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The Communication Design Development Process For International Students

กระบวนการพัฒนาการออกแบบนิเทศศิลป์สำหรับนักศึกษานานาชาติ

Permsak Suwannatat (เพิ่มศักดิ์ สุวรรณทัต)*
Araya Srikanlayanabuth (อารยะ ศรีกัลป์ยาณบุตร)**

Abstract

The study of Communication Design Development Process of Communication Design Program at Mahidol University International College (MUIC) is a qualitative research, which aims to create the design development process and examine the important factors that have enhanced MUIC's students' design potentials to higher international standards.

The results show that the important factors that have contributed to success are 1.) A lecturer's and the students' good command of English 2.) A lecturer's extensive knowledge in communication design and the students' basic knowledge of communication design at university level for at least one year. 3.) The ratio of lecturer and students in the workshop, in which a lecturer supervised not more than 20 students. 4.) The period of the workshop that is suitable and in alignment with the teaching of the course the students were participating. 5.) A lecturer's experiences in the design career and the teaching experience at university level for at least 10 years. All the five factors are relevant to the quality of creating communication design works at an international level. As for the process of communication design, the researcher studied and developed it to be the Communication Design Development Process of MUIC, which consists of 4 phases and 8 steps: Phase I. Preparation, consisting of Step 1. Team Forming; Phase II. Design and Production, consisting of Step 2. Problem Definition, Step 3. Research, Step 4. Idea Generation, Step 5. Development, and Step 6. Selection; Phase III. Evaluation, consisting of Step 7. Testing; and lastly Phase IV. Learning, consisting of Step 8. The Best Outcome.

Keywords: Communication Design, Graphic Design, Communication Design Development Process, Design Management, Poster Design

* ผู้วิจัย และ อาจารย์ประจำ ภาควิชานฤมิตศิลป์ คณะศิลปกรรมศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
A Researcher and Lecturer in Creative Arts Department, Faculty of Fine and Applied Arts, Chulalongkorn University. E-mail: permsak.s@chula.ac.th
** ที่ปรึกษา และ รองศาสตราจารย์ประจำ ภาควิชานฤมิตศิลป์ คณะศิลปกรรมศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
An Associate Professor in Creative Arts Department,Faculty of Fine and Applied Arts, ChulalongkornUniversity.

บทคัดย่อ

การศึกษาเรื่องกระบวนการพัฒนาการออกแบบนิเทศศิลป์ ของหลักสูตรออกแบบนิเทศศิลป์ วิทยาลัยนานาชาติ มหาวิทยาลัยมหิดล เป็นการวิจัยเชิงคุณภาพ มีวัตถุประสงค์เพื่อสร้างกระบวนการพัฒนาการออกแบบและศึกษาหาปัจจัยสำคัญ ในการพัฒนานักศึกษา วิทยาลัยนานาชาติ มหาวิทยาลัยมหิดล ให้มีศักยภาพด้านการออกแบบที่สูงขึ้นสู่ระดับสากล ผลการศึกษาพบว่า ปัจจัยสำคัญที่มีผลต่อความสำเร็จคือ 1. ความรู้ภาษาอังกฤษของอาจารย์ และ นักศึกษา อยู่ในเกณฑ์ดี 2. ความรู้ด้านการออกแบบนิเทศศิลป์ของอาจารย์ที่อยู่ในเกณฑ์ดี และนักศึกษามีพื้นฐานการเรียนด้านการออกแบบนิเทศศิลป์ในระดับอุดมศึกษามาแล้วไม่ต่ำกว่า 1 ปี 3. สัดส่วนของอาจารย์ และ นักศึกษา ในการปฏิบัติงานกลุ่ม ที่อาจารย์ 1 คน ควบคุมนักศึกษาจำนวนไม่เกิน 20 คน 4.ระยะเวลาในการปฏิบัติงานที่เหมาะสมสอดคล้องกับการสอนในรายวิชาที่นำนักศึกษาเข้าร่วม 5. ประสบการณ์ในอาชีพนักออกแบบ และ ประสบการณ์ในการสอนของอาจารย์ที่รวมเวลาแล้วไม่ต่ำกว่า 10 ปี โดยปัจจัยทั้ง 5 ข้อมีความสัมพันธ์กับคุณภาพของการสร้างสรรค์ผลงานออกแบบนิเทศศิลป์ในระดับนานาชาติทั้งสิ้น โดยในส่วนของกระบวนการออกแบบนิเทศศิลป์ ผู้วิจัยได้ทำการศึกษา และพัฒนา จนเกิดเป็นกระบวนการพัฒนาการออกแบบนิเทศศิลป์ของวิทยาลัยนานาชาติ มหาวิทยาลัยมหิดล ที่ประกอบด้วย 4 ช่วง และ 8 ขั้นตอน คือช่วงที่หนึ่ง เตรียมการ ประกอบด้วย ขั้นตอนที่ 1. จัดทีม ช่วงที่สอง การออกแบบและการผลิต ประกอบด้วย ขั้นตอนที่ 2. ระบุปัญหา 3. ค้นคว้าวิจัย 4. ก่อร่างความคิด 5. พัฒนา 6. เลือกสรร ช่วงที่สาม ประเมินผล ประกอบด้วย ขั้นตอนที่ 7. ทดสอบ และช่วงสุดท้ายคือ ช่วงที่สี่ เรียนรู้ ประกอบด้วย ขั้นตอนที่ 8. ผลลัพธ์ที่ดีที่สุด

