

Project 3: Something Old + Something New

20%/20pts

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Background:

This project was developed for an advanced typography course and was conducted during the final two weeks of the Fall 2024 semester.

I developed this short assignment to conceptually introduce AI into the curriculum in an accessible and affirming manner. My inspiration for this project came after conducting an informal survey of students' attitudes toward AI earlier in the semester. From listening to my students, I learned that several were nervous about AI's influence on their careers, particularly its long-term impact on job prospects. They cited AI's rapid evolution and their fear of being left behind or unable to compete as reasons for their concerns.

To address these concerns, I designed this project to affirm students' current knowledge through a comparative activity that also introduced them to various AI tools and processes. Specifically, students created an instructional "how-to" booklet that compared their existing knowledge and methodology for completing a task with that of AI. The objective was for students to become confident masters of the technology rather than feel threatened by it.

Introduction:

The increased accessibility of internet resources over the last several decades has largely eroded the need for the memorization of information and with this erosion often went traditions of passing knowledge to others. With the rise of AI, our connection to information and real life has become even more frayed.

From hallucinations to producing falsified images, videos, and text, AI is pushing the limits of our accurate understanding of the world. As designers, we are faced with a difficult role in this new reality, torn between the pressure to adapt this technology or be replaced. But it's not all bad, AI has the potential to ease our workflows and free up time to make our wildest visual dreams true.

Objective:

In this project, students will create an instruction booklet that compares their knowledge and methodology of completing a task with that of Artificial Intelligence (AI).

Using a risograph printer and 2 layers of color, students will develop an experimental booklet layout design that allows for comprehension of the instructions and highlights discrepancies between the two sets of information.

Requirements:

Your print publication must include the following format and content:

Form:

- 8-12 pages, including front/back cover
- 5.5in x 8.5in size
- 2 color Risograph print
- Booklet trimmed and bound
- 10 copies

Content:

- Instructional text and images that compares your human-made methodology with that of AI. The content should be organized and overlaid in a way that allows for a unique understanding of the content types of differences and similarities.
 - Color 1 - Human-made instructions and images
 - Color 2 - AI created instructions and images
- Front Cover: Use of relevant experimental and/or expressive typography.

Final production:

- Separate colors using Spectrolite.
- Send to FabLab to Riso print in time for our final.
- You will print 16 copies and be prepared to swap.

Submit:

- PDF of final digital file labeled *ARTC4305_Project3_Lastname.PDF*
- One physical copy of booklet.

Process

1. AI Workshop
 - a. Review the Communication Design AI Policy (inspired by the [RISD AI Course Policy](#)) and AI ethics.
 - b. Conduct the [in-class AI workshop](#) based on the [AI Pedagogy Project](#) to practice prompt-writing.
2. Do Something
 - a. Select a task and “do something” that you can complete from memory (chore, recipe, craft, skill, etc.) and write down each step (a minimum of 5) as you complete it. The steps should be written out as instructions for your reader to follow.
 - b. While completing the task, take photos of each step as well. Make sure they are well-lit with clean backgrounds.
3. AI Something
 - a. Ask ChatGPT to write out steps to complete the same task.
 - b. Use Adobe Firefly to create images for each other steps.
4. Compare and Design
 - a. Present your two data sets and recorded images and texts, making note of any similarities and differences.
 - b. Design experimental booklet that compares your human-made methodology with that of AI using color separation.
 - i. The content should be organized and overlayed in a unique way that is both understandable and highlights discrepancies between the two methodologies.
 - c. Design the front cover using (not exclusively) experimental or expressive typography that conveys what the book is about.
5. Prep and Print
 - a. Separate the Riso colors using Spectrolite.
 - b. Send separated PDFs to FabLab to Riso print in time for our final.
 - c. Trim edges if necessary and bind the pages to create a booklet.
6. Present
 - a. Bring your 10 printed and bound copies of your book to our final critique.
 - b. Be prepared to share about your final piece and the process of creating your layout designs. How did you help the audience understand and compare your two data sets?
 - c. Swap and share your extra copies with your peers.

Schedule

Week 13 November 19 + 21

<i>Tuesday</i>	Project 3: Introduction
<i>Thursday</i>	Discussion: AI Design Ethics Demo: AI – Firefly + ChatGPT+ Runway Demo: Glitch
Homework:	Project 3:A Do Something

Week 14 November 26 + 28

<i>Tuesday</i>	Project 3:A Research Presentation Demo: Riso + Spectrolite
Homework:	Project 3:B First Draft
<i>Thursday</i>	No Class, Thanksgiving Break
Homework:	Project 3:B First Draft

Week 15 December 3 + 5

<i>Tuesday</i>	Project 3: Print Critique
Homework:	Project 3:C Second Draft
<i>Thursday</i>	Project 3: Print Critique

Week 16 December 12

<i>Thursday</i>	Final, 11:00AM-1:30PM
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Points: 20pts

5pt	Project 3:A Do Something + Research Presentation
3pt	Project 3:B First Draft
3pt	Project 3:C Second Draft
9pt	Project 4:C Final

Rubric – see syllabus for full criteria descriptions.

