



Unit Title	<b>Icons, Memes &amp; Visual Networks</b>
FHEQ Level	Level 5
Unit Code	EILC181
Credit Value	15
Unit Type	Elective

<b>Learning Hours</b>			
<b>Staff – Student Contact Hours</b>		<b>Independent Study Hours</b>	
Formal planned learning & teaching delivery (Hybrid)	37.5	Independent Study	50
Supervised access to resources on campus (Hybrid)		Preparation for Assessment	12.5
		Unsupervised Access to Resources (Hybrid)	50
<b>Total</b>			<b>150</b>

**Unit Description**

This unit will examine how image-makers are making use of online networks to communicate ideas and tell stories. Memes and GIFS are shared via social media subverting news and events in popular culture to providing instant satire and commentary. (Originate Principle) Brands use illustrators to create image led content to provide the visual seduction for a marketing message. This new market for visual image-makers requires immediate visual impact and the visual shorthand that enables instant communication. (Collaborate Principle)

In addition screen-based networked channels provide opportunities to remix and evolve messages, engineering inputs from an active audience and we will explore the potential of this principle. We will look at how audience engagement can be measured to shape the nature of subsequent visual material. (Advocate Principle) Monitoring the engagement and impact you will use the feedback and response of your audience to build communication and build a dynamic narrative and by doing so you will open up narrative strands that can evolve and connect storytelling in dynamic and exciting ways. (Cultivate Principle)

**Hybrid delivery**

**Hybrid is commonly used to describe courses in which some traditional face to face teaching has been replaced with online learning activities.**  
**The purpose of hybrid delivery is to take advantage of the best features of both online and face to face learning.**

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

- Workshops examining visual editing and adaptation.
- Workshops exploring how to evolve visual imagery in relation to a communication objective.
- Creative use of social media platforms.
- Experiments with GIF animation.
- Use of a range of contemporary media.
- Speculation and experimentation.
- Understanding & measuring audience engagement metrics.
- Reflection and evaluation using a sketchbook.
- User testing and research.
- Investigation new platforms for illustration and image-making.

## Unit Aims

- To build and develop a narrative across a number of social media channels
- To understand the inherent properties of specific social media channels
- To understand how to adapt and evolve images to communicate ideas..
- To explore and speculate on the emerging communication formats.
- To utilize appropriate visual languages to connect media content.
- To evidence audience engagement through user data.

## Unit Learning Outcomes

### LO 2 Concept/Ideation

Analyse research materials leading to the generation of the ideation and concepts that inform and lead to project development.

**Related Principle: ORIGINATE**

### LO 4 (Pre) Production

Employ relevant knowledge of production skills alongside a grasp of the creative potential of a selection of processes, materials and methods that inform creative and academic practice.

**Related Principle: COLLABORATE**

### LO 5 Presentation /Storytelling For Influence

Select and employ effective methods of presentation and communication of projects in considering the audience/client and the purpose of the work, whether in visual, oral or

written form.

**Related Principle: ADVOCATE**

### **LO 7 Employability**

Demonstrate professional transferrable 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**

**We will deliver our courses using a hybrid approach - a blend of online and face to face delivery, as appropriate to the best learning & teaching methods.**

**Lectures - online (asynchronous delivery)**

**Seminars - online (mixed asynchronous and synchronous)**

**Tutorials - online (synchronous)**

**Guest Lectures - online**

**Studio Based Workshops and Formative Practical Tasks – individual and group**

**Industry led Workshops and Demonstrations**

**Independent Study - booked access to Physical Resources as required**

**Directed Study - online (synchronous)**

## **Assessment methods and tasks**

<b>Assessment tasks</b>	<b>Weighting (%)</b> <i>(one grade or multi-grade unit)</i>
Main project work and presentation	100% <b>(pass/fail)</b>

## **Indicative Assessment Criteria**

- Evidence of a narrative that connects across a number of social media channels (LO4)
- Demonstrate an understanding the inherent properties of specific social media channels (LO2)
- Evidence an understanding of how to adapt and evolve images to communicate ideas.(LO2)
- Demonstrate exploration and speculation of emerging communication formats. (LO4)
- Demonstrate the use of appropriate visual languages to connect media content. (LO5)
- Evidence of audience engagement and analysis of user data.(LO5)

LO 2,4,5

## **Essential Reading list**

## Books

Heller, S. and Chwast S - Illustration: a visual history, Abrams 2008  
Male, A - Illustration: A Theoretical and Contextual Perspective, AVA Publishing 2007  
Male, A - Illustration: Meeting the Brief, Bloomsbury 2014  
Zeegen, L - The Fundamentals of Illustration, AVA Publishing 2005  
Hall, A - Illustration, Laurence King 2011  
Berger, J - Ways of Seeing, Penguin 1972  
Davies, J & Brazell, D - Becoming a Successful Illustrator, Bloomsbury 2017  
Kleon, A - Show Your Work, Algonquin 2014  
Zeegen, L & Roberts, C - Fifty Years of Illustration, Laurence King 2014  
Rees, D - How To Be An Illustrator, Laurence King 2008  
Styles, M & Salisbury, M - Children's Picturebooks (Second Edition): The Art of Visual Storytelling, Laurence King 2020  
New, J - Drawing from Life: The Journal as Art, Princetown Architectural Press 2005  
Hyland, A & Bell R - Hand to Eye, Laurence King 2003  
DeBono, E - Lateral Thinking, Penguin 2009

## Websites

<https://www.itsnicethat.com/>  
<https://www.creativereview.co.uk/>  
<https://www.juxtapoz.com/>  
<https://theaoi.com/>