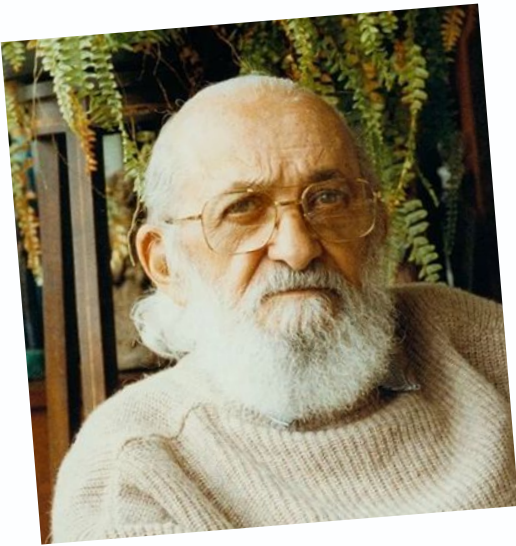


Designing the world precedes designing the word: The Paulo Freire Method applied to typography education

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Paulo Freire

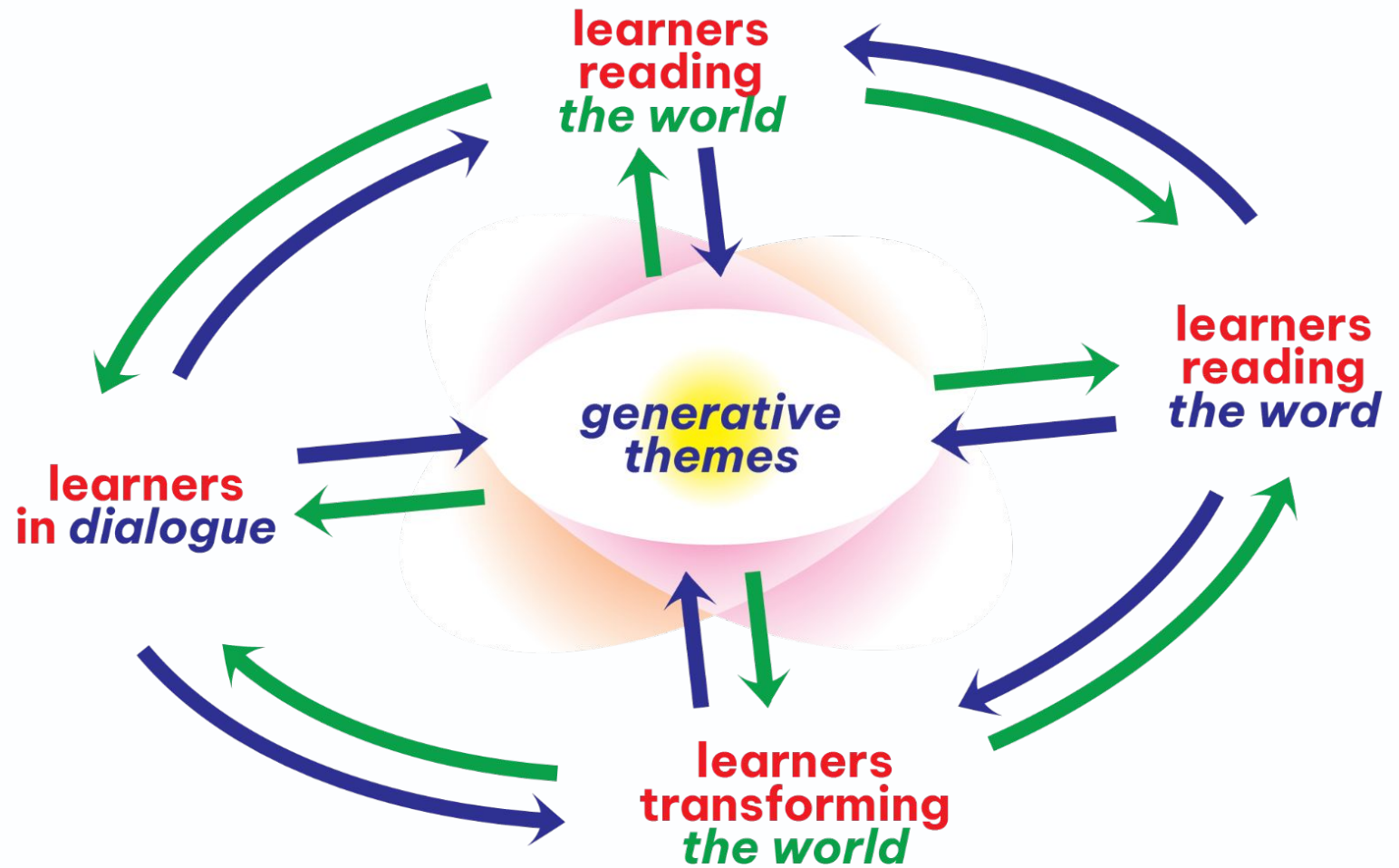
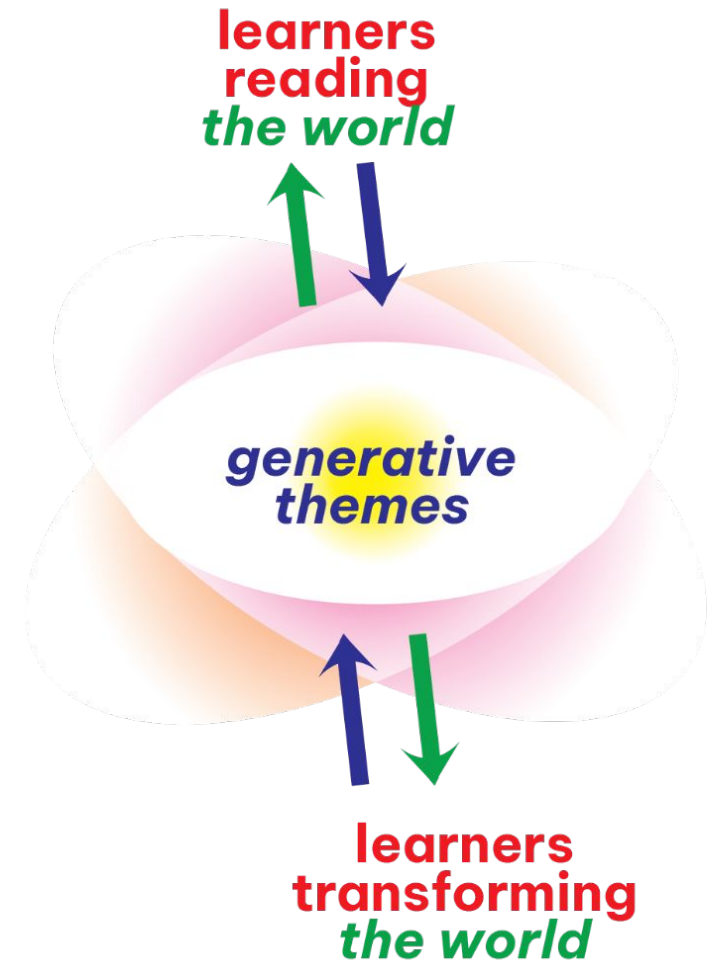


