Pedagogy for the Integration of Work-based Learning in Undergraduate Design Programme: A Participatory Design Model

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The authors would like to express their gratitude to the industry stakeholders, Raffles University Iskandar and students who have agreed to share their work in this paper.
Typical teaching and learning approach applied by most design programmes in the university?
<table>
<thead>
<tr>
<th>Lecturer as client / instructor-centred</th>
<th>Lecturer as source of information</th>
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**Typical teaching and learning approach applied by most design programmes in the university?**

| Students solve problems / project brief given by the lecturer | Students do / present their works in University |
THE DILEMMA

learning is not the consequences of teaching?
Many graduates do not have the **skills** and qualifications which match the requirements of the industry.

(Mohammad Idham Md Razak et al., 2014; Zaliza Hanapi & Mohd Safarin Nordin, 2014)
Problem-solving
Creative Thinking
Management
Leadership
Communication

(Che Mohd Zulkifli Che Omar & Shanmuganathan Rajoo, 2016; Zaliza Hanapi & Mohd Safarin Nordin, 2014)
pedagogical process

CURRICULUM  ➔  LEARNING OUTCOMES
Work-based Learning…

is an experience-based learning that engages students in experiencing the work role through undertaking the work-based project, the production of goods and services while achieving the learning outcomes.

(MQA, 2015; Sweet, 2013; Lemanski, Mewis & Overton, 2011)
CURRICULUM → LEARNING OUTCOMES

pedagogical process

work-based learning
COURSE OBJECTIVE

The aim of Graphic Design and Society is to involve students in examining the role of graphic design in society whilst exploring the potential of using visual communication skills to make a positive and relevant contribution to our day-to-day lives.

COURSE LEARNING OUTCOMES (CLOs)

At the end of the module, the student is expected to be able to:

1. Use graphic design skills to make a positive contribution to society
2. Investigate complex issues that may exist when producing graphic designs
3. Suggest choices based on ethical consideration when answering a design brief
4. Communicate with both the general public and potential clients regarding ethical, legal and social issues and concerns involved in graphic design
Participatory design process as applied to the project.

1. Stakeholders brief students
2. Understand design problem
3. Research possible solution - include industry stakeholder
4. Conceptualize and consider impact of design
5. Obtain industry stakeholder input and further develop idea
6. Develop and visualize design solutions
7. Critique and revise according to feedback
8. Check and test the design impact
9. Conclude, present, and reflect with stakeholder

Project facilitator engages with project stakeholder

Students directly engage with project stakeholder
“NEW” student-stakeholder interaction based on a cooperative process
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<tbody>
<tr>
<td>1.</td>
<td>脱衣服</td>
<td>2.</td>
<td>开水</td>
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<td>4.</td>
<td>关水</td>
<td>5.</td>
<td>用沐浴露</td>
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<td>6.</td>
<td>搓身体</td>
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<td>用毛巾擦干</td>
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<td>10.</td>
<td>穿上衣服裤子</td>
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上课 1
上课 2
上课 3
放学回家
Research

- Special education for kids
- Toy for special kids
- Tool for special kids
- Product for special kids
- Education for special kids
- Pre-school special Education

Evidence from the kids:
- They need guidance and give
  instructions to do something
- They want more activity
- To conduct & those which
  is engaging with their child.
- If you don't handle,
- Free round then want don't bring
  because to explore environment.
- Teacher provides all the toys at the beginning of the class; if the student is not familiar with them, the teacher will guide them to try playing with the toys that can help them.

- If they cannot handle them well, they can try to ask the teacher to throw the toys away, but they will pick them back up again.

For teacher: We need to understand them when we are not in control and make them.

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+ Teacher:

1. Sing along with the teacher:

2. Follow the teacher's guide:
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**Rainbow Class**

- They learn 'pin game' for example: "Ke-va-ta-a-p-i"
- Then do exercise: every one go try answer it.

- If one is helped?
- Which one is last?

- Watch more video: "Little Malaysian Song" "Taggo passing passing"
- Very cute animation (shows time)

- Give them patients to sit properly.

- When one thing need one slot example:

For example, "has" need one slot different would look all is low.

Because they can memorize what they see.

- After class (three times)

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+ Teacher:

1. Wash hands
2. Go to toilet
3. Have dinner
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Student name: [redacted]

1. Structured activity: Work station for fine motor skills.

2. Fine Motor Activities:
   - 35 Fine Motor Activities
   - Practice fine motor skills through meaningful activity
   - Practice fine motor skills through meaningful activity
   - Practice fine motor skills through meaningful activity

3. Objectives:
   - To give them order to do something
   - To teach them number concepts

4. Everyday Fine Motor Materials:
   -中午
   - Basic daily activity
   - The purpose: To train them as instructions

5. Useful tools that can let them practice:
   - Cut fate game
   - Doctor game
   - Coloring game
   - Painting game
   - Planter game
   - Mechanic game

6. The aim of motivation at work:
   - The closer example all is given, benefit to them, to educate them later, they will become to those kinds of things in their life.
Final Matt Design.

1.  
2.  
3.  
4.  

- No depth, just a flat graphic for the kids to play.

- 1/4 margin paper size.

Report:
- Design: development from idea to another
- Report: in desktop

- Follow asking a problem that they face: solution
- Ability of the teacher? or a member
- Ability to understand the problem. Has impact? Or less impact?

- Student capacity, careful
- Consultation of others. They may affect the understanding of the student.

- Ability of the teacher, or a member
- Consultation of the needs and problem
- Consultation of the needs and problem
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- Consultation of the needs and problem

- How many races to test? or result it how?
Students presented their initial research findings, idea, and solution to the industry stakeholders at their workplace.
Student produced the proposed solution manually.
Feedback from industry stakeholder during sharing session.
Project facilitator conducts supporting T&L activities to equip students with the relevant knowledge and practical skills.

Pedagogy for integration of work-based learning?

Students deal with real problems that identified collaboratively with industry stakeholders.

Students constantly engage with industry stakeholders at their workplace where the learning occurs.
Reflective Journal
"POST"

WHAT

what I feel after doing this project?

- I have learned how to empathize with others and remove my own bias when evaluating the needs of the client.
- It is not about TREND, MARKETING, it is all about how to help the "HUMAN." The solutions cannot be applied in other contexts as they are very specific, tailored, and unique.
- I have learned how to work with industry people. As the previous projects will always do in class and this opportunity makes me consider and put in such a requirement, and also ...
Participatory design process as applied to the project.
References


Fuller, A. (2003). Participative learning through the work-based route: from apprenticeship to part-time higher education. *Symposium on “Higher Education and the Work-based route”. European Association for Research in to Learning and Instruction Conference held at the University of Padua, Italy.*


