

RESEARCH COMPREHENSIVE OUTLINE

SECTION I: *Introduction*

An introduction to this thesis paper. Why the need for a design curriculum for Uganda secondary schools. This section will include; A break down of my thesis proposal.

I. What is the problem?

A break down of the overall problem leading up to thesis statement (design education curriculum).

This thesis study will create a secondary school level design education curriculum/program inspired by the Ugandan culture, empowering youths with basic skills to become self-sustaining, proactive professionals and preparing them for more rigorous study at the university level.

II. Implications for this study

A paragraph explaining why a design education curriculum is the solution to the problems mentioned above

SECTION II: *Literature Review (Secondary Research)*

Review of all secondary data gathered on the key areas highlighted in sub-section III of the introduction. The areas discussed in detail include; Uganda education structure, design education in Uganda, institutional and cultural barriers frustrating design education in Uganda, Design pedagogy, Curriculum development, class room participation and tools aiding design education.

01. UGANDA EDUCATION STRUCTURE

This section will explain in detail the current education structure in Uganda, the major institutions or bodies governing the education system as well as challenges facing the current education system. Uganda's formal education system requires one to go through seven years of primary education, four years of ordinary secondary education, two years of advanced secondary education, post secondary/ university education.

a. Uganda's current education Learning system

- ii. *Primary School*
- iii. *Secondary School*
- iv. *Institutes of Higher learning i.e University level/BTVET*

e. Major boards governing the education system

- i. *Ministry of Education and Sports*
- ii. *National Council for Higher Education*
- iii. *National Curriculum Development center*
- iv. *The Uganda National Examinations Board (UNEB)*

e. Challenges facing the current education system

- i. *Current teaching methodologies in built in the existing syllabuses do not promote effective learning*
- ii. *The existing curriculum is greatly overloaded*
- iii. *Inadequate skills attained to fulfill current social and economic labor market needs*
- iv. *The value of sciences at the expense of arts related subjects*
- v. *The system being more theoretical than practical.*

02. UGANDA DESIGN EDUCATION STRUCTURE

a. History of design education

This section will include when and why design education particularly Visual communication design was introduced into the Ugandan Institutions of Higher Learning particularly Makerere University.

b. Design education at the university level- Makerere University

Brief introduction of design department at the university, designers without borders and their role in development a design curriculum, courses offered with a breakdown in structure, professional and internship experience)

The department of Visual Communication Design and Multimedia at Makerere University is one of three departments in *The Margaret Trowell School of Industrial and Fine Arts (MTSIFA)*, under the College of Engineering, Design, Art and Technology (CEDAT).

The department offers both undergraduate and postgraduate degree programs in Visual Communication Design and Multimedia. Students take classes that offer both theoretical and practical knowledge in various areas of study including animation, graphic design, sound production, 3D modelling, web site design, game design and interactive media design, social design, professional practice and management among others.

Programs provide a more in-depth understanding of the visual communication design field in relation to the ever-advancing modern design technology and industrial growth challenges in Uganda.

i. Designers without borders

Their influence to design education in Uganda, Who they are and what the have introduced to Ugandan education.

- Their influence on design at the University level
Courses they helped introduce
- Their plan/methodology for design Education in Uganda

ii. Curriculum and graphic design Course structure

- Foundational/ First year Courses

Purpose

General purpose of the course and it's end goals

(Basic principles in graphic design education should be learned by every aspiring designer needs to be knowledgeable about regardless of their education level)

Description of course;

classes offered, their objectives and goals, course requirements/materials, critique methods, assignments/ exercises, grading

Evaluation

Different courses will have defferent evaluations as dictated by their goals and objectives

-
- Second Year Courses

Purpose

General purpose of the course and it's end goals

Description of course;

classes offered, their objectives and goals, course requirements/materials, critique methods, assignments/

exercises, grading

Evaluation

Different courses will have different evaluations as dictated by their goals and objectives

- Third Year Courses/ Senior level

Purpose

General purpose of the course and its end goals

Description of course;

classes offered, their objectives and goals, course requirements/materials, critique methods, assignments/ exercises, grading

Evaluation

Different courses will have different evaluations as dictated by their goals and objectives

iii. *Professional/internship experience*

iv. *Technology in the classroom*

An overview of how technology is used to help aid learning.