คำสำคัญ: การออกแบบนิเทศศิลป์ การออกแบบเรขศิลป์ กระบวนการพัฒนาการออกแบบนิเทศศิลป์ การจัดการออกแบบ การออกแบบโปสเตอร์

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Introduction

The design process is essential to create design works; therefore, it is tremendously necessary that students sharpen their design skills as well as endeavour to grasp the design process. The communication design is likewise: the lecturer has a duty to provide theoretical knowledge and supervise the students' design performance to ensure that it is as required and in accordance with the process of communication design. Thus, the design process acts as the foundation for idea management, planning, and as a tool for refining creative works, which in turn improves the students' design skills. It allows them to learn from practising by applying the body of knowledge to create their design works. Communication design works can communicate and influence human's mind (Victoria Curriculum and Assessment Authority, 2012). The communication design field, therefore, has been playing an important role in conveying ideas or messages to the public.

Not only must the lecturers have a thorough understanding in the field of creating communication design works, but they must also be able to develop a design process to meet the objectives of effective design process. The world is nowadays driven by creative economy, causing the consistency of the design development. Because creating design works adds value to the business—they are not only for decoration, but also one of the main components to drive business growth and enable companies to keep up with other competitors in the market (Warwick Business School and Design Council, 2014). Print and digital media designers need to have basic knowledge of communication design in order to design their media in a more creative and effective manner.

As a result, the development of design skills is crucial for the students who, in the future, will be responsible for designing media and advertisements for their organizations. The Communication Design Development Process of MUIC, therefore, was developed with an aim to enhance learning and development of communication designs by Thais to have high efficiency and qualities that meet the international standards. This study has three research objectives as follows:

1. Create the Conceptual Model: Communication Design Development Process to assist students in designing works at an international level as a case study.

2. Examine Key Success Factors from the case study to create the Conceptual Model: Communication Design Development Process of MUIC

3. Create the Communication Design Development Process of MUIC for students to design works at an international level.

Literature Review

The Communication Design Development Process as an innovative process lies in studies of Visual Communication Design Process, Design Process and The Product Development Process because those processes have been utilized in the creative industries. However, each of the processes has different positive aspects. The researcher needed to examine the processes and apply the most appropriate parts of the processes to develop Conceptual Model to use in the research, and to be further developed as the Communication Design Development Process of Mahidol University International College in the final stage.

Visual Communication Design Process: There are a number of communication design processes and most of them were created for general forms of communication design in the design industry. But as for the process of communication design used for teaching and learning at educational institutions, the number of those is small. One of them is the process of communication design used at educational institutions, created by Victorian Curriculum and Assessment Authority (2012). The positive aspect is that the process is systemic and not complex. It consists of 6 main steps: 1. Development of the brief 2. Research 3. Generation of ideas 4. Development of concepts 5. Refinement 6. Resolution of presentations.

Design Process: The design process comprises well-defined steps and categories, which was developed by Terry Lee Stone (2010). It is one of the processes chosen to be studied because of its strength in dividing the design process into 3 major parts: A) Understand, B) Ideate, and C) Execute. Each part is broken down to 4 phases: A) Understand, consisting of Phase I. Discover; B) Ideate, consisting of Phase II. Define and Phase III. Development, and C) Execute, consisting of Phase IV. Deliver. Moreover, under each phase, it is divided into steps to facilitate the designer's performance—each phase consists of 2 steps and thus for 4 phases, there are 8 steps altogether as follows: Under Phase I. Discover, consisting of Step 1. Project Initiation and Step 2. Orientation/Research; under Phase II. Define, consisting of Step 3. Strategy and Step 4. Exploration; under Phase III. Develop, consisting of Step 5. Development and Step 6. Refinement; under Phase IV. Deliver, consisting of Step 7. Production and Step 8. Manufacture/Launch. In addition, Step 9. Project Completion is added but not included in the four phases; it is included in Part C. Execute, making Stone’s design process consist of 3 Parts (Understand, Ideate, and Execute), 4 Phases (Discover, Define, Develop, and Deliver), and 9 Steps (Project Initiation, Orientation/Research, Strategy, Exploration, Development, Refinement, Production, Manufacture/Launch and Project Completion). The advantage of this process, apart from its systemic steps and phases, is the demonstration of the big picture of Design Process

that is used for general forms of design, but the disadvantage is its lack of specification in any type of design which is large in number.

