THE ENTREPRENEURIAL VISION OF GRAPHIC DESIGN - CONTRIBUTIONS TO AN INTEGRATED METHODOLOGY IN POST-EMPLOYMENT POLYTECHNIC HIGHER EDUCATION

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- CONTRIBUTIONS TO AN INTEGRATED METHODOLOGY IN POST-LABOR POLYTECHNIC HIGHER EDUCATION

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summary

This communication develops a formative proposal and demonstrates examples of entrepreneurial projects in the area of graphic design and communication, developed in the context of the Graphic Design Preliminary course of the Graphic Design degree course - in Post-employment Regime, at the Polytechnic Institute do Cávado and Ave. The Anteprojeto curricular unit intends to function as a laboratory of creative ideas, which generate projects in the area of design with social, cultural and / or commercial relevance. This format enhances the necessary conditions to stimulate proactivity, which result in the development of entrepreneurial solutions. In this way, the course unit identifies, tests and implements project development methodologies that revert in favor of its proponents - the students. Design training at IPCA has employability in mind, from the point of view of problem solving. Design, and specifically graphic design, is interpreted as a social agent for regional and national development. Due to the success achieved in the works, in the learning and, above all, in the entrepreneurial project methodologies, the pedagogical model is an interesting contribution to the emerging discussion of this frontier area that is teaching entrepreneurship in higher education. Through design, the polytechnic public higher education institution intends to increase partnership relations with the region's industrial fabric, boosting innovation and increasing competitiveness in the global market. We verified, through this pedagogical experience, that Design allows to leverage entrepreneurial ideas and projects,

Key words: design, entrepreneurship, intrapreneurship, worker-student, IPCA

1. Introduction

Integrated in the context of discussing the topic of entrepreneurship in higher education, its specific relevance in polytechnic public higher education is recognized. In this article, we developed the training proposal developed in the context of the Graphic Design Preliminary Course of the Graphic Design degree course - after work, presenting examples of entrepreneurial projects in the area of graphic design and communication developed in the context of the unit Preliminary Graphic Design curriculum of the Graphic Design degree course - in Post-employment Regime, at the Polytechnic Institute of Cávado and Ave.

The course carried out over the last six academic years, in a course that is mainly attended by

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student workers, confirms the relevance of the entrepreneurial vision of design, where the preliminary project appears as an opportunity in the sixth semester of the degree, to develop the structure of a proposal entrepreneurship or intrapreneurship in their workplaces.

2. Framework

The Escola Superior de Design (ESD) is the most recent of the three organic teaching and research units of the Polytechnic Institute of Cávado and Ave (IPCA). Aimed at higher education in design and applied research in this area, it starts its scientific and pedagogical activity in the academic year 2015/2016, cementing a consolidation process as the former Design Department of the IPCA Higher School of Technology.

The IPCA started its activity in the academic year 1996/1997 with only 74 students, currently more than 3,500 students are attending the IPCA, distributed by master's, undergraduate, post-graduate courses, professional higher technical courses and technological specialization courses. In addition to the exponential growth in the number of students seen in this period (and despite the decrease in the number of students attending higher education in Portugal in the last 5 years), it is worth mentioning the high diversification of the training offer and its adaptation to the needs of the market , the high qualification of teachers, the great investment in applied research and in relations with society and companies in the region. The path taken by ESD within the institution is also one of growth.

Framing the case study in the degree in Graphic Design - after-work regime, this training aims to create highly qualified professionals in the area of communication design, with an interventionist stance in terms of new communication technologies, promoting student contact with companies, in response to emerging needs, in the sector of creative and technological industries, commerce and communication.

3. The course unit of Graphic Design Draft

The curricular unit of Draft Graphic Design intends to function as a space for reflection and discussion of creative ideas that generate projects in the area of communication design with social, cultural and / or commercial relevance. It consists of the final moment of the degree course, in the sixth semester, culminating the training course in Project.

This format seeks to create the necessary conditions to stimulate proactivity, which result in the development of entrepreneurial solutions. Therefore, the curricular unit identifies, tests and adopts research methods that revert in favor of students' projects, where given the characteristics of the curricular unit and the deepening of the relationship between teacher and students, an

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excellent dynamization of classes is possible, in the interaction between students. and in very close monitoring of the work developed.

It is intended that students build a rich graphic vocabulary and acquire skills in the management and execution of communication and graphic design projects, through a permanent investigation work, critical analysis exercise and public discussion of projects, in various phases. The projects aim to contribute to the global development of the design culture, proposing a legacy of communication by design to be applied to the research objects / partners proposed by the students, in particular, and in the institution and region, in general.

3.1   Methodology

During the semester of development of the course, a single project is developed, structured and organized in three phases. The classes are fundamentally atelier, of practical work, where experimentation and interaction between colleagues and teachers are encouraged. The classes should be complemented with the student's fieldwork, through direct and regular contact with the project partner and with all the entities considered relevant.

Phase 1 consists of the concrete definition of the work proposal to be developed, on the various fronts of action. It is intended that the student contacts directly with the labor market and partner organization. After identifying and evaluating a problem, the study of a solution should be proposed, with a natural focus on the visual domain and graphics. The student should explore research and experimentation processes, required in this academic context. At the end of this moment, the student will have to develop and present a written document with the proposed project action.

In Phase 2, the student must develop the practical and theoretical project according to the program and agreed in the previous phase. This is the longest time on the calendar, encouraging fieldwork to develop direct contact with the professional market. This methodology aims to promote the applicability of work in a given social, cultural and / or market context.

Phase 3 is considered the self-assessment phase of the project, analyzing the results according to what the previous phases were. In this last phase, the student must complete the written dossier, developed throughout the semester, and prepare the public presentation of his work.