e. Perceptions of design education

f. Cultural and institutional barriers affecting design education

i. *Careers in Graphic Design*

ii. *Technology literacy rates*

Technology is an integral part of design today and with technology constantly changing and evolving in ways that influence design, it's imperative to take into consideration the Ugandan audience's level/ competency with technology. This curriculum needs to be tailored to suite and align with the current levels and access to technology in Uganda.

iii. *Labor markets in Design related fields*

Ugandan advertising industry; How they influence the design job market

03. DESIGN PEDAGOGY AND CURRICULA

This portion of secondary research involves design education as a whole. A deeper understanding of design pedagogy, current curricula of design and visual communication design as an area of study. Exploring the importance of an education in graphic design.

d. Undergraduate design Education

General overview and insights to the undergraduate design education

(*The case for a good five-year graphic design program at the undergraduate level*) –Explore

e. Undergraduate Design Curriculum

Dissecting the main requirements for a good curricula in graphic design. How to teach graphic design; exercises, critics, etc. Visualizing different design processes

(**Teaching Cross-cultural Design with empirical inquiry-Audrey Bennett*)

i. **Graphic Design Syllabi and courses**

- Foundational/ First year Courses

Purpose

General purpose of the course and it's end goals

(Basic principles in graphic design education should be learned by every aspiring designer needs to be knowledgeable about regardless of their education level)

Description of course;

classes offered, their objectives and goals, course requirements/materials, critique methods, assignments/ exercises, grading

Evaluation

Different courses will have defferent evaluations as dictated by their goals and objectives

- Second Year Courses

Purpose

General purpose of the course and it's end goals

Description of course;

classes offered, their objectives and goals, course requirements/materials, critique methods, assignments/ exercises, grading

Evaluation

Different courses will have defferent evaluations as dictated by their goals and objectives

- Third Year Courses

Purpose

General purpose of the course and it's end goals

Description of course;

classes offered, their objectives and goals, course requirements/materials, critique methods, assignments/ exercises, grading

Evaluation

Different courses will have defferent evaluations as dictated by their goals and objectives

- Fourth Year/Senior level courses

Purpose

General purpose of the course and it's end goals

Description of course;

classes offered, their objectives and goals, course requirements/materials, critique methods, assignments/ exercises, grading

Evaluation

Different courses will have defferent evaluations as dictated by their goals and objectives

ii. Critic and Engaged learning:

General overview

- iii. Goals of design curriculum
- iv. Professional Development
- v. Design research as part of the undergraduate curriculum
(*Look@AIGA Designer 2015 guideline philosophies on what the 2015 designer looks like*)

f. Role of technology in Design education

- i. *Technology in the classroom*
How students or professors are taking advantage of the recent surge in technology and applying it as a tool to aid education.
- ii. *How technology affects/influences design education*
- iii. *Using design software to generate computer rendered graphics*

a. Classroom participation and tools aiding design education

- i. *Theoretical and practical (studio) aspects of design curricula*
- ii. *Engaged learning*
- iii. *Using the classroom as a laboratory*

d. Career Paths in Graphic Design

- i. *What careers paths can students take on after completing a graphic design course?*
- ii. *The importance of internships/real world practice in design education*
- iii. *Print, web, advertising, interactive designer etc.*

SECTION III: Primary Research Review

This section will include a list of methods employed to gather primary data and why those methods were used. It will also include a list of the areas of this research study that would require first hand data.

01. PRIMARY RESEARCH - U.S AND ABROAD

Methods used to generate primary data on design education in the U.S and abroad, targeting Design educators, professionals and students.

a. Interviews: Design educators

Design educators/professors within the United States and abroad will be interviewed to gain more insight and knowledge into creating a design curriculum

- i. *In person one-on-one Interviews:*
Design educators in big public Universities or Colleges

– *Kent State University*

- Prof. Jerry Kalback (Undergraduate VCD design coordinator)
- Prof. Jillian Coorey (Undergraduate VCD professor and Co-director Inspire camp)
- Prof. Gretchen Rinnert (Undergraduate VCD Professor and Co-director Inspire camp)
- Prof. Kenneth O'grady (Thesis advisor and VCD professor)
- Prof. Joan Inderhees (Undergraduate professor, VCD – foundational classes)

– *cleveland State University*

– *University of Notre Dame*

Anne Berry (Graphic Design Professor)

– *Goshen College*

Randy Horst (Graphic Design Professor)

– *Miranda Schwanbeck*

First time professors (Grad. school colleagues)

Amy Peck

Gary Meacher

ii. *Online/phone interview:*

- Saki Mafundikwa, design educator (Director, School of Vigital Arts, Zimbabwe)

c. **Survey:** *Design Professionals*

- Designers without borders, Norway
- American professionals (AIGA)
- Other influential professionals in the rest of Africa

d. **Observations:** *Design Students*

Design students in the department of visual communication design at Kent State will be interviewed and observed in the classroom environment.

