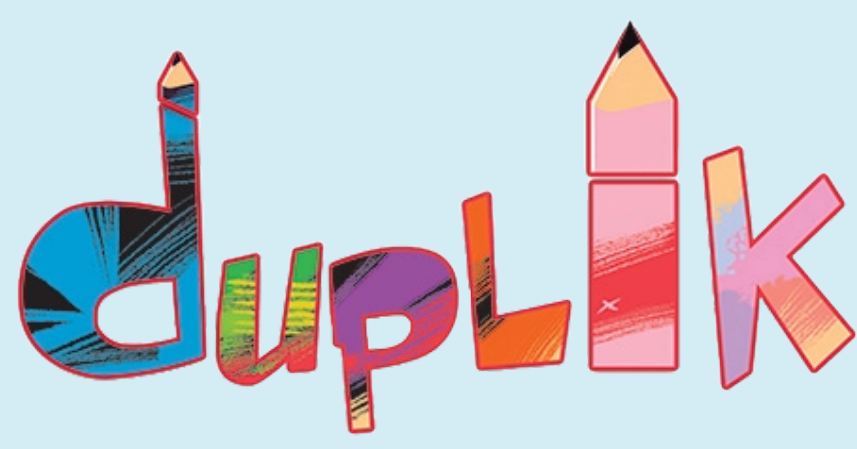


DUPLIK[ATING] SHAPES: USING BASIC SHAPES AND GAMING TACTICS TO TRAIN LOGO CREATION

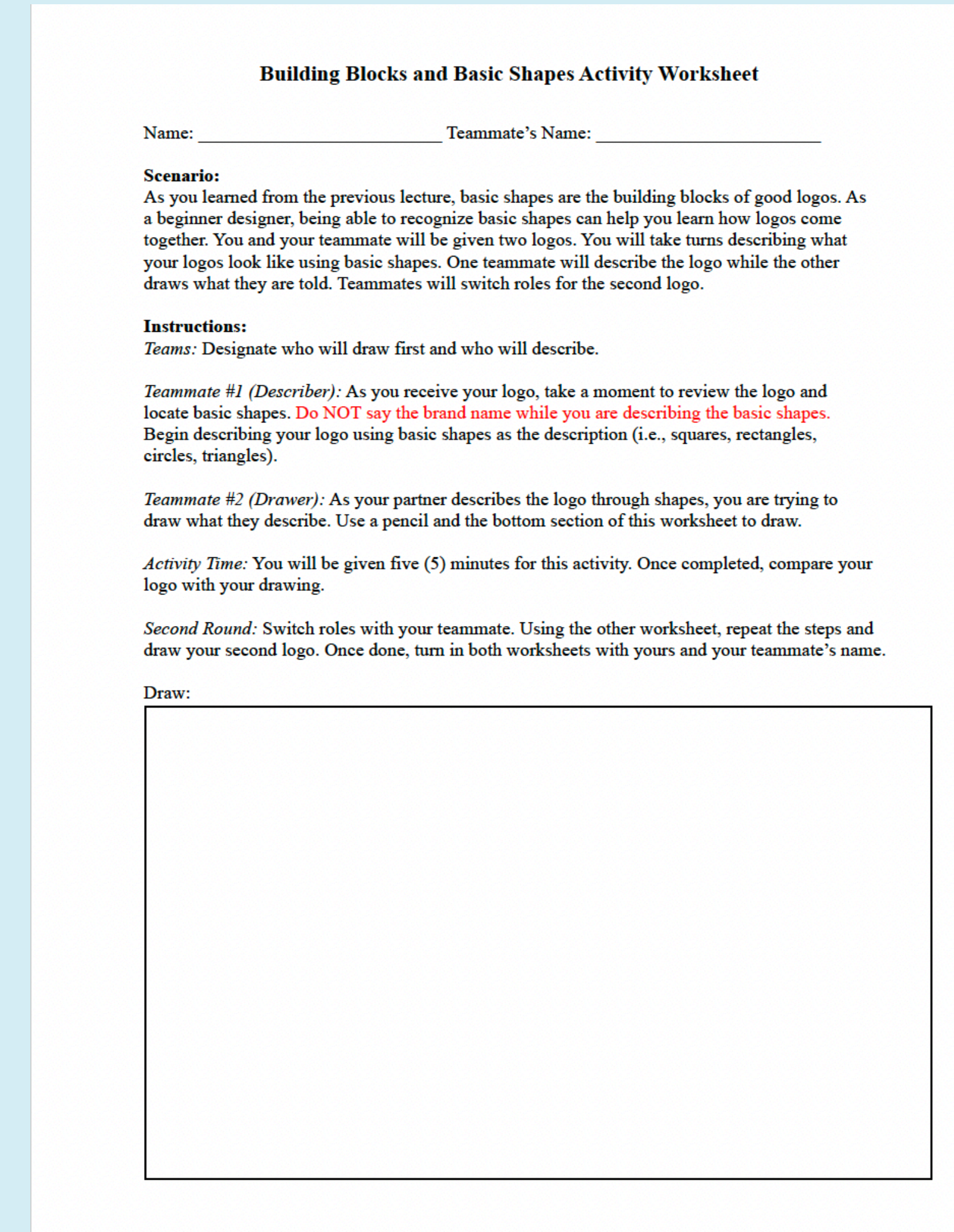


NEED FOR INNOVATION

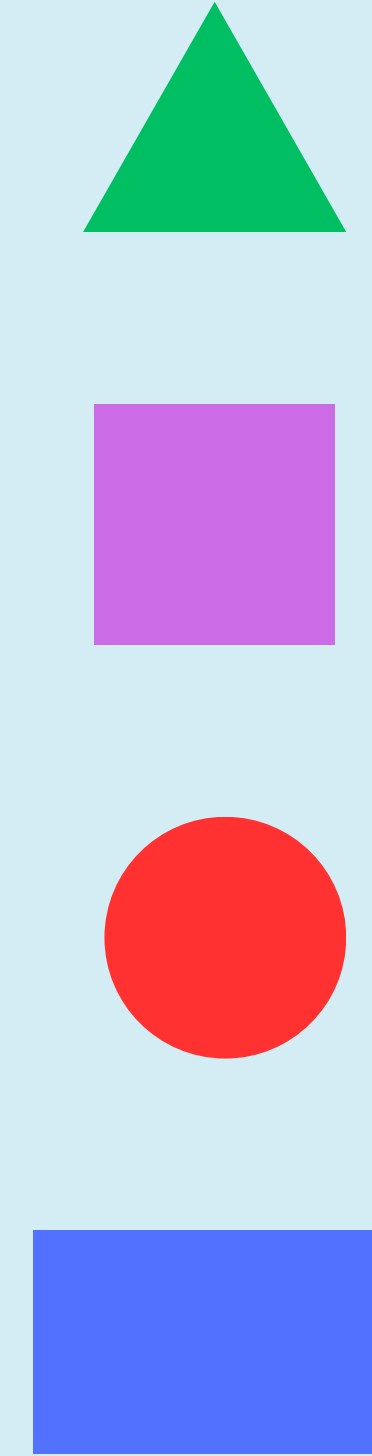
- “Creating something new is not a simple skill...” Bokhua (2022, p. 1)
- Agricultural communications students may not have art or humanities backgrounds for foundational skills needed for graphic design.
- For a “less is more” approach, logo design can be taught using a step-wise process and geometric basics to navigate learning concepts
- Combine this with gaming practices, we also support creativity, critical thinking and teamwork
- **Sought to encourage students to challenge themselves to view logo creation in an achievable form**

