

COURSE CONTENT

Course Code	DV2005
Course Title	Visual Communication II
Pre-requisites	DV2001
No of AUs	3
Contact Hours	39 hours studio contact

Course Aims

This Intermediate level course builds on the graphic design fundamentals learned in Visual Communication I to further your ability to develop appropriate and effective communication design solutions for a specific audience and context. The course will introduce you to various design processes and end-user research methods that will enable you to discover, define and develop suitable and engaging design solutions for a specific audience and context using various formats. The course will foster your critical and analytical skills by engaging you to evaluate and discuss the suitability of media choices, design treatment and execution. This learning provides you with knowledge and skills for more complex communication design problems in the advanced level of visual communication studies.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

1. Describe the benefits and limitations of the various visual design processes and user-research methods.
2. Choose appropriate design processes and user research methods that help support the development of your design.
3. Summarise your research information and findings through a visual graphic format.
4. Develop appropriate and engaging communication design solutions for a specific audience and context.
5. Evaluate the suitability of media choices, design treatment and execution at conveying the intended message to a specific audience and context.

Course Content

Content

1. The Design Process

Design processes introduces to students various design development processes to serve as frameworks to guide and enable them to discover, define, and develop their design solutions. Student will learn about the different approaches, techniques and considerations at key points in the design process.

2. Design Research Techniques

Various user-research techniques such as role-playing, focus group, visual methods will be introduced to enable them to gain insight to the opinions, experience, preference and tastes of a

specific audience. Alongside a series of seminars, this section will also include in-class activities on the various techniques.

3. Visualising Data

Visualising data introduces students to various forms of data visualisation and discusses the characteristics, benefits and key considerations when treating information visually.

4. Design Contexts

Design Contexts will present contemporary issues and design case studies to engage and lead students in their exploration on consider how a designer can respond to contemporary societal issues and the approaches and creative strategies undertaken to convey the intended message to a specific audience.

Class assignments

Three Creative Projects.

1. Visualising Data

Students to summarise and present their research information and findings through a visual graphic format.

2. Design Context 1

Explore and develop appropriate and effective communication design solution using a suitable choice of media for a specific audience as a respond to a particular contemporary societal issue. Design solution may take form as a design enterprise, a service, a campaign or a product involving any of the format:

- Prints e.g. Brochures, posters, publications.
- Prototypes e.g. Packaging, objects
- Time-Based Design E.g. Motion Graphics, Video
- Digital Media Design E.g. Web content, Mobile application
- Spatial/ Experiential Design

3. Design Context 2

Explore and develop appropriate and effective communication design solution using a suitable choice of media for a specific audience as a respond to a particular contemporary societal issue. The choice of media chosen here should be different from Design Context 1 but offer a good sense of integration, where the media complements or synergises each other. Format:

- Prints e.g. Brochures, posters, publications.
- Prototypes e.g. Packaging, objects
- Time-Based Design E.g. Motion Graphics, Video
- Digital Media Design E.g. Web content, Mobile application
- Spatial/ Experiential Design

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Programme LO	Weighting	Team/ Individual
Assigned Exercises	1,2	--	15	Team

Visualising Data Project	1,2,3		15	Individual
Final Project 1: Design Context 1	1,2,3,4,5		25	Individual
Final Project 2: Design Context 2	1,2,3,4,5	--	25	Individual
Continuous Assessment: Participation	1,2,5	--	20	Individual
Total			100%	

Reading and References

1. Karjaluoto, Eric. *The design method: A philosophy and process for functional visual communication*. New Riders, 2013.
2. Leonard, Neil, and Gavin Ambrose. *Design Research: Investigation for successful creative solutions*. AVA Academia 2012.
3. Laurel, Brenda. *Design research: methods and perspectives*. MIT press, 2003.
4. Margolis, Eric, and Luc Pauwels, eds. *The Sage handbook of visual research methods*. Sage, 2011.
5. Noble, Ian & Russell Bestley *Visual Research: An Introduction to Research Methodologies in Graphic Design*, AVA Academia 2011
6. O'Grady, Jenn Visocky, and Ken Visocky O'Grady. *A Designer's Research Manual, Updated and Expanded: Succeed in Design by Knowing Your Clients and Understanding what They Really Need*. Rockport, 2017.
7. Simsarian, Kristian T. *Take it to the next stage: the roles of role playing in the design process*. CHI'03 extended abstracts on Human factors in computing systems. ACM, 2003.
8. Skolos, Nancy, and Thomas Wedell. *Graphic design process: from problem to solution: 20 case studies*. Laurence King, 2012.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned readings, activities, assignments, attend all classes punctually and complete all scheduled assignments by due dates. You are expected to take responsibility to follow up with assignments and course related announcements. You are expected to participate in all project critiques, class discussions and activities.