At the beginning and in the key phases of the project, theoretical expositions are foreseen, to contextualize or complement the research work carried out by the students. In his formative path, the student should gradually achieve the proposed objectives.

3.2   Goals

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The course unit is the culmination of the Project's structuring path, hence assuming the mastery of all specific skills related to the different areas of communication design. In this context, objectives transversal to the Project are defined, namely that the student: (i) Be able to respond to the challenges and demands of the professional market; (ii) Carry out projects that can be applied and recognized in the most varied social, cultural, professional, academic and market contexts; (iii) Know and apply the formal and theoretical foundations of the Communication Design language; (iv) Develop a capacity for argumentation and conceptual reasoning in all phases of a project, as well as coordination within a work team; (v) Deepen the knowledge about the design methodologies acquired in the past years; and (vi) Acquire autonomy in individual and team work in the development of communication projects.

4. Results of entrepreneurial projects

Given the characteristics of the work proposal, there are many examples that develop with an entrepreneurial approach. This section presents examples of work, in a selection of case studies that are diverse in terms of area of action and partner organizations.

Due to the success achieved in the works, in the learning and, above all, in the entrepreneurial project methodologies, the pedagogical model is an interesting contribution to the emerging discussion of this frontier area that is teaching entrepreneurship in higher education.

4.1 Event "Sá de Miranda by Terras de Vila Verde"

Developed in 2010 by student Sílvia Abreu, the research for this project started with a proactive approach to the Municipality of Vila Verde. The development of this project focused on the dissemination of an event to be promoted by, the Feira Quinhentista with the theme "Sá de Miranda by Terras de Vila Verde", held between the 17th to the 23rd of May of that year.

The student's proposal was discussed with the local authority at various times, in the organization the design of the strategy and supports for the visual communication of the event. It resulted in a list of applications that grew as new ideas about the event were put forward.

The development of this project allowed the student to acquire knowledge through the performance of tasks in a real market context, with all that implies. This acquired knowledge became an essential part of the student's training, which did not end with the completion of the project, having had the opportunity to continue the professional connection with the municipality in new communication and territorial marketing projects.

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Figure 1 - Communication project for the event "Sá de Miranda por Terras de Vila Verde" (2010).

4.2 Brand "THE VINCENT CROW"

Developed in 2011 by student Nuno Dias, this draft established the basis of visual communication and marketing for a fashion and textile design brand called "THE VINCENT CROW". The work consisted not only of developing the corporate image of the brand, also including documentation related to textile production and the establishment of an intervention plan for the business.

Through this project, the student created the foundations of a strong and successful clothing brand, sustainable in economic terms and with the ambition to be implemented in the market. Recognizing the cultural context of the city of Barcelos, "THE VINCENT CROW" was essentially inspired by the rock environment, a musical genre with strong development in the countercultures of the city of Barcelos.

Upon completion of the project, the results and feedback exceeded initial expectations, responding to what was planned and overcoming all difficulties encountered. This made it possible to create the brand and promote it, giving it a strong image and impact on the market. To date, the brand continues its activity, with the student meanwhile replicating this strategy in two new brand projects, which respond to different target audiences.

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Figure 2 - "THE VINCENT CROW" (2011) brand project.

4.3 Common Cut Brand

Developed in 2013 by student Fernando Figueiredo, the project consisted of a brand entrepreneurial project in footwear design. Its development went through the brand architecture and communication of the FW2013 / 14 collection. It should be noted that this project achieved great media coverage, framed in a commercial area of great relevance for exports in Portugal and for the economy of the North region.

The creative process went through the planning of a campaign that took into account mainly the commercial aspects, namely in the identification of a studied chronology on production, communication and distribution. This is a chronology established in this business context, and for the preliminary project a root concept, image and communication matrix was implemented in a short period of one semester, generating a homogeneous product and consisting.

Feedback on the visual strategy, combined with the quality of the product, was sought by agents, bloggers and magazine editors, who gave a very favorable opinion regarding the collection and the image that supported it. Supported by the virality of social networks, the project quickly reached international projection, being now integrated into international sectoral events and within a sector strategy.

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Figure 3 - "Common Cut" brand project (2012).

4.4 Edition of the book "A birra da Carolina"

Developed in 2014 by student Diogo Sampaio, the project consisted of the process of illustration, editing and promotion of a children's book. From an original text provided by a writer, different methodologies and approaches were applied until obtaining the final product. The age range for which the book is intended was defined, and different tasks were subsequently performed, with regard to sketches up to 3D images, composition of the layout, choice of typography and logo.

In a following phase, several promotional media were developed, including the creation of a website and a video, with a view to publicizing and promoting the project, bringing it closer to the public and fostering interaction, as well as contacts. in the search for financial and promotional support.

This was a successful project, in which the student can implement several areas of specialization in graphic design, always with high quality. At a later stage, the student and the author received an invitation from a national publisher, who edited the book and integrated it into the commercial circuits of the book market.

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Figure 4 - Children's book project "A birra da Carolina" (2014).

5. Conclusion

The final balance of the course unit, over the academic years in which it has been implemented, is very positive, with the strategy and methodology applied as a result in very interesting graphic projects.

Due to the success achieved in the works, in the learning and, above all, in the entrepreneurial project methodologies, the pedagogical model is an interesting contribution to the emerging discussion of this frontier area that is teaching entrepreneurship in higher education.

The overall results are very satisfactory, far exceeding the expectations created, with many outstanding cases of quality of responses. The development of a single project, structured and organized in different phases, is highly enhancing the abilities of students and motivating for their training. Although there is a great heterogeneity in the area of design specialization, in most of the works developed, broadband programming is observed, with multiple areas of graphic design, seeking to prove specific skills linked to the various areas that are part of the curricular structure. degree.

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