

# Visual communication: design, arts practice, advocacy, research, and CDLY P pedagogy within the research and educational field, cultural milieu, and the development sector.

## Design for social change (DFSC)

All practice is egalitarian, dialogic, and collaborative in nature, uses participatory action research, “Co-Designly Practice” (CDLY P) and is about raising awareness and agency through heuristic, visual communication. I work with universities, schools, the UN, UN-affiliated international aid agencies, and non-governmental organisations (NGOs).

## Practice-based doctoral research:

Exploring how visual communication can be better utilised to support embodied menstrual awareness (EMA). Developing a Co-Designly Practice toolkit using art-design praxis as lens and prism for menstrual learning pedagogy in UK Secondary schools.

Ethically, it is important to respect menstruating adolescents’ rights of access to knowledge and awareness about their own reproductive physiology. Research is intended to support notions of embodied cognition, a hermeneutically phenomenological, as lived understanding of the menstrual cycle and encourages self-care and long-term reproductive health (RH) engagement.

(Intended for use in Physical, Social, Health, and Economic (PSHE), Relationships and Sex Education (RSE) classes as part of the UK, Department of Education, National Curriculum. With the potential for scaling up by organisations such as The Royal College of Nursing’s (RCN) Women’s Health, The WHO/ UN Comprehensive Sexuality Education Programme (CSE), The WASH: Water, Sanitation and Hygiene Programme, The Menstrual Hygiene Management (MHM) Programme, and possibly NGO aid agencies – in further addressing unmet adolescent rights to menstrual awareness and RH advocacy.) The EMA toolkit is non-commercial, not-for-profit, and free under a Creative Commons license.

## Teaching, community engagement, and outreach

Six-year, in situ and frontline longitudinal study into Co-Designly Practice *within* the National Curriculum at A. Primary school. (Researching, developing, testing, and iterating “CDLY P” *with* children: Early Years Foundation and Key Stage 1.) Our Lower School CDLY P project won The Fourth Plinth Schools Award 2020. And in 2020 and 2022, Ofsted formally assessed and very positively reviewed our research.

Previously, I was a full-time Lecturer, then tenured Professor at The School of Visual Arts in New York. As core faculty in the field of visual communication for almost ten years; I taught design research methodology; visual communication, design and arts practice; visual, perceptual psychology; critical theory; and art history in the undergraduate, graduate, and postgraduate programmes, and Independent Study, evening, and summer programmes.

## Brightness, design, and arts practice

Print design, IT, exhibition/installation design, film, and art projects for organisations such as UNFPA; RHIYA (the Reproductive Health Initiative for Youth in Asia); UNICEF; the Municipal Arts Society and the Landmarks Preservation Conservancy; Snug Harbor Cultural Center; PAX, SPEAK-UP, and ASK gun violence school programmes; the Dept. for Environmental Protection; the AIGA (the American Institute of Graphic Arts); Reos; and CDKN (Climate and Development Knowledge Network), etc., amongst many other not for profit, NGO’s, and international aid agencies.

Awards: D&AD Award, Cooper Hewitt National Design Award, AIGA Award, and ID Magazine Award. Group shows include the ARB, Centre for Research in the Arts, Social Sciences, and Humanities at Cambridge University, Cooper Hewitt Museum, the AIGA, Dia Center for the Arts, the New Museum, and SVA, plus numerous academic events and symposia.