

## **Analogue in an on-line world**

- Tradition
- History
- Digital

The dramatic onset of on-line global communication has fundamentally changed the way information is accessed and organized. Films such as Johnny Mnemonic and Disclosure present futurist idea of a fully immersive 'meta-information organization', with differing ways and means of navigating and accessing information.

This New World of digitized information is situated within a global structure that is still very much embedded in pre-digital, industrialized matrixes and paradigms. Ironically the World Wide Web is reliant on telephone systems, a nineteenth century technology.

This duality of context and technology is particularly true of both tertiary graphics education and the design industry. As a direct result of technological advances in both the communications industry and the print industry, a great deal of the history and important non-digital methodology has been swept away from tertiary design curricula.

Much of this movement away from traditional analogue paradigms and methodologies has been politically driven. In the eyes of non-practicing designers it appears more productive, cost efficient, clean, orderly and logical to have students sitting in sterile computer labs designing than it is to walk into the seeming chaos of a wet room full of paint, mess, glue, paper and scissors.

A vision of 'lab rats' is perhaps more comprehensible to non-creative non-designers than the wet room scenario. However, by throwing out long-established and proven methodologies, much has been lost in the intellectual, creative, historical and skill base of design education.

This presentation and paper will look at two examples of course work that moves from a series of analogue exercises into a digital outcome. In the process it will illustrate the way in which this pedagogical paradigm allows students to gain confidence and ability in their design work.

The presentation will also look at a project in development, which uses digital media as a visually rich adjunct to traditional lecturing and teaching formats. This project has been developed in conjunction with Learning and Development Services@ECU.

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