(2) Punctuality

You are expected to be punctual for all classes. If you are more than 30 minutes late, you will be

deemed as absent and will not be able to sign on the attendance register.

(3) Absenteeism

In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect your participation grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule*

*Subject to adjustment by instructor according to the teaching situation, students' progress, public holidays and unforeseeable circumstances. A revised schedule will be issued to students at the start of the semester.

Week	Topic	Course LO	Readings/ Activities
1	<ul style="list-style-type: none">Design Contexts and The Design Process <p>Design Contexts will present contemporary issues and design case studies to engage and lead students to consider how a designer can respond to contemporary societal issues and contribute to positive change.</p> <p>Design processes introduces to students various design</p>	1,2	<p>Introductory Lecture and The Design Process</p> <p>In-class discussion and activity: Online Search and Brainstorming</p> <p>Assigned Project: Design Context 1 Explore and develop communication design outcomes that helps raise awareness and encourage a call to action that may contribute to change. Design solution may take</p>

	<p>development processes to serve as frameworks to guide and enable them to discover, define, and develop their design solutions. Student will learn about the different approaches, techniques and considerations at key points in the design process.</p>		<p>form as a design enterprise, a service, a campaign or a product involving any of the format:</p> <ul style="list-style-type: none"> • Prints e.g. Brochures, posters, publications. • Prototypes e.g. Packaging, objects • Time-Based Design E.g. Motion Graphics, Video • Digital Media Design E.g. Web content, Mobile application • Spatial/ Experiential Design <p>Assigned Reading: <i>Design Research: Methods and Perspectives</i>, Brenda Laurel</p>
2 - 4	<ul style="list-style-type: none"> • Design Research Techniques <p>Various user-research techniques such as role-playing, focus group, visual methods will be introduced to enable them to gain insight to the opinions, experience, preference and tastes of a specific audience. Alongside a series of seminars, this section will also include in-class activities on the various techniques.</p>	1,2	<p>Lectures on various user-research techniques such as:</p> <ul style="list-style-type: none"> • Observation, • Role-playing, • Interviews & Focus group, • Visual methods & innovative approaches <p>In-class exercise on Various user-research techniques such as role-playing, focus group, visual methods.</p> <p>Assigned Exercises: Understanding the Audience: This the user-research process for your eventual two design outcomes. The process also requires you use the various methods to define problem to be solved through analysis of problem and identification of target audience, develop clear set of objectives for projects.</p> <p>Assigned Reading: <i>Design Research Investigation for successful creative solution</i>, Neil Leonard and Gavin Ambrose</p>
5-6	<ul style="list-style-type: none"> • Visualising Data <p>Visualising data introduces students to various forms of data</p>	3,4,5	<p>Lectures on: Data visualisation: Forms, characteristics, benefits and</p>

	<p>visualisation and discusses the characteristics, benefits and key considerations when treating information visually.</p>		<p>key considerations.</p> <p>Assigned Projects</p> <p>Visualising Data: Summarise findings from your user research to highlight the key issues, patterns, trends and correlations among your data in a visual graphic format.</p> <p>Continuous review</p> <p>Continuous assessment and feedback throughout production.</p> <p>Student Presentations on visualising data project with critique and feedback.</p>
7-9	<ul style="list-style-type: none"> • Design Context 1 <p>Engage and lead students to explore how a designer can respond to contemporary societal issues and develop effective communication design solution with a suitable choice of media.</p>	1,2,4,5	<p>Assigned Projects</p> <p>Design Context 1: Engage and lead students to explore how a designer can respond to contemporary societal issues and develop and develop effective communication design solution with a suitable choice of media.</p> <p>Continuous review</p> <p>Continuous assessment and feedback throughout production.</p> <p>Student Presentations on Design Context 1 project with critique and feedback.</p>
10 -13	<ul style="list-style-type: none"> • Design Context 2 <p>Engage and lead students to explore how a designer can respond to contemporary societal issues and develop effective communication design solution with a suitable choice of media.</p>	1,2,4,5	<p>Assigned Projects</p> <p>Design Context 2: Engage and lead students to explore how a designer can respond to contemporary societal issues and develop effective communication design solution with a suitable choice of media.</p> <p>Continuous review</p> <p>Continuous assessment and feedback throughout production.</p>

			Student Presentations on Design Context 2 project with critique and feedback.
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