

Danish School of Media and Journalism
Visual Communication/Graphic Design
Visual Identity: Design
Spring 2023, 4th semester
10 ECTS

Aims:

Ability to develop a proposal for a visual brand identity by handling the underlying design process and solving problems related to branding and design.

Pedagogical and didactical approach:

The student learns to link theoretical reflection with actions in practice, as well as to reflect on and apply relevant theory and knowledge. This is done in order to be able to justify and qualify one's actions in professional practice. The learning activities are based on the following fundamental Reflective Practice-based Learning principles:

- No. 1: The students' own experiences are incorporated into teaching and learning activities
- No. 2: Teaching and learning activities designed to include appropriate disturbances
- No. 3: Teaching and learning activities are organized as exploration
- No. 4: The content of teaching and learning activities is based on the good example
- No. 5: Lecturers and students work together on learning processes
- No. 6: Lecturers and students create room for dialogue

Working methods:

The course is a combination of **lectures**, **group tuition**, group work, self-study, peer feedback and assignments. Assignments and projects are worked on individually or in groups. During the course, importance is placed on analysis and reflection on feedback on the student's own as well as other students' products and process.

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Side 1 / 3

Learning outcomes:

The students will obtain the following during the course:

Knowledge and understanding:

- Overview of the field (history, dynamic identities and design systems).
- Strategic design thinking by understanding a brands industry, its stakeholders and its position in the market.
- Agile frameworks: Design thinking and Scrum.
- The theory and practice related to the five phases of designing a visual brand identity (research, ideation, prototyping, specification and activation).
- Operational research methods, branding models, ideation and testing tools.
- Principles for creating designguides.

Skills:

- Ability to gain insights by analyzing a client brief.
- Ability to conceive creative concepts particularly required for visual brand identities.
- Creating a designguide by defining the basic components of a visual identity, including templates, rules and principles for applications.
- Applying and maintaining a coherent, compliant visual identity across print and digital media.
- Pitching a proposal for a visual identity.

Competences:

- Hands-on experience with handling a multidisciplinary design process.
- Ability to design and implement a creative concept.
- Analytical and strategic thinking abilities.
- Ability to empathize with customer needs and behavior.

Literature, compulsory:

(to be purchased before the course begins. Not mandatory for exchange students):

- Hartelius, A.M. (2022): *Visuel Identitet. Designprocessen*, Forlaget Ajour.
- Hartelius, A.M. (2023): *Visuel kommunikation i et følelsesperspektiv*, Forlaget Ajour.

Literature, optional:

- Wheeler, A.: *Designing Brand Identity: An Essential Guide for the Whole Branding Team*, Wiley, 2017.
- Klanten, R. & Sinofzik, A.: *Visual Identities for Small Business*, Gestalten, 2012.
- Johnson, M.: *Branding in 5 1/2 steps*, Phaidon Press, 2002.
- Hanington, B. & Martin, B.: *Universal Methods of Design*, Rockport, 2012.
- Olins, W.: *Corporate Identity*, Thames & Hudson, 1994.
- Mollerup, P.: *Marks of Excellence*, Phaidon Press Limited, 2001.
- Nes, I. van: *Dynamic Identities*, BIS, 2012.

Literature (available online):

- <https://blog.mozilla.org/opendesign/>
- <https://www.logodesignlove.com/>
- <https://www.logolounge.com/>
- <https://www.linkedin.com/learning>

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Tools:

Adobe CC: Illustrator, InDesign, Photoshop, After Effects and Acrobat.

Preconditions for the exam:

Meeting the exam prerequisites is a requirement for the student to participate in the course exam. Examination prerequisites may include attendance, participation, group work, assignments, presentations, etc. Failure to meet an examination prerequisite will result in the student failing an examination attempt.

Mandatory attendance:

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

Compulsory participation:

Participation is compulsory in group work and feedback.

Remedial options:

In case of legal absence, remediation applies.

Substitute assignments: absences from teaching and learning activities may be replaced by 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 content and learning objectives of the course, the course must be rescheduled.

Examination:

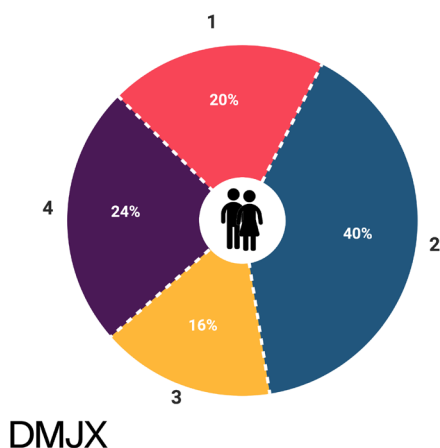
An overall assessment on the 7-point scale with internal examiner and external censor. Examination is individual or groups of max. 2 students. 30 minutes oral examination; voting included (+10 minutes for 2-person group examination). Examination format: The course ends with a creative solution and a report in which the student documents his/her competences to independently analyze, assess, document, and solve design and branding problems. 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

Visual Identity: Design

10 ECTS points
7 weeks



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.

Lectures, workshops, presentations, user tests and discussions.

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.

Research, individual and group assignments.

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.

Reading literature and study cases.

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.

Individual and group supervision in classroom.

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