (Rotterdam), Worm (Rotterdam), Madatac (Madrid), Simultan Festival (Timisoara), ACE creative showcase (Lisbon), Node 08 festival (Frankfurt), Robot festival (Bologna), Tweak festival (Limerick), Santraistambul (Istanbul) and Medialab-Prado (Madrid).



**Reneé Seward**

Reneé is an assistant Professor at the University of Cincinnati's College of Design, Architecture, Art, and Planning. Reneé has been teaching typography, exhibition design, print design in the Graphic Communication Design program for the last seven years. Her research focuses on the development digital and physical multimedia - sensory tools that seek address literacy problem in our society. Currently she is testing one of her digital tools in the Cincinnati Public School System and five schools in Singapore. This proposal shares a collaborative research study that leverages the usage of visual communication principles of using type and image to aid in the cognitive retention of concepts and idea with reading literacy and educational psychology research to address the issue of teaching early reading skills through a multisensory experiential learning tool. This study services as an example of how design in collaboration with other disciplines can make valuable contributions towards addressing communication design problems, and developing experiential learning methods.



**Wu Duan**

Dr. Wu Duan is an associate professor of environmental design at College of Design & Innovation in Tongji University, Shanghai. In her ten-year career she has worked on a board range of projects including environmental graphics and wayfinding, branding, exhibition design, landscape and urban design. As an educator and researcher, her research is mainly focus on environmental graphic design and public design. She also interested in innovative design education research with cross discipline students. She is a leader of the environmental graphic design studio in Tongji Tiandi Institute of Art & Design Innovation, and the founder of Public Design Lab in Tongji University. Her recent work has taken on a strategic research-based approach where she explores the sustainable challenge and interactive opportunities in EGD. She has presented at numerous professional and design education conference.