

# 3D Virtual Worlds for Graphic Design Education

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## Abstract

**In the past, the discipline of graphic design has been focused on the interaction between visual elements such as images, written texts, colors, textures, shapes, and layouts since they refer to the creation of typeset and graphic illustrations for printed mass communication. Even though the traditional field of graphic design involves several communicative visual modes that possess a number of aesthetic qualities, today's technological innovations have extended the capabilities to more than one perceptual system of sight including audiovisual presentation, 2D and 3D animation, interactive UI design for digital devices, and other multimedia types. As a result, contemporary graphic design productions normally include a range of modalities such as images, languages, sound and voices, and movements, as various cultural forms, that are integrated into every aspect of our quotidian life experiences. As Duncum (2004) states, the visual was never exclusively visual, but are multimodal in nature. All cultural sites that involve imagery must include a various ratio of other communicative modes and employ more than just vision. Therefore, I argue that the multimodal nature of 3D virtual worlds (3DVWs) embrace unique learning affordances that can be applied in graphic design education.**

**In addition, by applying 3DVWs in graphic design education, it would become possible to further explore how the technological advances catalyze new perspectives to influence how young design learners to see, think, and work, which results in potentially creative challenges to traditional cultural forms that are not limited to printed-based media.**

### **Keywords**

Graphic design education, 3D virtual worlds, Multimodality.