The Product Development Process: One of the widely-known Product Development Process is Stage-Gate, created by Robert G. Cooper (2001). The Stage-Gate's strength is its process that commences at Discovery Phase and is divided into 5 Gates and 5 Stages. Between each stage starts, a Gate acts as an agent to screen the quality of task in each stage before the task carries on to the following stage. For example, Gate 1. Idea Screen comes before the task enters Stage 1. Scoping, followed by Gate 2. Second Screen, which comes before Stage 2 Build Business Case; Gate 3. Go to Development, which comes before Stage 3. Development; Gate 4. Go To Testing, comes before Stage 4. Testing and Validation; Gate 5 Go To Launch, comes before Stage 5 Launch and the process ends with Post-Launch Review Phase. The operation that fails to meet the quality standards for each stage will be sent back for improvement to ensure that it will meet the required standards first—the quality screening system with Gate proved to be beneficial. The researcher, thus, wanted to examine and apply it to develop the process of communication design.

Process Innovation: The form of innovation has divided into three principal applications, which are Products, Services and Processes. Typically, process innovation has a bigger impact on society than the others. The beneficial effects of process innovation can reduce production cost and time-consuming. Furthermore, it helps improve the quality, methods and systems of working. Its degree of novelty can also be separated into four types, which are Incremental innovation, Architectural innovation, Modular innovation and Radical innovation (Smith, 2010). The most common practice is Incremental innovation because it requires basic technology and spends less time to compare with the others. Moreover, it also accelerates the function of products, services or processes to make people's lives better (Von Stamm, 2008). In this case, it fosters new idea of communication design process.

The lecturers' roles are no longer only teaching their students. In order to keep up to date in the competitive world they have to adjust themselves to act as facilitators to enable students to fulfill their knowledge (Paiwithayasiritham and Polpanthin, 2016). Therefore, researcher encourages students to participate in Poster design competition so they can experience process of an international design competition under lecturer's supervision. Moreover, lecturers should develop their teaching techniques and adjust course syllabus to support students' learning motivation because it is the key to foster student's avidity for learning and most important factor that influenced students to concentrate on learning is the support of curriculum and teaching activities. (Innoi, Kantathanawat and Boonphak, 2016)

Methodology

The method employed in this study is a qualitative research with a sample group of 48 second-year communication design students enrolled in MUIC's ICCD 245 Communication Design II Course. They were divided into three groups. The research's timeline is 16 months. And the research consists of 4 steps that are in accordance with the aforementioned three research objectives (see Figure 1.).