Fig. 1: A visual summary of the Paulo Freire Method for critical literacy.



Fig. 2: Lego Serious Play as the **generative themes** for the graduate design students to read and transform the world.



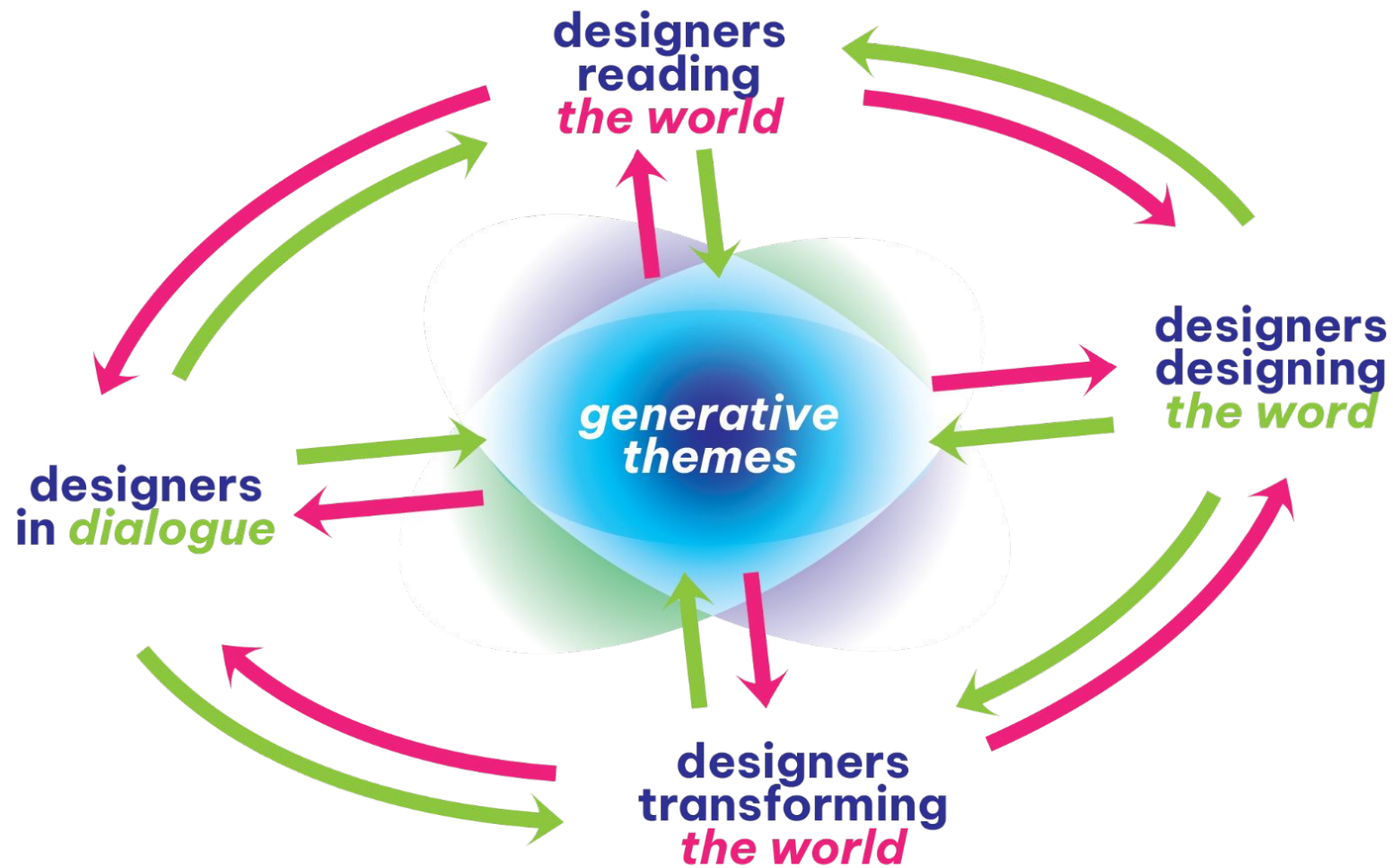


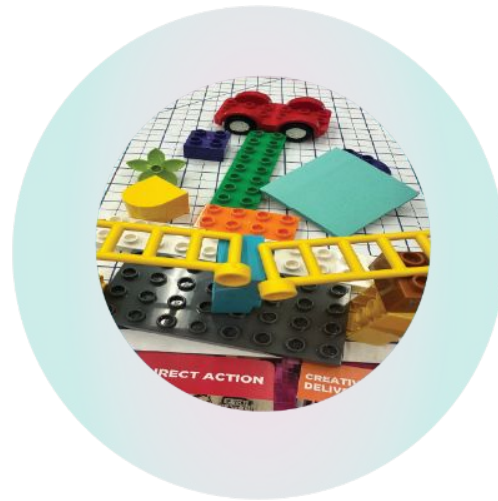
Fig. 3: Critical graphic design education inspired by the Paulo Freire Method



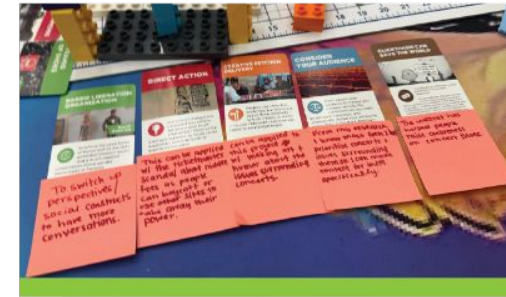
Fig. 4: Each beautiful problem is a **generative theme**, unveiled through a Lego Serious Play model.