Resources:

- <https://www.nytimes.com/2023/09/11/us/politics/china-disinformation-ai.html>
- <https://aipedagogy.org/assignment/illustrate-a-hoax/>
- <https://www.creativeboom.com/features/new-york-designer-janet-chans-typographic-book-on-the-ethics-of-artificial-intelligence/>
- <https://reallifemag.com/friction-free-racism/>
- <https://www.sfchronicle.com/projects/2021/jessica-simulation-artificial-intelligence/>
- <https://www.theguardian.com/technology/2023/mar/16/the-stupidity-of-ai-artificial-intelligence-dall-e-chatgpt>
- <https://www.nature.com/articles/d41586-023-00843-2>
- <https://medium.com/educreation/how-students-can-use-ai-ethically-98a64b4eda6c>

Criteria	Rating			Points
	Unsatisfactory (C or Lower)	Competent (B)	Accomplished (A)	
Process	<p>student struggles with defining problems, researching, generating ideas and/or developing concepts</p> <p>student fails to participate in critiques</p> <p>student doesn't employ any method of documentation of work</p> <p>student fails to demonstrate research as part of the design process</p> <p>student struggles to meet deadlines and often does not complete work</p> <p>student does not set goals or is unable to achieve stated goals</p> <p>student struggles to balance workload</p>	<p>student can define a problem, employ methods, develop concepts, research and develop concepts</p> <p>student often participates in critiques and discussions, sometimes adding new ideas</p> <p>student can document work</p> <p>student understands the value of thorough research in a graphic design process and can employ research into their design process</p> <p>student understands value of goal setting</p> <p>student can meet deadlines and completes most work</p> <p>student satisfactorily balances workload</p>	<p>student shows thorough understanding of a graphic design studio process; can define a problem, employ methods of research and idea generation, develop concepts, critiques and documents work as a way of developing smart, informed, and carefully considered solutions to design problems</p> <p>student demonstrates risk taking when developing unique solutions</p> <p>student understands the value of thorough research in a graphic design process and consistently explores a variety of methods of gathering, collecting, and documenting as a way of developing content and ideas</p> <p>student manages time efficiently, sets and achieves goals and deadlines and can confidently balance a full studio workload</p>	
Mastering Key Principles <i>Layout + Typography</i>	student lacks understanding of the fundamentals and principles of typography and layout as a way of communicating visual and written messages and fails to regularly demonstrate these skills in assigned projects	student has a basic understanding of the fundamentals and principles of typography and layout as a way of communicating visual and written messages and regularly demonstrates these skills in assigned projects	student has an advanced understanding of the fundamentals and principles of typography and layout as a way of communicating visual and written messages and can employ these skills in inventive ways	
Authorship	student struggles to generate, curate or develop their own content for assigned projects	student can author and curate their own content for assigned projects student is able to use and understand many tools, media, and forms of communication	student understands the role of the graphic designer in professional practice and the ability of the designer to help define, shape, and author the content of the work they create	
Design Agility	<p>student has limited grasp of tools and media</p> <p>student is unable or has difficulty choosing appropriate technology, media, or tool to successfully complete a design project</p>	<p>student explores problems through more than one form of media</p> <p>student is frequently able to choose appropriate mode of technology and media to successfully complete their design solution</p>	<p>student can choose appropriate mode of technology and media to successfully complete their design solution</p> <p>student exhibits a broad understanding of tools, services and a full range of media and forms of communication by exploring problems using print, interactive, experiential, web, static, and dynamic</p>	
Professionalism	<p>student has limited understanding of the vocabulary of the graphic design field and little to no understanding of related fields.</p> <p>student unable to, or has difficulty presenting ideas in front of a group</p> <p>student is unable to, or has difficulty expressing ideas in writing</p>	<p>student has a basic understanding of vocabulary of the graphic design field and its related fields such as print production, web development and video production</p> <p>student competently expresses ideas visually and verbally when presenting in front of a group and writing ideas and statements</p>	<p>student has mastered and is fluent in the vocabulary of the graphic design field and its related fields such as print production, web development and video production</p> <p>student has strong visual and verbal communication skills speaking in front of a group, critiquing work, writing project statements and descriptions</p> <p>student leverages design skills to enhance writing and presentation skill student communicates with the highest level of form and respect in person and digitally</p>	