

SYLLABUS

Course description

The course belongs to the class “caratterizzante” (alternativa) in the MA in Eco-Social Design (LM-12). This course is a compulsory subject in the area “**Make & Intervene**”

Course title	Web & Media Design Area: Make & Intervene
Course code	96104
Scientific sector	INF/01 – Informatica
Degree	Master in Eco-Social Design (LM-12)
Semester	II
Year	1st and 2nd
Credits	6
Modular	No
Lecturer	Matteo Moretti office F4.06.b, e-mail MatMoretti@unibz.it , tel. +39 0471 015309, webpage https://www.unibz.it/en/faculties/design-art/academic-staff/person/9836-matteo-maria-moretti
Scientific sector of the lecturer	INF/01
Teaching language	English
Teaching assistant (if any)	-
Office hours	By appointment
Total lecturing hours	60
Total hours of self-study and/or other individual educational activities	about 90
Attendance	recommended
Prerequisites	-
Course page	https://www.unibz.it/it/faculties/design-art/master-eco-social-design

Course description

The course will focus on integrated practices that converge in the so-called *Visual Journalism*. Visual Journalism is an emergent practice that merges journalism, design and social sciences, to return the complexity of social phenomena to a wider public in a more entertaining and engaging way. A visual journalism project is usually developed by an interdisciplinary group made by journalists, designers, and other experts, collaborating in a complex workflow that would exceed the scope of the course. Indeed, the course is inspired by this complex practice but will mainly focus on the roles designers have in the process. Providing basic skills in web and motion design, the course will guide the students toward the designing of informative artefacts, which may open debates, raise awareness or inspire and activate a broader audience or a local population/community on multifaceted and complex issues. Following a human centered-design approach, students will design step by step their artifacts, focusing on the development of an effective visual and verbal language to affect, engage and inform their target users.

The course offers the opportunity to integrate the student's project work, where it fits the requirements of the course. Thus, students can develop and design websites in the course, which are at the same time part of their semester project.

Educational objectives

Students will be able to:

- collaborate with experts and other designers to develop and implement an integrated project;
- prototype and implement projects;
- use hardware and software tools for designing, prototyping, producing communication projects and presenting projects;
- develop an individual way of thinking, leading to critical judgments and self-assessments;
- balance inspiration and systematic planning;
- balance more intuitive ways of working with more analytical ones;
- balance both emotions and functions in design and communication;
- read experts' articles, studies, and reports related to one's own project issues and integrate that analysis with one's own project design;
- use relevant software and hardware tools and systems productively;
- understand specialist literature so as to integrate it within their own research project;

Knowledge will be acquired in the following fields:

- web design and motion design in a transmedia environment;

List of topics covered

Data visualization

Digital storytelling

Motion Graphic

Visual journalism

Visual storytelling

Web design

Teaching format

Project-based work with a balanced mix of lectures, exercises, presentations, and reviews

Learning outcomes

Knowledge and understanding

Students will acquire knowledge of tools through the visual journalism practice, their importance in the craft of design artifacts able to impact on the society.

Applying knowledge and understanding

Students will be able to apply acquired knowledge in the development of their own projects in web and media design.

Making judgments

Students will acquire the ability to choose the most appropriate materials and techniques to meet the goals of their projects and to critically review other projects in web and media design.

Communication skills

Students will be able to communicate their design choices, concerning design choices and processes, using a specific terminology and with adequate technical/strategic arguments.

Learning skills

Students will learn how to approach questions related to web and media design practices and processes. They will know how they gather the knowledge and the skills needed in a specific project and know when to involve experts.

Assessment

Oral and Written:

- Oral, physical presentation of the student's design project: every student has to deliver informative artefact (see course description). For the ones who are attending the semester project (Projects 2 – Design 2), they may integrate it in their final project. It means the informative artefact works as an extension or integration of the main semester project.
- Critical discussion of the project, in particular, related to the visual storytelling and web design issues
- Documentation (project presentation text, source files, data).
- The documentation will become part of the [The Transfolder](#) (to be submitted with the exam of the English course)

FOR NON-ATTENDING STUDENTS: please contact the lecturer

Assessment language: English

Evaluation criteria and criteria for awarding marks

- Originality, coherence and aesthetic qualities of the design project, in relation to the context and the aims of the project; in particular related to the web and media design process
- Effectiveness in communicating the project, and potential social impact
- Ability to work in a team, with partners and/or experts

Required readings

<https://eu.alma.exlibrisgroup.com/leganto/readinglist/lists/24001255610001241>

Supplementary readings

Moretti's Reserve Collection

<https://eu.alma.exlibrisgroup.com/leganto/readinglist/lists/24001255610001241>

Adversarial design

Carl DiSalvo 1971-Book 9780262017381 Cambridge, Mass. : MIT Press 2012

Basar, S., Coupland, D., & Obrist, H. U. (2015). *The age of earthquakes: a guide to the extreme present*. Penguin UK.

Burgio, V., & Moretti, M. (2019). *Europa Dreaming: Yearning for Europe from the Brenner Pass*.

Breaking the filter bubble: democracy and design

Bozdag, Engin ; Hoven, Jeroen Article 13881957 Dec 2015

Data Journalism : Inside the global future

Book 9781845496630 Suffolk : Abrams 2015

Il potere dei dati : il data journalism e le nuove forme del comunicare

Davide Ludovisi Book 9788898837212 Orbetello : Effequ 2016

Cairo, A. (2012). *The Functional Art: An introduction to information graphics and visualization*. New Riders.

Cairo, A. (2019). *How Charts Lie: Getting Smarter about Visual Information*.

Goldsmith, K. (2016). *Wasting time on the Internet*. Harper Perennial.

Gray, J., Chambers, L., & Bounegru, L. (2012). *The data journalism handbook: how journalists can use data to improve the news*. " O'Reilly Media, Inc."

Visual journalism infographics from the world's best newsrooms and designers

Book 978-3-89955-919-4 Gestalten

Misinformation : Guida alla società dell'informazione e della credulità
Walter Quattrociocchi Book 9788891742254 Angeli

The filter bubble : what the Internet is hiding from you
Eli Pariser 9781594203008 New York [etc.] : Penguin Press 2011

Huff, D. (1993). *How to lie with statistics*. WW Norton & Company.

Johnson, C. A. (2015). *The information diet: A case for conscious consumption*. "O'Reilly Media, Inc."

Moretti, M. (2018). [Contrast cliches and misinformation on migration through a visual journalism project.](#)

[Quattrociocchi W. \(2016\). How does misinformation spread online?](#)

Convergence culture where old and new media collide
Jenkins, Henry New York Univ Press 2008

Websites

<http://peoplesrepublicofbolzano.com/>

[Seed Control](#)

[Escaping Boko Haram, Women and Children on the Road to Nowhere: A 360 View - The New York Times](#)

[Deliverance From 27,000 Feet - The New York Times](#)

[Greenland's melting glaciers may someday flood your city](#)

[Fleeing Boko Haram, Thousands Cling to a Road to Nowhere - The New York Times](#)

[Il Crollo del Ponte di Genova: La Strada verso la Tragedia - The New York Times](#)

[Black Gold, hair extensions and the resulting exploitation – NZ Herald](#)

[THERE ONCE LIVED](#)

[Did the Turkish President's Security Detail Attack Protesters in Washington? What the Video Shows - The New York Times](#)

[Resettling China's 'Ecological Migrants' - The New York Times](#)

[The Fine Line: What Makes Simone Biles the World's Best Gymnast - The New York Times](#)

[What is space junk and why is it a problem?](#)