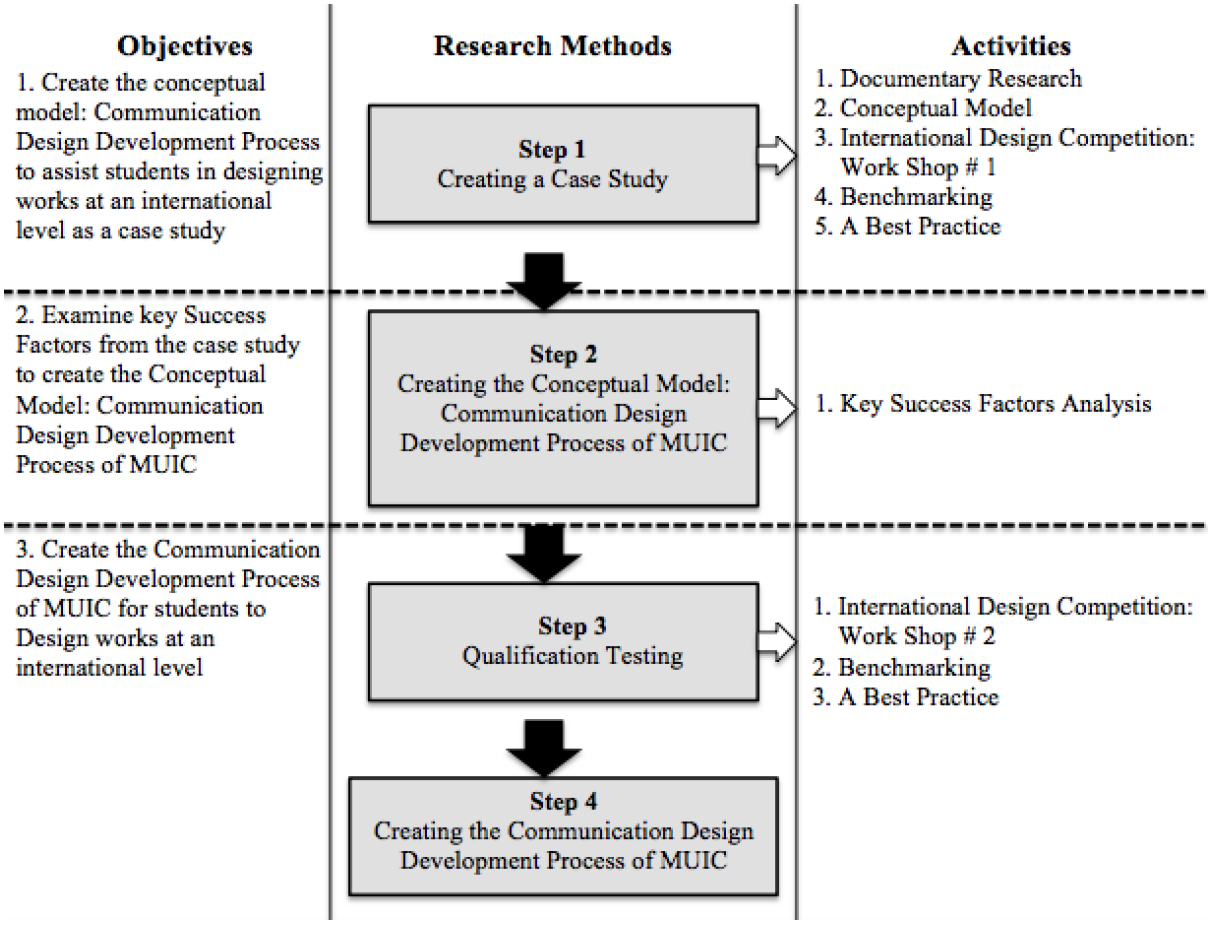


Figure 1: The research methods

1. Create the conceptual model: Communication Design Development Process to assist students in designing works at an international level as a case study

Step 1. Creating a Case Study

1.1 Documentary Research

The researcher chose Terry Lee Stone's (2010) design process, Victorian Curriculum and Assessment Authority's (2012) communication design process, and Cooper's (2001) New Product Developments Process to analyze as well as examine the lesson plans of

Communication Design II Course. The researcher then searched and reviewed the criteria in the international design competition that has been held consistently and well recognized in the field of communication design at an international level. The types of design works submitted to the competition must be in line with the lesson plans in terms of content and timeline. The researcher thus drew a topic from the poster design competition *Poster 4 tomorrow: 2013* under the topic of A Home for Everyone to use in Creating a Case Study (step 1).

1.2 Conceptual Model

The knowledge obtained from research on data and relevant information was applied and experimented to build the Conceptual Model: Communication Design Development Process

1.3 International Design Competition: Work Shop #1

Poster 4 Tomorrow: 2013 Competition's topic of A Home for Everyone, was given to the first sample group of 16 of second-year students enrolled in Communication Design II Course in the academic year 2013. Each of them was assigned to design a poster by applying the Conceptual Model: Communication Design Development Process. The data was collected through participant and non-participant observation methods throughout the process.

1.4 Benchmarking

The students' works created in the workshop were submitted to *Poster 4 Tomorrow* Competition in France. The pre-screening process for their quality was performed by committee, comprising 100 media experts in a variety of fields from all over the world. The 100 of works that passed the pre-screening process were sent to the second screening process by more than 10 of internationally-recognized designers. The best 10 of the design works were selected and those designs were believed to have efficiency to communicate in a direct and creative manner and met the international standards. Those 10 were selected out of 3,461 design works from all over the world. The work that won one of the best 10 awards was created by a second-year student in the MUIC's communication design program. All of the ten works were kept at 10 museums in Europe and North America continents—namely, 1. Canadian Museum for Human Rights, Canada 2. Center for the Study of Political Graphics, USA 3. Dansk Plakatmuseum, Denmark 4. Design Museum Gent, Belgium 5. Graphic Design Museum, Netherlands 6. Lahti Poster Museum, Finland 7. Les Arts Decoratifs, France 8. Museum für Gestaltung, Switzerland 9. Wilanow Poster Museum, Poland and 10. Victoria and Albert Museum, Britain. Furthermore, the best 10 design works together with the other top 100 ones were presented at exhibitions circulated in big cities across the world. Lastly, the 100 awarded

design works were collected in a publication under the management of the *Poster 4 Tomorrow* Organization that has been consistently operating since 2009.