designers
in *dialogue*



generative
themes



designers
designing
the word

Fig. 5: Design students held conversations on the Lego Serious Play models, **collectively reading the generative themes and construct their own words.**

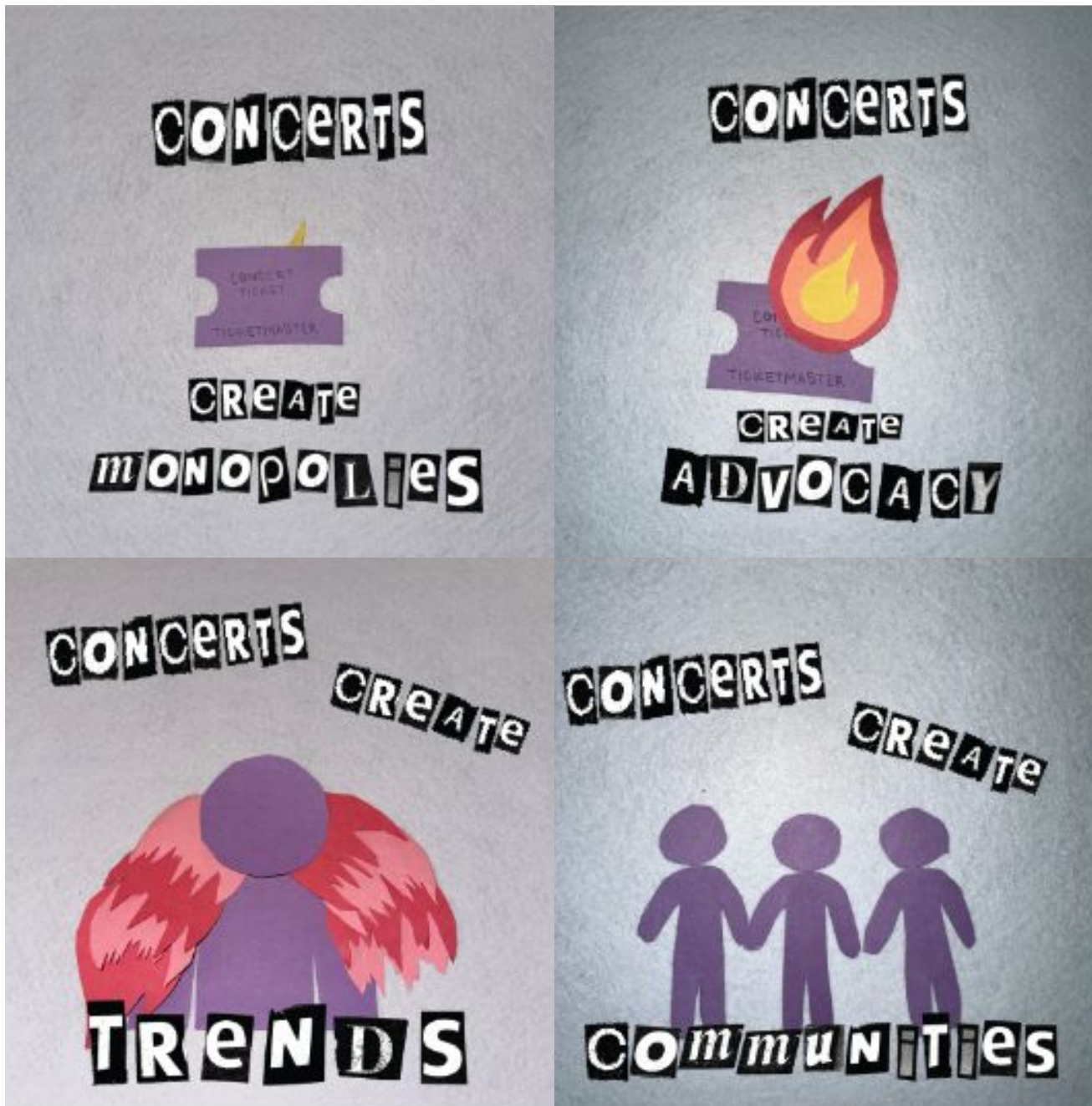
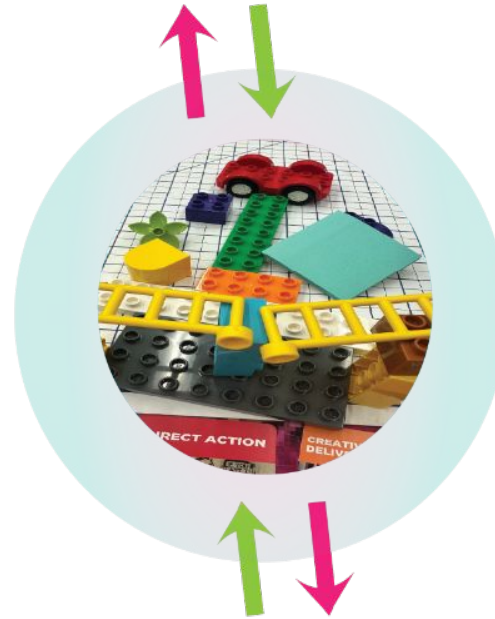


