

COURSE CONTENT

Course Code	DV2012
Course Title	Digital Visual Communication
Pre-requisites	DV2004 and DV2005
No of AUs	3
Contact Hours	39 hours studio contact

Course Aims

This intermediate level course will examine theories and practices of digital literacy in various forms. You will be confronted with diverse notions, practices, and ethics that underline digital visual communication projects and environments. You will investigate and create case studies that relate to digital media manifestations of traditional physical visual communication projects, such as online data analytics and information visualization, websites, mobile applications, digital marketing and computer-generated exhibitions for websites and mobile devices. This course will create a substantial foundation of understanding for future digital media communication research and practice.

Intended Learning Outcomes (ILO)

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

1. Explain how digital visual media is a form of literacy (legible and articulated forms of communication).
2. Critically explore and evaluate digital visual projects (two-dimensional and three-dimensional)
3. Interpret and create media effectively based on educated decisions about the digital visual representations of concrete ideas.
4. Present research findings, ideas, progress development and prototypes related to digital visual projects.
5. Participate in class discussion, collaborate with your peers and constructively critique work in progress of various digital communication projects.

Course Content

Digital Visual Literacy (DVL)

Digital Visual Literacy is a term in use that addresses the need to educate students amidst the considerable amount of visual information digitally stored online nowadays. Below there are two short definitions that will be discussed during this course.

'Digital visual literacy, also referred to as twenty-first century literacy, is defined (...) as a set of skills that enable students to use and interpret media effectively' (Martinez, 2009).

'DVL is now essential in many daily life and workplace tasks, from looking critically at newspaper images or TV evening news to using a digital camera, making a Web site, creating presentations, and modelling and visualizing data in virtually all of the sciences' (Spalter & van Dam, 2008).

Historical summary and case study analysis concerning the list of topics below.

The creative projects and your personal interest in diverse subject matters will also bring to the course outline more topics to be discussed in the context of digital visual communications research and outcomes.

Digital Visual Literacy

- The Internet of Things

- Digital natives and digital immigrants
- Digital/Virtual notions
- Ethical considerations

Digital Data

- Visual research design and planning techniques: data analysis, collection, synthesis, generation, and visualization
- Visualization technologies and practices

Relational (Digital) Aesthetics

- Artists and designers as catalyst of digital creative projects
- The authorial role of technology
- Human digital relations and their social context

Field trips and academic and cultural collaborations

You will be able to share your ideas on topics of individual and collective interest and learn from invited guest professors speakers and/or cultural and research institutions in Singapore.

Creative Project 1: Digital Persona

This project is linked to the topics *Digital Visual Literacy* and *Digital Data* and you will be encouraged to integrate all learning's derived from the lectures, presentations, readings, and discussion related to these topics to develop your creative project. The latter will also help you to understand the ethical considerations in place to use digital images pertaining to individuals, including yourself. The project will be based on creating a digital visual outcome based on data analysis, collection, synthesis, generation, and visualization.

Creative Project 2 (Final): Digital Visual Communication practice

This project is related to all the topics discussed during the course *Digital Visual Literacy*, *Digital Data* and *Relational (Digital) Aesthetics*. It will consider different stages for research and production of digital outcomes. Outcomes will range from online data analytics, websites, mobile applications, digital marketing to computer-generated exhibitions for websites and mobile devices. The above-mentioned are only examples from the vast possibilities of the digital realm; you are welcome to propose more digital outcomes that align with your research and creative interests.

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Programme LO	Weighting	Team/ Individual
Continuous Assessment Experimental projects	1,2,3,4	--	40	Individual
Final Project	1,2,3,4	--	40	Individual and/or Team
Continuous Assessment: Participation	5	--	20	Individual
Total			100%	

Recommended Reading and References

- Bourriaud, N. *Relational Aesthetics*. Les Presses du réel, 2002.
- Cubitt, Sean. *Digital Aesthetics*. London: Thousand Oaks, Calif.: SAGE, 1998.
- Darley, A. *Visual Digital Culture*. London and New York: Routledge. 2000.
- Elkins, J. (Ed.). *Visual Literacy*. New York: Routledge. 2008.
- Martinez, K. "Image Research and use in the Humanities: An Idiosyncratic Bibliographic Essay". *Art Documentation: Bulletin of the Art Libraries Society of North America*, University of Chicago Press. 28, 2009, pp. 9–15.
- Spalter, A.M., & van Dam, A. "Digital Visual Literacy". *Theory Into Practice*, Taylor & Francis, 47, 2008, pp 93–101.
- Tufte, Edward R. *The Visual Display of Quantitative Information* (2nd Edition). Graphics Press, 2001.
- Winget, Megan A., Aspray, W. (Eds). *Digital Media: Technological and Social Challenges of the Interactive World*. Scarecrow Press, 2011.

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 – 4	<p>Introduction to the course</p> <p>Digital Visual Literacy</p> <ul style="list-style-type: none"> • Digital natives and digital immigrants • The Internet of Things • Digital/Virtual notions • Ethical considerations <p>Creative Project 1: Digital Persona</p>	1, 2, 3, 4	<p>Introduction: general overview, creative projects, policies, and grading.</p> <p>Lectures on <u>Digital Visual Literacy</u></p> <p>Creative Project 1: Digital Persona introduction, development, and final presentations on week 4.</p>
5 – 7	<p>Digital Data</p> <ul style="list-style-type: none"> • Visual research design and planning techniques: data analysis, collection, synthesis, generation and visualization • Visualization technologies, and practices <p>Creative Project 2 (Final): Digital Visual Communication practice</p>	1, 2, 3, 4, 5	<p>Lectures on <u>Digital Data</u></p> <p>Student Presentations based on specific literature review.</p> <p>Field trip</p> <p>Creative Project 2 (Final): Digital Visual Communication practice Introduction, development, and weekly in-class presentations.</p>

8 – 10	<p>Relational (Digital) Aesthetics</p> <ul style="list-style-type: none"> • Artists and designers as catalysts of digital creative projects • The authorial role of technology • Human digital relations and their social context <p>Guest speaker</p> <p>Creative Project 2 (Final): Digital Visual Communication practice</p>	1, 2, 3, 4, 5	<p>Lectures on <u>Relational (Digital) Aesthetics</u></p> <p>Student Presentations based on specific literature review.</p> <p>Individual consultation hours</p> <p>Guest Speaker presentation</p> <p>Creative Project 2 (Final): Digital Visual Communication practice development and weekly in-class presentations of work-in-progress.</p>
11–13	<p>Creative Project 2 (Final): Digital Visual Communication practice</p>	1, 2, 3, 4, 5	<p>Creative Project 2 (Final): Digital Visual Communication practice development, weekly in-class presentations, and final discussion.</p>