1.5 A Best Practice

The researcher examined the performance of the lecturer and the students who collaborated to make creative designs by applying the Conceptual Model: Communication Design Development Process in Communication Design II Course, in the academic year 2013; and recorded the data. Then he analyzed the awarded design work in order to collect the data for the research.

2. Examine key success factors from the case study to create the Conceptual Model: Communication Design Development Process of MUIC

Step 2. Creating the conceptual model: Communication Design Development Process of MUIC

2.1 Key Success Factors Analysis

Based on the analysis, the factors that contributed to the successful design works of *Poster 4 tomorrow* in the past years, are three components:

- The Conceptual Model: Communication Design Development Process that was efficient and suitable for the course.

- The lecturers, who taught and supervised the students' design process, possessed more than 10 years of working experience in the design industry and teaching experience at university level.

- The students participating in the Work Shop who had at least 1 year of experience at university level in communication design.

The results drawn from the analysis were used to build the conceptual model: Communication Design Development Process of MUIC.

3. Create the Communication Design Development Process of MUIC for students to design works at an international level

Step 3. Qualification Testing

3.1 International Design Competition: Work Shop #2

The assignment and standards of pre-screening process of *Poster 4 tomorrow: 2014* Competition under the topic of Work Right was given to the second sample group of 32 second-year students in the academic year 2014, which were equally divided into two groups to perform the task. During the whole process in which the second sample group participating, participant and non-participant observation methods was employed and has the same timeframe as that of Work Shop #1.

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3.2. Benchmarking

The design works by the second sample group of students (two sub-groups) participating in the research were submitted to *Poster 4 tomorrow: 2014* Competition, which had the same process of pre-screening as that of the year 2013. Out of 4,301 from 133 countries, the work created by a second-year student was awarded one of the best 10 design works, for the second consecutive year. The best 10 awarded design works are kept at the ten museums and presented at exhibitions circulated around the world. Those were also collected in a publication together with the top 100 works, in the same manner as the previous year's competition.

3.3. A Best Practice

The researcher examined the performance of the design process by utilizing the conceptual model: Communication Design Development Process of MUIC; and teaching and learning in Communication Design II Course in the year 2014. Then he recorded the data and analyzed the works created by the students who won one of the best 10 design works for the second consecutive year, to collect data for the research.

Step 4. Creating the Communication Design Development Process of MUIC

The researcher studied and analyzed the data drawn from the research and developed them to be the Communication Design Development Process of MUIC.

Data Collection

The researcher examined Documentary research, the processes of communication design and relevant processes, together with the lesson plans in Communication Design II Course, in order to build the conceptual model: Communication Design Development Process, and collected the data through participant and non-participant observation methods in the workshop. The researcher reviewed the work that was awarded Best Practice. The findings were used to build the conceptual model: Communication Design Devleopment Process of MUIC. Subsequently, he collected the data through participant and non-participant observation methods from the Workshop for the second time and examined the work awarded Best Practice for the second consecutive year. The results were used to develop the Communication Design Development Process of MUIC. For the entire project, a survey of 48 subjects was performed for a period of 16 months, starting from May 2013 until September 2014.

Data Analysis

The analysis is divided into four components; that is, Creating a Case Study, Creating the conceptual model: Communication Design Development Process of MUIC, Qualification Testing and Creating the Communication Design Development Process of MUIC.

1. Creating a Case Study

The researcher created a Case Study following the five components of a research design which proposed by Yin (2003), 1. A study's question; 2. Its propositions; 3. Its units of analysis; 4. The logic linking the data to the propositions; and 5. The criteria for interpreting the findings.

First of all, the researcher analyzed the lesson plans of Communication Design II Course enrolled by the second-year students at MUIC's Communication Design Program, and reviewed, searched for the international competition of communication design portfolios that has been consistently organized and guaranteed of standardized pre-screening process, plus being internationally recognized in the field of design. the competition's criteria are to test the quality of the design works and their design processes, by considering two main factors: 1) The style of design works submitted to the competition must be in alignment with the content of the assigned course and 2) The management of teaching and learning's timeline must be in line with that of the competition.

The researcher analyzed the Conceptual Model: Communication Design Development Process that was built from examination of research studies through participant and non-participant observation methods and recorded the results from the students' performance. The first sample group of 16 students was assigned to follow the model of Communication Design Development Process, for which the research has developed 6 steps: 1. Problem Definition, 2. Research, 3. Idea Generation, 4. Development, 5. Selection and 6. Testing, and test the design work for its quality by submitting it to the international poster design competition *Poster 4 Tomorrow: 2013.* The results from the student's design work which was awarded one of the best 10 were examined and analyzed for its strength and weaknesses as well as steps of the design process in order to develop the Conceptual Model: Communication Design Development Process of MUIC.