TAYLOR SCOTT, DR. LACEY ROBERTS-HILL, & DR. SHANNON NORRIS-PARISH

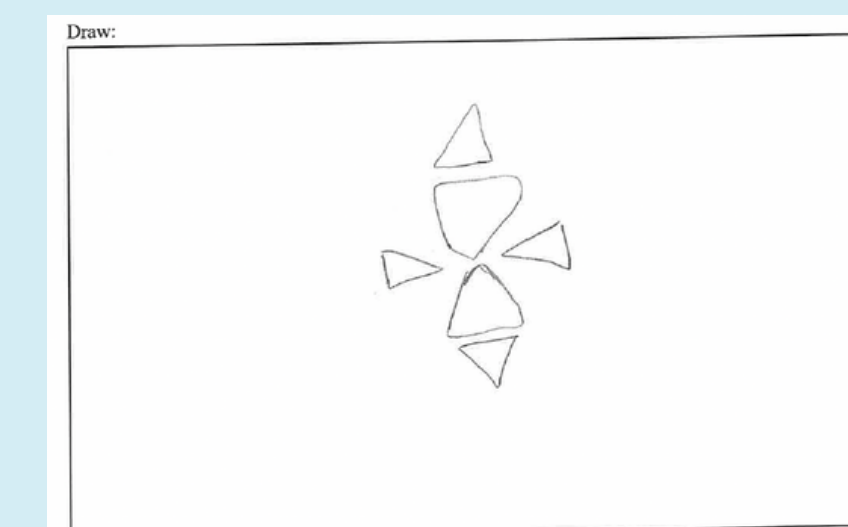
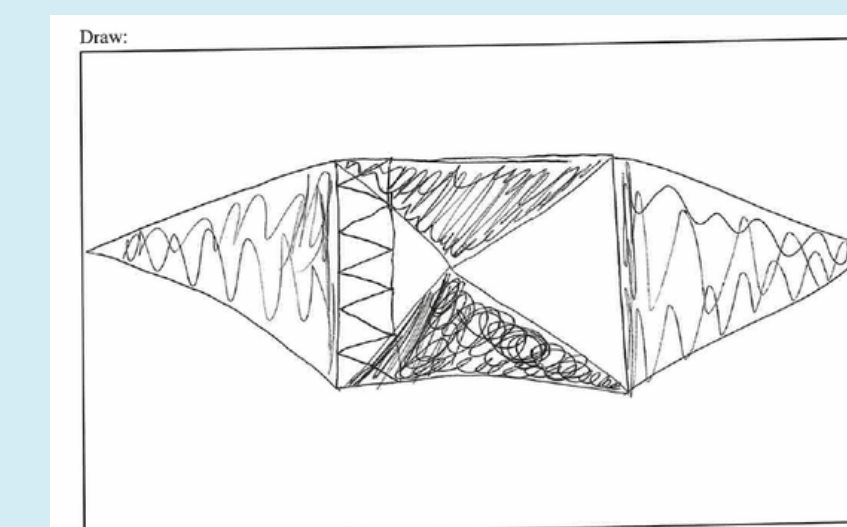
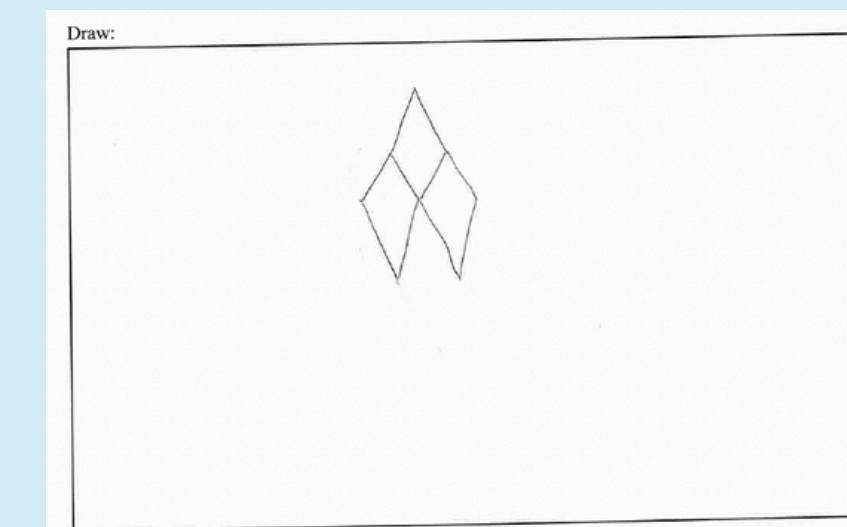