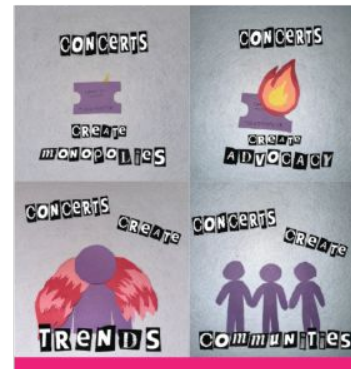
Fig. 6: Through reading the world, a student recognize **a contradiction of concert cultures** as a beautiful problem, where monopolies and communities co-exist.

designers
reading
the world



generative
themes

Fig. 7: Through high-tech materials, the student visualized her reading of the concert culture. Yet, through low-tech materials, the student **transform the concert culture through unpacking its contradictions.**



designers
transforming
the world

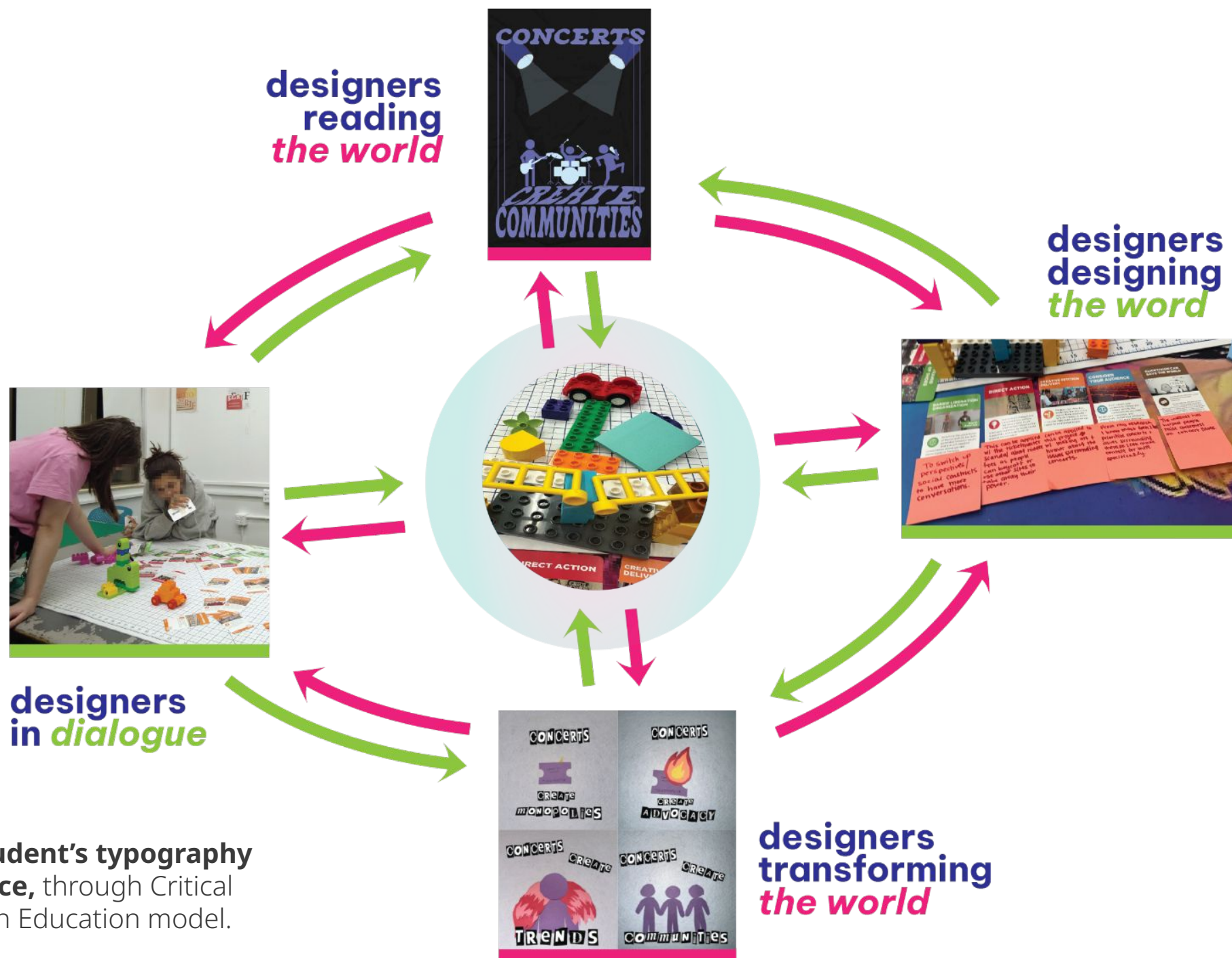