- Freshmen students taking Introductory/foundational classes
- Seniors getting ready to leave the program. (Get insights on internship experiences and portfolios)

e. **Ethnographic Research:** *Inspire camp*

Inspire camp is a summer high school camp that introduces high school children to the basic principles of design as well as exposing them to some of the courses offered at the college level.

- In class observations
- Photo and video ethnography

o2. PRIMARY RESEARCH - UGANDA

Primary research focussed on gaining more insight on Design Education, cultural barriers methods used include, interviews (both in person and online), surveys and questionnaires, photo/video ethnography, observations of Uganda Design educators, professionals and students.

a. **Interviews, Surveys or questionnaires:**

i. *Design Professors at Makerere University*

- Raymond Nsereko,
Graphic Design professor at Makerere University, uganda.
He also worked for The Norwegian foundation for Design and Architecture in Norway in Oslo, orchestrated by Fredskorpset and Design without Borders.
- Paul Lubowa,
Graphic Design Professor, Makerere University, Uganda.

Worked at Akershus University College in Norway along side Design without Borders

- Deborah Kasozi,
Graphic Design professor, Makerere University, Uganda.
Also worked at Akershus University College, aided by Design without Borders

ii. *Design professionals*

- Mike Fitzpatrick (Director, Killa designs Uganda)
- Addmaya Uganda (A design and film studio)
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c. **Photo/video ethnography and Observations**

i. *Design professors at Makerere University*

ii. *Design students at Makerere University*

iii. *High school art and design students*

SECTION III: Research synthesis

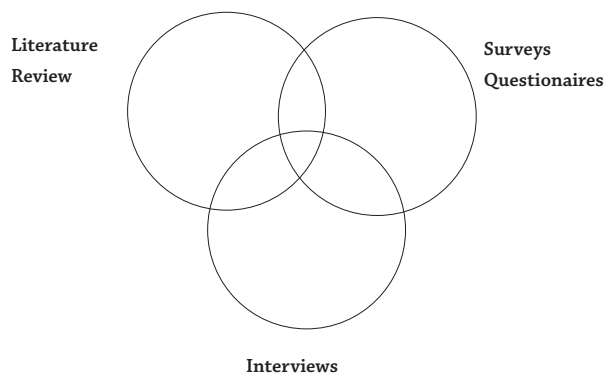
This section will include a paragraph with a list of the various design research methodologies employed to aid the synthesis of data collected in sections 3 and 4 and secondary research.

01. RESEARCH FRAMEWORKS

Tools that will help in the organisation of data collected.

i. *Concept map*

A visual that will help triangulate data and determine areas where there is overlap of data



i. *KWHL Frame work*

This framework helps to identify what you know, don't know, how you intend to find the information you don't know and what you hope to learn from the information gathered.

02. EXPERIENCE MODELS

Using primary research data collected, experience models will be designed to help triangulate data and pin point areas for opportunities

i. *5E experience model*

Entice, Enter, Engage, Exit, and Extend

ii. Mental models

Visual depictions of the behavior and attitudes of the audience that will authentically represent their root motivations for pursuing a design education and eventually design related career.

iii. Personas

These are fabricated archetypes of the end users of the design curriculum that will be created as a result of the data collected and mental models developed.

03. COMPETITIVE ANALYSIS

A competitive analysis to help identify the strengths and weaknesses of the current design curriculums of the Ugandan Universities , American Universities and any other universities abroad.

Design curriculums for:

- Makerere University (Uganda, Africa)
- Kent State University (America)
- School of Vigital arts (Zimbabwe, Africa)

Design curriculums for:

- Select Uganda Secondary Schools
- Public Secondary Schools vs. Private Secondary School

SECTION IV: RESULTS

A design curriculum for Uganda secondary schools will be created as the final deliverable for this study.

SECTION VI: PROJECT AND EXERCISE TESTING

This section will include methods that will be employed to help test some of the projects/exercises created for the curriculum created. These will be sent to Ugandan professors who will introduce them to the students and document them process using flip camers/digital camera's.

SECTION V: OPPORTUNITIES AND RECOMMENDATIONS

CONCLUSION

APPENDICES/BIBLIOGRAPHY