UNIVERSITI TEKNOLOGI MARA

ENVIRONMENTAL GRAPHIC DESIGN (EGD) TO ENHANCE EXPERIENTIAL LEARNING ABOUT FORESTRY AMONG THE YOUNGER GENERATION

JUNIDSYAZJI BIN BASHARUDDIN

MSc

March 2022

ABSTRACT

The lack of forestry knowledge and awareness as well as declining interest in learning about the forest and its resources is evident among the younger generation. This problem was brought to light by Director General of Forest Reserve Institute Malaysia (FRIM) upon looking at a steady decrease in research activities at the campus facilities. This is confirmed by the lack of awareness in caring after the trees and grounds at the FRIM campus whereby trees (younglings and mature) are intentionally roughened, plucked and mutilated. This shows there is a need to address the issue of forestry awareness especially among the younger visitors for the sake of sustainability. Therefore, this study aims to discover ways to increase interest in learning about forestry knowledge among the younger generation through the use of Environmental Graphic Design (EGD). This research employs multi-stage approach, whereby the use of theories is to design methodology that suits purpose and objectives of the study. Survey method is used to achieve the aim and its objectives, where questionnaire sets were designed through knowledge understanding via analysis of existing theories and ideas from literatures and interview sessions. The study is further developed based on data gathered from questionnaire that surveyed public attitudes towards Graphic Design Elements as well as the respondents' preferred learning styles. A visual simulation set was proposed based on the responses from the survey, which was then shown to a list of field experts for design verification, feedback, and preference rating. The end result displays specific themes comprised of selected graphic elements that can aid in comprehension and experiential learning, thus reflecting how well they respond to these senses. The EGD with elements of text and colours stood out and considered effective in capturing attention of the younger generation, thus increasing their interest to learn about forestry knowledge through the content on the EGD application. The significance of the study can be seen as a plan to not only increase interest in experiential learning, but also to provide insight into the selection of graphic elements suitable for viewers' learning styles and design preferences. It will create a better learning experience, increase awareness among the youngsters to ensure sustainable living between human and nature.

Keywords: Environmental graphic design, experiential learning, VARK, learning styles, younger generation

ACKNOWLEDGEMENT

TABLE OF CONTENTS

CHAPTER ONE
INTRODUCTION

This research covers three main aspects of the study which are Environmental Graphic Design (EGD), Experiential Learning and Immersive Learning Environment (ILE). Environmental Graphic Design (EGD) is a combination of two main design disciplines which are Graphic Design and Architectural Design. The main objective of Environmental Graphic Design (EGD) is to provide visual information in a spatial area to help with experiential learning and provide a better learning experience about forestry knowledge and the environment.

Learning to successfully orientate oneself in an environment is an example of experiential learning. Experiential learning is a process where one would learn or gain information while doing something. For example, someone who is new to a certain area finds it hard to navigate the area due to unfamiliarity of its spatial layout. However, by revisiting the place a few more times, he found out that it is easier to navigate around the area. By experiencing the area a few times, he is learning the surroundings and become familiar with it. By learning through experience, he is able to use the knowledge to navigate the area.

Another example, a design-based student, upon registering a program, would likely to produce class projects that adhere to novice standards. In the course of learning the program, he is able to gather more information, skills and experience needed to produce better projects in terms of quality. Therefore, given the time that he has in the program, the skills that he has experienced allowed him to gain more knowledge and produce better products and results. According to Houle, it is how people learn most in their lives (Houle, 1980).

Immersive Learning Environment (ILE) is a space or an area, enclosed or otherwise, with educational elements applied to its surroundings. Elements are designed and applied in such a way that participants of an Immersive Learning Environment (ILE) tend to be engulfed and absorbed in the saturation of information that surrounds them. Basically, this is what the study tends to arrange. A combination of the three fields of knowledge (EGD, Experiential Learning, ILE) leads to a conclusion, by applying design elements to a spatial area it can help people learn and get information easier.

1