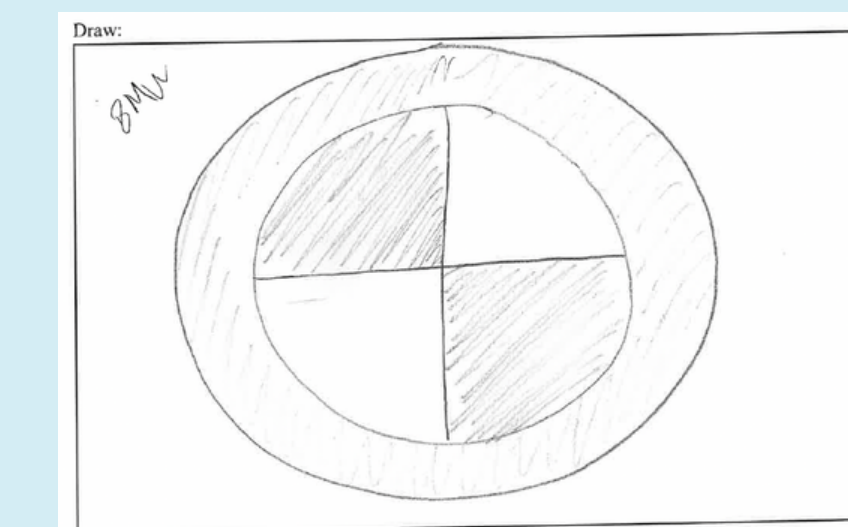
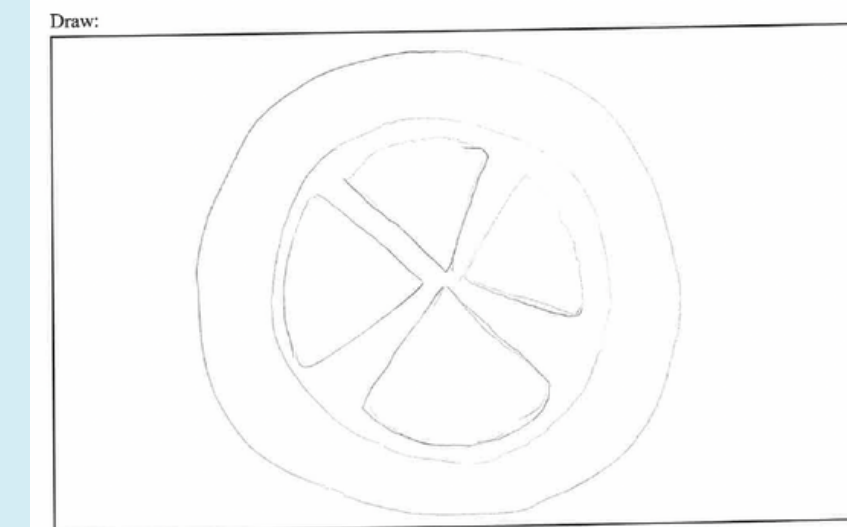
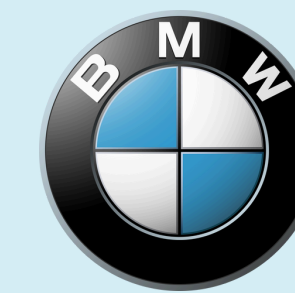
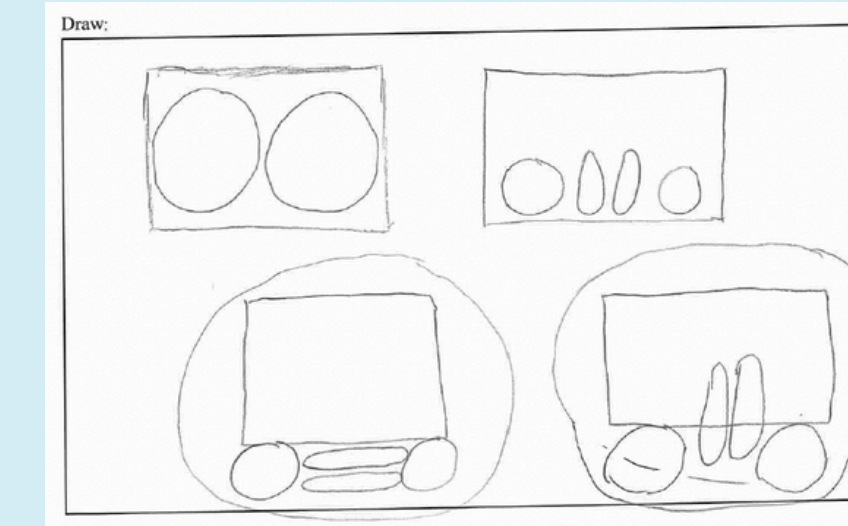
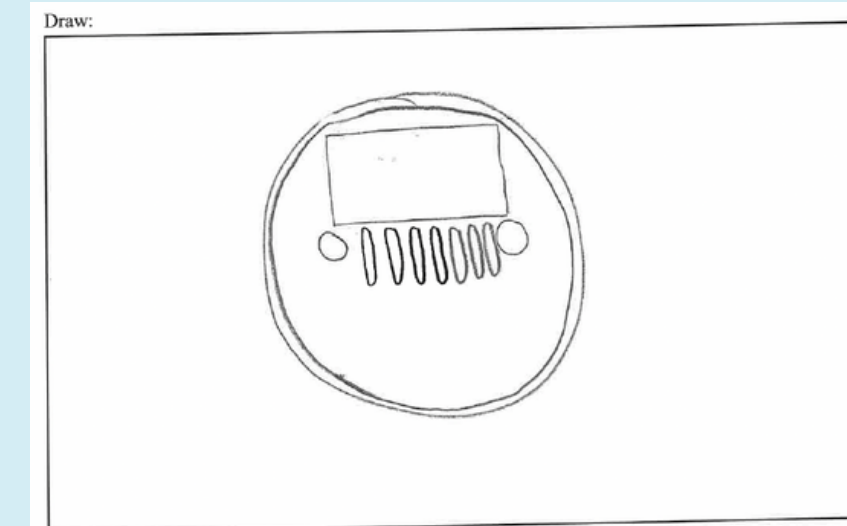
ACTIVITY WORKSHEET