2. Creating the conceptual model: Communication Design Development Process of MUIC The design process was analyzed through participant and non-participant observation methods from the performance of the first same group of 16 students. The analysis was applied to develop the conceptual model: Communication Design Development Process of MUIC. The model created by the researcher comprises 8 steps, which has two additional steps

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from the model used in the case study in terms of the first and the last steps: 1. Team Forming, 2. Problem Definition, 3. Research, 4. Idea Generation, 5. Development, 6. Selection, 7. Testing and 8. The Best Outcome.

3. Qualification Testing

The conceptual model: Communication Design Development Process of MUIC was analyzed through participant and non-participant observation methods and the results were recorded from the performance of the second sample group in the academic year 2014 in every step of the design process, within the assigned timeframe. The group of 32 students was divided into two equal groups and were assigned to follow the steps of the conceptual model: Communication Design Development Process of MUIC which was divided into 8 steps. The researcher tested the quality of design work created from this development process, by submitting it to the international poster design competition *Poster 4 Tomorrow: 2014.* The result was the work of participating students in the research won one of the best 10 posters awards for the second consecutive year.

4. Creating the Communication Design Development Process of MUIC

The conceptual model: Communication Design Development Process of MUIC was analyzed through participant and non-participant observation methods from the performance of the second sample group of 32 students and the result was applied to develop the Communication Design Development Process of MUIC, which has 8 steps: 1. Team Forming, 2. Problem Definition, 3. Research, 4. Idea Generation, 5. Developoment, 6. Selection, 7. Testing and 8. The Best Outcome. Moreover, the 8 steps are divided into 4 phases; that is, Phase I. Preparation, consisting of Step 1. Team Forming; Phase II. Design and Production, consisting of Step 2. Problem Definition, Step 3. Research, Step 4. Idea Generation, Step 5. Development, and Step 6. Selection; Phase III. Evaluation, consisting of Step 7. Testing; and the last phase—Phase IV. Learning—consists of Step 8. The Best Outcome (see Figure 2.).

Discussion and Conclusions

The Communication Design Development Process of MUIC is a collaboration between lecturers and students. For the entire 8-step process, creative collaboration was observed through the lecturers who supervised and the students who participated in the process. The results drawn are divided into 4 phases as follows.

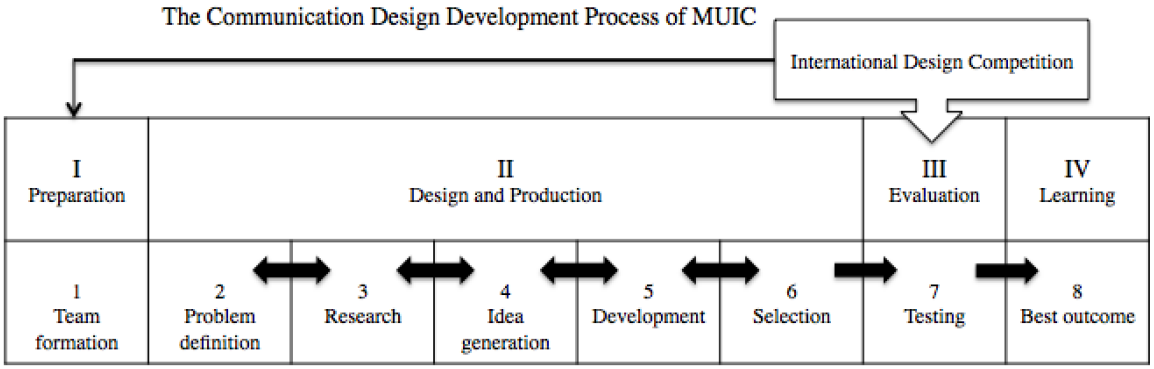


Figure 2: Communication Design Development Process of MUIC

Phase I. Preparation, consisting of 1 performance step

Step 1. Team Forming

- Lecturer (Advisor), consisting of 2 preparation steps

A. Before preparation phase

The advisor who supervised the design development process had at least 10 years of experience in teaching communication design at university level and possessed a good command of English. The advisor planned the workshop/performance and set goals based on the lesson plans of the course he/she wanted the students to participate in the design process. As for this research, it is a part of Communication Design II course for second-year students and a search for the international competition of communication design that has well-recognized, standardized screening process. Consequently, the advisor reviewed the rules of the competition and checked the number of the participating students in order to group them. Each group should have no more than 20 students. All of these in this phases should start a month prior to the process of design development.

