

<b>MODULE TITLE:</b>	<b>Information Design</b>
<b>MODULE CODE:</b>	DES311
<b>DATE OF REVISION:</b>	2011/12
<b>MODULE LEVEL:</b>	2
<b>CREDIT POINTS:</b>	20
<b>MODULE STATUS:</b>	Compulsory - BSc Hons IMD
<b>SEMESTER:</b>	1
<b>LOCATION:</b>	Belfast and Jordanstown
<b>E-LEARNING:</b>	Web Supplemented
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>MODULE CO-ORDINATOR(S):</b>	Potter, T
<b>TEACHING STAFF RESPONSIBLE FOR MODULE DELIVERY:</b>	Potter, T McCormack, P
<b>HOURS:</b>	Visiting industrialists and practitioners. Lectures/ Seminars      24 hrs Structured Discussion      24 hrs Directed Reading          12 hrs Assignment Preparation    70 hrs Directed Study              70 hrs
<b>TOTAL EFFORT HOURS:</b>	200
<b>ACADEMIC SUBJECT:</b>	Design

## **RATIONALE**

This module is designed to prepare students for the industrial reality of the market sector they intend to enter. Each student will be given the opportunity to research and develop a series of related short multimedia presentations.

Students will research the assignment, develop a rationale, sketches and wireframes for their concepts, before finally producing the finished pieces in an authoring tool of their choice. The effective use of typography, in particular its ability to shape and clarify information hierarchy, is treated here as a key element of multimedia works, with emphasis being placed upon exploring and understanding exemplars from typographic and design history.

## **AIMS**

The primary aims of this module are as follows: to develop an awareness of the research, production and design skills required to successfully complete a series of related multimedia works; to introduce fundamental principles of typography and broaden students' awareness of typographic and design history; and to prepare the student for the discipline and methodologies of the multimedia design working environment.

## **LEARNING OUTCOMES**

A successful student will be able to show that he/she can:

### **KNOWLEDGE AND UNDERSTANDING**

- K1 Understand multimedia design principles.
- K2 Broaden their knowledge and awareness of fundamental typographic and design principles.

### **INTELLECTUAL QUALITIES**

- I1 Formulate multimedia designs that conform to given technical and other constraints.
- I2 Analyse and evaluate the extent to which a multimedia system meets the criteria defined for its current use and future development.

### **PROFESSIONAL/PRACTICAL SKILLS**

- P1 Specify, design, construct and test multimedia systems.
- P2 Select and employ suitable techniques and tools for the design, creation and documentation of multimedia systems, with particular emphasis on understanding the whole process involved in the effective deployment of interactive multimedia solutions.
- P3 Prepare and deliver presentations and written reports.

### **TRANSFERABLE SKILLS**

- T1 Communicate effectively with a variety of audience types using various media.

## **CONTENT**

Typography and Design

Design Problem Analysis

Market Analysis

Concept

Development

Typographic Principles

Grid Systems

Wireframe Development and Production

Pre-production Planning

Production

Managing a Project

Report Writing

Design Evaluation

## **TEACHING AND LEARNING METHODS**

Lectures will cover the principles and methodologies which inform visual representation in the communication process. Structured feedback will help students contextualise these in terms of the work to be done and their particular skill profile.

Practical exercises will be the primary device for students to test out their acquired knowledge and their individual creative thinking in terms of concepts for their design solutions.

Students will be directed to read and view a range of material that will provide general support to their growing knowledge of communication and its application. Students will be expected to actively seek out and review a broad range of design exemplars to inform their work and reinforce their awareness of communication design.

## **ASSESSMENT**

Coursework 100%

Students will be required to produce a series of related practical projects. These projects are of equal value in the assessment scheme and should therefore be allocated equal time in their assignment preparation and independent study time. The projects are given at regular points throughout the semester to reflect the taught matter at those times. They are not required for submission until the end of the semester to enable the students to apply their developing knowledge and awareness in a holistic way to the broad range of issues inherent in each project.

The projects are briefed individually and introduced with discussion about relevant aspects and production requirements. The projects focus on the learning outcomes (outlined above) and are assessed as a body of work under the following criteria:

- quality of research preparation;
- innovation and problem solving; and
- applied design practice.

Coursework will measure the student's achievement of learning outcomes:

K1 and K2, I1 and I2, P1, P2 and P3, and T1

## **READING LIST**

### **Required**

Murphy, Christopher and Persson, Nicklas; HTML and CSS Web Standards Solutions: A Web Standardistas' Approach; December 2008; FRIENDS OF ED; 1st edition

Clarke, Andy; Hardboiled Web Design; October 2010; Five Simple Steps; 1st edition

Cederholm, Dan & Marcotte, Ethan; Handcrafted CSS: More Bulletproof Web Design; August 2010; New Riders; 1st edition

Boulton, Mark; A Practical Guide to Designing Grid Systems for the Web; TBC; Five Simple Steps; 1st edition

Lupton, Ellen. (2004) Thinking with Type. New York: Princeton Architectural Press.

Spiekermann, Erik. (2002) Stop Stealing Sheep and Find Out How Type Works. Berkeley: Adobe Press.

Nielsen, Jakob & Loranger, Hoa; Prioritising Web Usability, 2006, New Riders; 1st Edition.

Krug, Steve: Don't Make Me Think!: A Common Sense Approach to Web Usability, 2005, New Riders; 2nd Edition

### **Recommended**

A. Budd, C. Moll, S. Collison. (2006) CSS Mastery: Advanced Web Standards Solutions. New York: Friends of Ed.

Cederholm, Dan. (2005) Bulletproof Web Design. New York: Friends of Ed.

Roberts, Lucienne and Thrift, Julia. (2005) The Designer and the Grid. Hove: RotoVision.

Farrington, Paul. (2002) Interactive - The Internet for Graphic Designers. Hove: RotoVision.

Maeda, John. (2000) Maeda and Media. London: Thames and Hudson.

R. Klanten, H Hellige M Mischler, V Tiegelkamp, JR Hillmann (Ed.). (2000) 72 DPI. Berlin, DGV.

Negroponte, Nicholas. (1995) Being Digital. London: Hodder & Stoughton.

### **Journals (Available in Belfast Campus Library)**

Creative Review, Eye, Grafik, Idea, Baseline, Computer Arts, and Visible Language.

### **URLs**

Thinking With Type - [www.thinkingwithtype.com](http://www.thinkingwithtype.com)

The Elements of Typographic Style Applied to the Web - <http://webtypography.net>

W3C - [www.w3.org](http://www.w3.org)

CSS Zen Garden - [www.csszengarden.com](http://www.csszengarden.com)

A List Apart - [www.alistapart.com](http://www.alistapart.com)

24 Ways – [www.24ways.org](http://www.24ways.org)

USEIT – [www.useit.com](http://www.useit.com)

Web Standardistas – [www.webstandardistas.com](http://www.webstandardistas.com)

Smashing Magazine – [www.smashingmagazine.com](http://www.smashingmagazine.com)

The Grid System - [www.thegridsystem.org](http://www.thegridsystem.org)

Computer Arts - [www.computerarts.co.uk](http://www.computerarts.co.uk)

TED – [www.ted.com](http://www.ted.com)

Given the nature of the web, student are expected to supplement (and where necessary update) the above list with their own research. In addition students will be required to constantly seek out and view design in a broad range of contexts to help them develop an awareness of the application of all elements of design as a foundation for their own practice.