

Danish School of Media and Journalism
Visual Communication – Interactive Design
Course description
Spring semester 2023
Applied Interactive Design
4. semester

Number of ECTS Credits: 25 ECTS

Aims:

The course consists of four underlying modules:

Dynamic Identity

The course will give the student insight into principles, methods and tools related to the development of a visual identity and its dynamic potential as encapsulated in a design system. The student will link established knowledge of visual communication with methods and practices of development of design systems and develop their own design tools for use in dynamic media.

Motion Graphics Design

The course will provide the student with an insight into the methods and technologies associated with the development of motion graphic design, including sound, light, moving images and animation. The student will also develop their own practice to solve design and communication problems using software and technology to produce motion graphic design. The student will understand and incorporate motion into design and communication solutions.

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Side 1 / 4

Game Design and Virtual Worlds

This course will provide students with an understanding of the methods and technologies associated with the development of interactive and virtual environments, including game logic and mechanics and level design. Based on a concrete communication need, the student will link established knowledge of visual communication with methods and practices in the development of virtual, interactive environments.

Visualizing Data

The student should have insight into the methods, principles and tools that together make it possible to work with graphic design and dynamic presentation of information or data material. The student should be able to analyse raw material and translate it into informative, identity and elements in a linear or dynamic process. The student should be able to justify design choices based on research carried out.

Pedagogical and didactic approaches:

The student learns to link theoretical reflection with actions in practice, and to reflect and incorporate relevant theory and knowledge. This is done in order to be able to justify and qualify one's actions in practice. The learning activities in this programme are primarily based on the following basic principles:

Principle 1: The student's own experiences are included in the teaching

Principle 2: Teaching is planned with appropriate disruptions

Principle 3: Teaching is organized as exploration

Translated with www.DeepL.com/Translator (free version)

Working methods:

Graphic design, information visualization theory, motion graphic design theory, game design, theory, visual communication theory, idea generation technique, programming, prototyping, wireframing, user interface design, oral argumentation, presentation technique.

Learning outcomes:

The students will obtain the following during the course:

Knowledge and understanding:

- Practical knowledge and understanding of the theory and practice related to key areas of interactive design (interaction design, motion design, game design and visual communication)
- Critical assessment of data sources and research material for use in production
- Storytelling and narrative elements in interactive and dynamic solutions

Skills:

- Develop visual identity with dynamic aspects related to insights gained from visual research
- Produce a motion graphic design concept as an answer to a specific client need
- Prototype an interactive experience based on insights gained from user research
- Make visual representations based on critical assessment of gathered data

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Side 2 / 4

Competences:

- Integrate insights from research with knowledge in visual communication to develop concepts based on real life cases
- Work alone and in teams on key elements in larger communication products

Literature (to be purchased before the course begins):

- None

Literature (hand out):

Dynamic Identity

excerpts from:

- Nes, I.V. (2013) "Dynamic Identities" 2nd Edition. BIS Publishers
- Felsing, U. (2010) "Dynamic Identities in Cultural and Public Contexts". Lars Müller Publishers
- Møllerup, P. (2011) "Brandbook". Lindhardt & Ringhof
- Wheeler, A. (2012) "Designing Brand Identity" 4th Edition. Wiley

Motion Graphics Design

excerpts from:

- Krasner, J. (2013) "Motion Graphic Design"
- Larsen, P. H. (2005) "De levende billeders dramaturgi"
- Meinertsen, P. (2006) "Lydens Rolle" (2006)
- Braha, Y., Byrne, B. (2013) "Creative Motion Graphic Titling for film, video and the web"

Game Design and Virtual Worlds

- Hunnicke, R., LeBlanc, M., Zubek, R. (2004) "MDA: A Formal Approach to Game Design and Game Research"
- Szerovay, K. (2019) "Gamification – part 1,2,3" from UX knowledgebase Sketch (<https://uxknowledgebase.com/gamification-part-1-73a7c7afd4d1>)

Visualizing Data

- Heller, S. & Landers, R. (2014) "Infographics Designers' Sketchbooks" Princeton Architectural Press
- McCandless, D. (2014) "Knowledge Is Beautiful: Impossible Ideas, Invisible Patterns, Hidden Connections—Visualized" Harper Design
- Yau, N. (2011) "Visualize This: The Flowing Data Guide to Design, Visualization, and Statistics" (2011) Wiley
- Kirk, A. (2016) "Visualising Data: A Handbook for Data Driven Design" Sage
- Heydt, M. (2015) "D3.js By Example" Packt Publishing

Literature (available online):

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Motion Graphics Design

Side 3 / 4

- Courses from LinkedIn Learning and greyscalegorilla.com

Game Design and Virtual Worlds

- Courses from LinkedIn Learning and YouTube

Visualizing Data

- freecodecamp.org (2019) "Data Visualization with D3.js - Full Tutorial Course" (<https://www.youtube.com/watch?v=8V5o2UHG0E>)

Attendance:

Mandatory meeting:

Attendance is compulsory. The learning system itslearning indicates the learning and teaching activities for which physical attendance is compulsory (MP).

Compulsory attendance:

The prerequisite for taking the examination is that the student has handed in all the compulsory assignments of the course in the individual modules and has participated in relevant group work and feedback sessions.

Remedies:

In case of legal absence, remedial action applies.

Remedial tasks: absences from teaching and learning activities may be replaced by one or more assignments if the teacher deems it possible. If the student is absent from classes and learning activities to an extent deemed excessive in relation to the content and learning objectives of the course, the course must be rescheduled.

Exam:

Assessed by 7-point scale and external grading.

Examination format: The course ends with a creative solution and a report in which the student documents his/her competences to independently analyze, assess, document and solve communication problems. 30 minutes oral examination, including voting (+10 min in case of 2-person group examination).

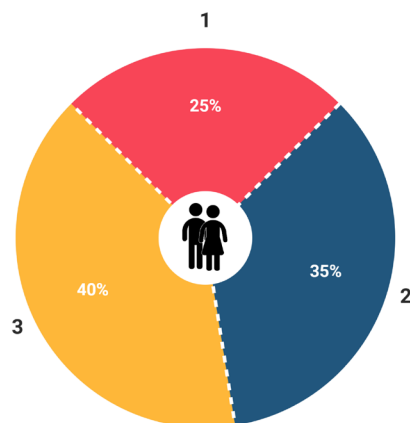
Students are assessed individually. The assessment reflects an overall evaluation of the creative solution, the professional argumentation, and the oral presentation.

Study Activity Model:

The Study Activity Model

Applied Interactive Design

25 ECTS points



Category 1

The lecturer has primary responsibility for the study activities, and the students have co-responsibility through their preparation and participation. Participation by students and one or more lecturers.

Category 2

The lecturer has primary responsibility for defining the learning activities, and the students have primary responsibility for taking an active part in the planned study activities. Participation by students only.

Category 3

Students have primary responsibility for the study activities, and the lecturer has co-responsibility for ensuring appropriate settings for the activities. Participation by students only.

Category 4

Students have primary responsibility for the learning activities, and the lecturer has co-responsibility for ensuring appropriate settings for the activities. Participation by students and one or more lecturers.

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Side 4 / 4

Godkendt/NN - 2023