B. Preparation phase of the communication design development process of MUIC

The advisor should give the students an assignment to test their design skills in classroom so that (s)he has an understanding of their basic knowledge. The design assignment to test their skills in the classroom used in the research was to have them design Poster and Identity Design to advertise themselves as young designers. The timeline for the project was 8 hours for a period of 3 weeks, which allows the two parties to get familiarized with each other before starting the design process.

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- Students (Advisee)

The students must have a good command of English and basic knowledge in arts and communication design and have enrolled in the university for at least one year. They must have basic understanding in communication design and art composition, basic skills in drawing, photography, typography design, and computer graphic design. At the beginning of the communication design development process, the students performed according to the design assignment to test their design skills, which allowed them to review their basic knowledge and learn additional skills from the supervisor, preparing them for the next step of the process.

Phase II. Design and Production, which consists of 5 operation steps: Problem Definition, Research, Idea Generation, Development and Selection.

For the entire 5 steps of designing and creating, the supervisor was able to have their works—which was completed at any step—corrected or improved at the preceding step. The correction for each of those steps could be done until they entered the step of Selection.

Step 2. Problem Definition

- Lecturer (Advisor)

The advisor examined the assignment for the international communication design competition to investigate the question and reviewed the portfolios that were awarded in the past competitions to take them as an example of what can be learnt from the design idea and quality design process that was accepted among the committee. The advisor suggested the assignment to the students, summarized the rules for the competition for them, transferred the knowledge acquired from analysis in the awarded design works to the students so that they understood and realized the quality of the awarded design works that were well recognized by the committee. The advisor also provided suggestions for the students in case they faced any problems or had difficulties understanding or investigating the assignment's question.

- Students (Advisee)

The students investigated the assignment's question and reviewed the awarded portfolios in the past competitions. They asked and consulted their advisor.

Step 3. Research

- Lecturer (Advisor)

The lecturer illustrated interpretation of assignment for the participating students. Then they supervised and provided the students individually with advice on researching and investigating the assignment. The advisor suggested that the student research on relevant

details from a variety of sources, allowing each student to obtain sufficient information to develop their own design ideas.

- Students (Advisee)

The students interpreted the assignment; studied and researched on further information related to the assignment, enabling them to gain adequate data to further develop their design ideas; and consulted their advisor in case they had any questions or concerns during their research process.

Step 4. Idea Generation

- Lecturer (Advisor)

students were engaged in brainstorming to prompt with different forms of thinking to solve the competition's problem. The advisor suggested and supervised each student to extend their brainstorming with action and mind mapping, allowing them to develop their unique ideas in designing 10 rough sketches. Then the advisor inspected their rough sketches individually, selected only those that were creative and interesting to further develop to be 3 thumbnail sketches that started to detail drawing and art composition with typography within a small frame to facilitate the understanding of the ideas behind the works.

- Students (Advisee)

The students brainstormed with their advisor and the other students to bring about a variety of ideas to solve the competition's problem. Then the students individually further developed the ideas drawn from brainstorming, by utilizing mind mapping in order that they came up with different forms of thinking and unique ideas of their own. Then they brought the ideas from the mind mapping techniques to line drawings through 10 rough sketches. They consulted the advisor about developing their ideas and rough sketches into 3 thumbnail sketches that relevantly communicate what exactly entails in the competition's assignment.

Step 5. Development

- Lecturer (Advisor)

The lecturer examined the thumbnail sketches of the students individually and selected unique, creative thumbnail sketches to further develop into two final sketches, which resemble the actual size of the given assignment that reflect the illustration and art composition together with typography in a creative manner. The final sketches demonstrate unique visualization and typography, creating key visual and key word in presenting their creative ideas in the design that relevantly answered the assignment's question.

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- Students (Advisee)

The students consulted their advisor to select and develop thumbnail sketches into two final sketches that resembled the actual size with creative image and typography that relevantly convey the message by employing blended methods of communication design techniques such as photography, computer Photoshop, or hand drawing, which helped make their design works unique and creative.

Step 6. Selection

- Lecturer (Advisor)

The lecturer selected the best final sketches of each student by considering the glamour of the design works together with their creative ideas to convey the message that is unique and relevantly answered the question. The lecturer provided students with advice on developing their design works into poster design that completely reflect its glamour and convey the message. The lecturer examined the design works to ensure it was as required with the rules of the competition such as size, type of digital files, and how to submit their works, etc.

- Students (Advisee)

The students consulted their advisor in terms of selecting the best of their final sketches. The took the advisor's comments into account and developed poster design works that were complete as required by the competition's rules such as size, type of digital files, and how to submit their works.

