Ravensbourne University London

Unit Title	Advertising and Branding in the Digital Context
FHEQ Level	4
Unit Code	ABD18104
Credit Value	30 credits
Unit Type	Subject

Learning Hours

Staff – Student Contact Hours		Independent Study Hours	
Classes	90	Independent Study	120
Supervised access to resources	0	Preparation for Assessment	10
		Unsupervised Access to Resources	80
Total			**300**

Unit Description

During this unit, we will examine how the design of communication is being transformed by the plethora of new devices that are now on the market and explore how you can utilize these emerging technologies. You will look at responsive design through creative strategies that evolve in relation to screen dimension and device specific specification. We will discuss how design is being shaped by networked media and explore opportunities, remix, adapt and share. You will also work with more traditional design strategies and examine how typography, hierarchy and grid systems have been adapted to enhance communication in a digital setting. We will experiment with time-based media and look at how motion and sound design can stimulate interaction and engagement through strategically engineered experiences. The unit will culminate with an opportunity for you to apply these principles to a specific design problem by creating a communication strategy that utilises and combines a number of digital experiences.

The Five Principles underpin the Mindsets and Skillsets Manifesto and are the foundation upon which all course curriculum frameworks and unit specifications are based. The relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):

1. Cultivate / Where the individual thrives.
2. Collaborate / Where disciplines evolve.
3. Integrate / Where education engages industry.
4. Advocate / Where purpose meets practice.
5. Originate / creativity meets technology.

Unit Indicative Content

- Structured explorations of process and methodology.
- Testing experimentation and discussion.
- Workshops and practical exercises to introduce basic skills in relevant software.

- Workshops and practical exercises that explore typography, motion design, sound, time based media, interaction and user input.
- Practical exercises to develop problem solving, ideas generation and visual analysis.
- Mood boarding and visual reference gathering.
- Reflection and evaluation using a blog.

Unit Aims

- To examine creative strategies that evolve in relation to screen and device.
- To understand how design is being shaped by networked media and explore opportunities remix, adapt and share.
- To recognise how typography, hierarchy and grid systems have been adapted to enhance communication in a digital setting.
- To explore at how motion and sound design can stimulate interaction and engagement through strategically engineered experiences.
- To develop an understanding of the current practice in relation to Advertising & Branding.
- To establish skills in relevant software platforms.

Unit Learning Outcomes

LO 3 Development/Prototyping

Demonstrate a range of tests and solutions, informed by knowledge of the principles of the creative process.

Related Principle: INTEGRATE

LO 4 (Pre) Production

Identify, select and apply an appropriate selection of processes, materials and methods that inform creative and academic practice.

Related Principle: COLLABORATE

LO 6 Critical and creative mindsets

Demonstrate enquiry into what makes good practice - both creatively and academically

Related Principle: ORIGINATE

LO 7 Employability

Evidence nurturing professional transferable and employability skills, including the ability to manage time and work to clear briefs and deadlines, respond to set goals, and communicate effectively.

Related Principle: CULTIVATE

Learning and Teaching Methods

Directed activity will enable students to establish core skills and an understanding of key concepts. Lectures provide a key tool of directed learning, but activities will also include workshop tasks and problems solving exercises in the studio. Specified tasks will also be required for completion outside of formal classes, and independent study and unsupervised access to resources form an important element of student learning. Critique, group discussion and tutorial provide opportunities for directed analysis, examination, exploration and evaluation. Students will receive feedback on their work during critiques, tutorials and group discussion. Peer review and feedback are also valuable within our assessment strategy. Formal feedback against learning outcomes and assessment is provided at the midpoint of the unit, alongside formative guidance. At the end of the unit summative assessment will take place in response to the submission of specified assessment evidence.

Assessment methods and tasks

Brief description of assessment methods

Assessment tasks	Weighting (%) *(one grade or multi-grade unit)*
• A portfolio of practical outcomes.	100% (all work marked holistically)
• Research & reference material, tests, prototypes, proofs, refinements and other development material organised, annotated and presented in an appropriate format.	

Indicative Assessment Criteria

Assessment criteria are the basis on which the judgment of the adequacy of the work is made. A more detailed assessment criteria will be specified in the brief.

- Evidence the effective utilisation of creative strategies that evolve in relation to screen and device. (LO3, LO4)
- Demonstrate understanding of how design is being shaped by networked media. (LO3, LO7)
- Evidence exploration of how typography, hierarchy and grid systems have been adapted to enhance communication in a digital setting. (LO3, LO4)
- Evidence of an exploration of how motion and sound design can stimulate interaction and engagement through strategically engineered experiences. (LO3, LO7)
- Demonstrate an understanding of the current practice in relation to Advertising & Branding. (LO7, LO6)
- Provide evidence of skills in relevant software platforms. (LO4,L07)

Essential Reading list

1. Dubberly, H. 'Object Ethos to an Organic-Systems Ethos', www.dubberly.com/articles/design-in-the-age-of-biology.html, 2008.
2. Jenkins, H. Convergence Culture: Where Old and New Media Collide. New York University Press, 2008.
3. Maurer, L., Paulus, E., Puckey, J., Wouters, R., Conditional Design Manifesto (http://conditionaldesign.org/manifesto/)
4. Schnapp J, T & Michaels, A. The Electric Information Age Book. Princeton University Press, 2012.
5. Vinh, Khoi. (2010) Ordering Disorder: Grid Principles for Web Design: Grid Principles for Interaction Design (Voices That Matter), New Riders.
6. Yates, D. and Price, J. (2015) Communication Design. Bloomsbury/ Fairchild. London.

*Other reading matter and reference points will be specified within the project briefs that make up this Unit