Fig. 8: The student's typography design practice, through Critical Graphic Design Education model.



Fig. 9: Polycystic Ovary Syndrome (PCOS) health condition is a generative theme, unveiled indirectly in Lego Serious Play and more vividly through collage.



Fig. 10: The other student's typography design practice, through Critical Graphic Design Education model.

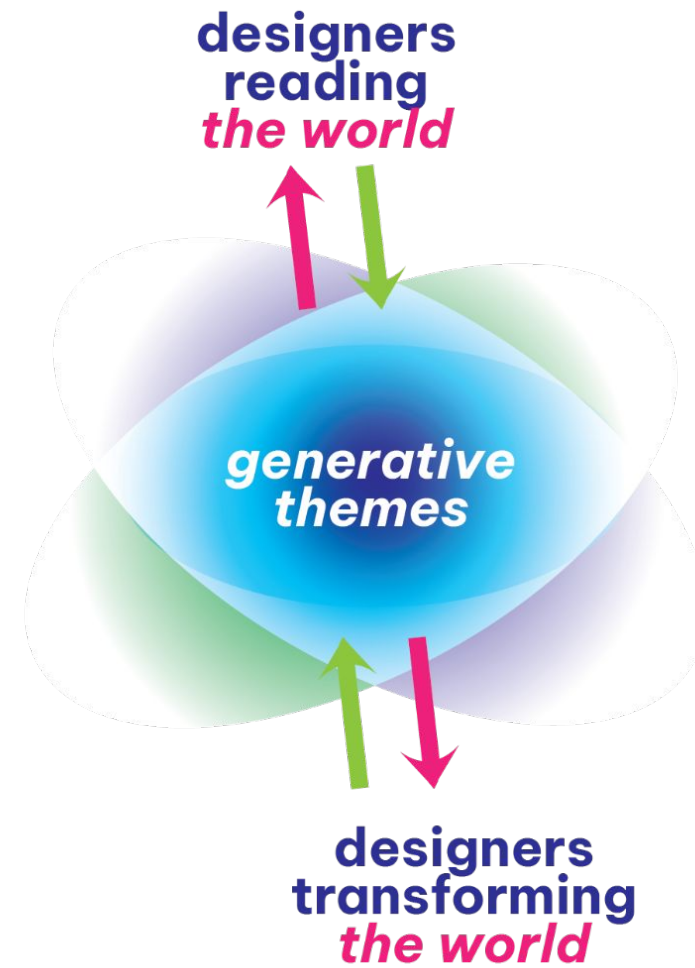


Fig. 11: Commitment to the transformation of designers and the world, through Graphic Design Education.



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