Phase III. Evaluation, consisting of one step of performance.

Step 7. Testing

- Lecturer (Advisor)

The lecturer supervised the students to submit their works to the competition and ensured that they followed the steps and their works were as required by the competition's rules. The lecturer subsequently followed up with the compeition's results.

- Students (Advisee)

The students submitted their works to the competition. They followed the steps and their works were complete as required by the competition's rules. They followed up with the results.

Phase IV. Learning, consisting of one step of performance:

Step 8. The Best Outcome

- Lecturer (Advisor)

The lecturer collected the works that were awarded for their creative ideas, uniqueness, and glamour and analyzed them for the factors that caused them to win the awards. The results from the analysis were assessed and taken as an example of the best works for the students to examine further and lastly, to learn creating communication design development process that is suitable and beneficial for designing works at an international level.

- Students (Advisee)

The students gained knowledge and learnt by example from the awarded design works. They utilized the results from the advisor's analysis to develop their own ways of idea forming and designing.

Apart from the Communication Design Development Process of Mahidol University International College (MUIC) that consists of 8 steps and 4 development phases as shown in this study, the qualifications of the advisors and the students participating in the workshop are also important. Their qualifications are as follows:

The lecturer's (advisor) qualification

- Holds a bachelor's and a master's degree in graphic design
- Has more than two years of working experience in the communication design industry in Thailand and the U.S., and more than ten years of teaching experience in communication design program at university level.
- Has a good command of English and has a CU-TEP score of 75, equivalent to TOEFL *ITP* score of 550.
- Has been awarded for a poster design competition in the U.S.

The student's qualification

- Has at least one year of basic knowledge in communication design at university level.
- Has a good command of English and has a minimum TOEFL *ITP* score of 550 or an IELTS score of 6.5

Furthermore, the Communication Design Development Process of MUIC was utilized to enhance the students' potentials another time in the international poster competition *Poster 4 tomorrow: 2015,* which saw the larger number of design works submitted than the past years. Out of 4,980 works from 100 countries worldwide, the works by second-year

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students in MUIC's communication design program, won the award for the third consecutive year—two of them won the top 100 best posters awards. This reflects that the Communication Design Development Process of MUIC proved to be efficient in developing effective teaching and learning in communication design, enabling the students' design works to be accepted and guaranteed for their quality that meet the international standards and match the works by (internationally-recognized) professional designers.

Not only has the Communication Design Development Process of MUIC enhanced teaching and learning in the Communication Design II Course as required by its objectives, but it also indirectly allowed the students who won the international competition to be as an example who can inspire their classmates and other students in this and subsequent years. This is hoped to encourage other students to seek to develop and enhance their design potentials. Furthermore, the creative design and idea forming are also of the researcher's interest that he will plan to examine and analyze the major factors believed to contribute to the successful design in the future.



Figure 3: An award winning poster (Best 10 Posters), *Poster for Tomorrow*: *2013* Competition Designed by Ms. Bunsopis Prim, Supervised by Mr. Permsak Suwannatat.



Figure 4: An award winning poster (Best 10 Posters), *Poster for Tomorrow*: *2014* Competition. Designed by Mr. Piyanuttapool Tuwanon, Supervised by Mr. Permsak Suwannatat.

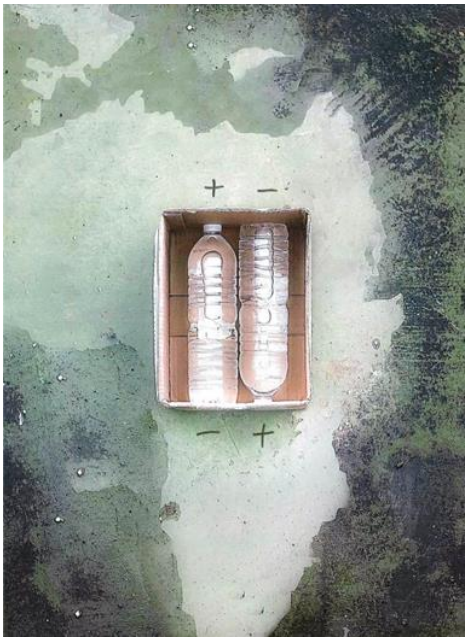


Figure 5: An award winning poster (Top 100 Posters), *Poster for Tomorrow*: *2015* Competition. Designed by Mr. Koosuwan Tanawat, Supervised by Mr. Permsak Suwannatat.

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Figure 6: An award winning poster (Top 100 Posters), *Poster for Tomorrow*: *2015* Competition.

Designed by Ms. Sirikumar Natasha, Supervised by Mr. Permsak Suwannatat.

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