BASIC SHAPES



STUDENT DRAWINGS



HOW IT WORKS

- Identified geometric shapes as ideal bases for logos due to their prevalent use in current logos in all industries
- Selected four logos with similar styles to be drawn
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 -
 -
 -
- Adapted Duplik drawing gameplay
- Student teams of two, one designated as “drawer” and one designated as “describer”
- Two rounds of gameplay with students switching roles
- Students drew on a provided handout as their partner described their provided logo in 5 minutes followed by time to compare drawings and logos using basic shapes

RESULTS TO DATE

- Overwhelmingly positive feedback about the activity and perceived learning
- **Reinforced other designer perspectives which helped them work with clients**
 - “This is good practice for making someone’s mental image of their logo come to a visual representation.”
- Required students to rely on and further develop verbal communication skills
 - “It made me think and communicate a lot.”
- **Students demonstrated learning and knowledge retention about basic shapes as a foundation for logo creation**

ADVICE TO OTHERS

- Consider more than two rounds for this activity to allow students to get past “awkwardness” in their first few attempts at both drawing and describing
- Time constraints were a great benefit to this activity because it prevented students from focusing on too much at once
- After practice, provide more challenging logos with less visible basic shapes to further develop students’ analytical skills
- Easy activity to implement that requires no cost except for instructors’ time

KEY TAKEAWAY

Rerouting student’s focus away from complexity is key in training beginners in graphic design.

