

Danish School of Media and Journalism
Visual Communication – Interactive Design
Course description
Spring semester 2025
Experience Design
4. semester

Number of ECTS Credits: 30 ECTS

Aims:

The student will gain knowledge, skills, and practical insight into developing engaging experiences based on a specific problem statement and grounded in their own research. The course draws on knowledge of storytelling, visualization, and game mechanics to develop communication products that involve users on selected platforms.

Pedagogical and didactic approaches:

The learning activities in this course are based on the core principles of Reflexive Practice-Based Learning (RPL; see the study regulations). The course will consist of a blend of lectures and self-study. There will be exercises and assignments to be completed both individually and in groups. The student will learn to connect practical actions with theoretical reflection, while integrating relevant theory and knowledge specific to the study program. The aim is to enable students to justify and qualify their actions and choices.

Working methods:

Graphic design, game design, theory, visual communication theory, idea generation technique, programming, prototyping, wireframing, user interface design, oral argumentation, presentation technique, testing.

24.01.2025

Side 1 / 3

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 motion design production
- Basic concepts of Behavioral Design
- Service Design as a concept as well as its prevalence and use
- Target audiences and groups in relation to Service Design
- Pros and cons of different prototypes
- Storytelling and narrative elements in interactive and dynamic solutions
- Practical knowledge and understanding of the theory and practice related to designing game concepts and prototypes

Skills:

- Produce a motion graphic design concept as an answer to a specific client need
- Mapping experiences and services with User Journey mapping

- Choosing relevant methods for the specific design challenge at hand
- Develop prototypes
- Testing prototypes of varying fidelity with users
- Produce a motion graphic design concept as an answer to a specific client need
- Create game concepts and prototypes based on a defined communication problem and gathered research

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
- Working iteratively with concept development and testing
- Working with relevant design solutions as a part of a larger system or service

Literature (to be purchased before the course begins):

- None

Literature (hand out):

- Hunicke, 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>)
- Lawrence, A., Stickdorn, M., Hormess, M. E., (2018) "This is Service Design Doing"
- Lawrence, A., Stickdorn, M., Hormess, M. E., (2018) "This Is Service Design Methods"

24.01.2025

Side 2 / 3

Compendium with extracts from relevant theory and methodology, including:

- Wille, G., Wille, J. I., & Andreasen, S. J. (2023). *Håndbog i universskabelse*. Samfundslitteratur.
- Nakamura, J., & Csikszentmihalyi, M. (2002). *The concept of flow*. Handbook of positive psychology, 89-105.
- Jordan, P.W. (1999). *Pleasure with products: Human factors for body, mind and soul*.

Literature (available online):

- Unity Learn. (n.d.). *Unity Learn*. <https://learn.unity.com/>
- Relevant courses and videos from LinkedIn Learning and YouTube

Exam prerequisites

Fulfillment of exam prerequisites is a requirement for the student to be able to participate in the course exam. Exam prerequisites may include compulsory attendance, compulsory participation, group work, assignments, presentations, presentations, etc. Failure to fulfill exam prerequisites means that the student has lost an exam attempt.

Mandatory attendance

Physical attendance at school is compulsory on all school days. If, in exceptional cases, there is no physical attendance obligation for teaching or learning activities, this is indicated with an "FF"

(voluntary attendance) in the itslearning system.

Compulsory participation

Participation in group work and supervision is compulsory.

Remedial options: In case of legal absence, remediation applies.

Substitute assignments: Absence from teaching and learning activities can be replaced with one or more assignments if the teacher deems it possible. If the student's absence from teaching and learning activities is deemed excessive in relation to the course content and learning objectives, the course must be repeated.

Examination: Assessed using the 7-point grading scale and external grading.

Examination form: The course concludes with a creative solution and a report in which the student documents his or her competencies to independently analyze, assess, document, and solve communication problems. 30-minute oral exam, grading included (+10 minutes for 2-person group exams).

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

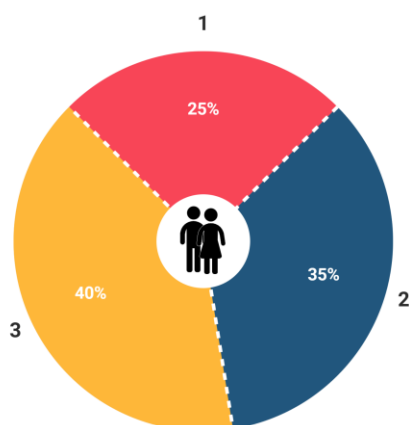
Study Activity Model:

24.01.2025

Side 3 / 3

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.

Godkendt DTM, 24.01.2025