Abstract

The introduction of technology into graphic design education has resulted in some challenges within the pedagogy of ideation. In ideation, - generating, developing, and testing ideas leading to solutions - influences of technology are creating new possibilities for students to conceive ideas differently from the traditional methods. Using activity theory as a lens, the paper discusses the disturbances in the ideation process of graphic design with ICT, especially within large class in a developing country. It concludes with a call for a review of pedagogical issues of ideation with a conviction that such disturbances can be overcome with the right pedagogy, with ICT as a support in the ideation process. Whatever our scepticism about ICT, there is some important aspects that can only be addressed if we adopt some of the new digital technologies, by modifying the current pedagogy.

References


**Index Terms**

Computer Science  
Human-computer Interaction

**Keywords**

Design processes  
graphic design  
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