

**Syllabus**  
**Course description**

<b>Course title</b>	<b>Project Visual Communication 2a "Come On Kids"</b>
<b>Course code</b>	97156
<b>Scientific sector</b>	Module 1: ICAR/13 Module 2: ICAR/13 Module 3: M-FIL/05
<b>Degree</b>	Bachelor in Design and Art (L-4)
<b>Semester</b>	Winter semester 2024/25
<b>Year</b>	3 <sup>rd</sup>
<b>Credits</b>	19 (Module 1: 8 CP, Module 2: 6 CP, Module 3: 5 CP)
<b>Modular</b>	Yes

<b>Total lecturing hours</b>	180 (Module 1: 90, Module 2: 60, Module 3: 30)
<b>Total hours of self-study and/ or other individual educational activities</b>	295 (Module 1: about 110, Module 2: about 90, Module 3: about 95)
<b>Attendance</b>	not compulsory but recommended
<b>Prerequisites</b>	To have passed the Project Visual Communication 1; to have certified the language level proficiency B1 in the course language in years following the first.
<b>Maximum number of students per class</b>	20

<b>Course description</b>	<p>The course belongs to the class "caratterizzante" (module 1), "di base" (module 2) and "affine integrativa" (module 3) in the major in Design.</p> <p><b>Description Module 1 – Visual Communication:</b> EN Children are the ones who will live in and shape the world of tomorrow. However, they are already an integral and living part of the world today. Design and communication are crucial tools for action. The Come On Kids! project aims to contribute to the formation of individuals who are conscious agents of change, by introducing children to various aspects of design and visual communication through educational activities specifically conceived and implemented by students.</p> <p>The intersections between design and pedagogy, and between project development and education, are manifold and trace back to the very origins of modern design. This relationship is not only about educating about design and the design profession's role in educating people through well-designed artifacts and tools but also</p>
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reflects an inherent quality within the design process itself.

The Come On Kids! course aims to address these aspects in relation to visual communication to enhance the creative learning experience of children (age 6-13). The ultimate goal of the project is to develop an educational activity or educational game targeted at children, overseen by an educator or supervisor, and related to one or more specific aspects of design and visual communication. This activity or game should stimulate children's creativity by emphasizing the process and participation rather than the final outcome.

With this purpose, during the semester, students will meet and collaborate with educators, mediators and design experts, as well as with children in order to design and develop artifacts, props and activities, with a particular focus on the activity-book and the outdoor workshop as formats for triggering children's participation and appropriation of contexts, spaces and things. In addition to acquire the knowledge of concepts and skills in the field of visual design and communication, students will be introduced to basic knowledge of pedagogy and cultural mediation useful to pursue careers in these fields. Students will work individually and in groups.

IT

I bambini sono coloro che vivranno e costruiranno il mondo di domani. Ma sono già parte integrante e viva del mondo oggi. Il progetto Come On Kids! mira a contribuire alla formazione di individui consapevoli e attori del cambiamento, avvicinando i bambini a vari aspetti della progettazione e della comunicazione visiva attraverso attività educative appositamente ideate e realizzate dagli studenti.

Le intersezioni tra design e pedagogia, e tra sviluppo di progetti ed educazione, sono molteplici e risalgono alle origini stesse del design moderno. Questa relazione non riguarda solo l'educazione al design e il ruolo del design nell'educare le persone attraverso artefatti e strumenti ben progettati, ma riflette anche una qualità intrinseca al processo progettuale stesso.

Il corso Come On Kids! mira ad affrontare questi aspetti in relazione alla comunicazione visiva per migliorare l'esperienza di apprendimento creativo dei bambini (dai 6 ai 13 anni). L'obiettivo finale del progetto è sviluppare un'attività educativa o un gioco didattico rivolto ai bambini, supervisionato da un educatore o supervisore, e relativo a uno o più aspetti specifici della progettazione e della comunicazione visiva. Questa attività o gioco dovrebbe stimolare la creatività dei bambini enfatizzando

il processo e la partecipazione piuttosto che il risultato finale.

A tal fine, durante il semestre, gli studenti incontreranno e collaboreranno con educatori, mediatori e esperti di design, nonché con i bambini, per progettare e sviluppare artefatti, strumenti e attività, con un particolare focus sull'attività-libro e sul laboratorio all'aperto come formati per stimolare la partecipazione e l'appropriazione di contesti, spazi e cose da parte dei bambini. Oltre ad acquisire conoscenze sui concetti e le competenze nel campo del design e della comunicazione visiva, gli studenti saranno introdotti a conoscenze di base in pedagogia e mediazione culturale, utili per perseguire carriere in questi campi. Gli studenti lavoreranno individualmente e in gruppo.

### **Description Module 2 – Digital Media**

In the Digital Media module, you will work on the design and production of a digital editorial publication documenting the research you have done in the main project and the design decisions you have taken. Within this project, it will be crucial to work on typography by using digital tools as unconventional writing tools. This documentation is not a separate module but is an integral part of the main project. The Digital Media module firstly consists of theoretical and practical lessons in the areas of graphic design, digital interface, typography, digital and information architecture, which, through various exercises, enables all students to gradually improve their digital skills.

### **Description Module 3 – Theories and languages of visual communication**

EN

The theory subject accompanies the topic of the project and modules 1 and 2 by imparting basic knowledge of design theory and design history in relation to the cultural-theoretical topics of 'play and games', 'learning and creativity' and theories of visual communication. It teaches methods of idea generation, supports students with relevant texts and provides an introduction to academic writing - always taking into account the subject area of design.

DE

Das Theoriefach begleitet das Thema des Projektes und die Module 1 und 2 durch die Vermittlung von Grundlagenwissen über Designtheorie und Designgeschichte, bezogen auf die kulturtheoretischen Themen "Spiel und Spielen", "Lernen und Kreativität" und Theorien der Visuellen Kommunikation. Es vermittelt

	<p>Methoden der Ideenfindung, unterstütz die Studierenden mit relevanten Texten und gibt eine Einführung in das wissenschaftliche Schreiben - immer unter Berücksichtigung der Fachrichtung Design.</p>
<p><b>Specific educational objectives</b></p>	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>- have acquired one's own project methodology in the field of product design. This methodology includes the ability to oversee all phases of design, from the generation of ideas to the realisation of the finished project. Through the integrated teaching of project subjects of practical and theoretical nature, graduates will be able to simultaneously address all these aspects and consider them as synonymous with the development of a project that is successful on a formal, technical, scientific and cultural level.</li> <li>- The objective of the course is to ensure that students acquire adequate knowledge of general scientific methods and contents.</li> <li>- Disciplinary objectives - with reference to the indicated topics: <ul style="list-style-type: none"> <li>- the acquisition of essential theoretical knowledge (related to visual culture) so as to be able to carry out a project in the field of visual communication</li> <li>- the acquisition of basic knowledge so as to be able to look critically at their own work and to deal with the complexities of contemporary society</li> <li>- the acquisition of basic knowledge concerning purposeful theoretical subjects in the field of the overarching project topic (related to fictivity)</li> <li>- the acquisition of basic knowledge concerning the culture of design with specific reference to visual culture</li> <li>- the ability to capture and analyse contemporary cultural and social phenomena that characterize design and art;</li> <li>- a theoretical and socio-cultural education that aims to acquire a solid cultural background where technical media skills are combined with a theoretical reflection</li> </ul> </li> </ul>
<p><b>Lecturer</b></p>	<p><b>Module 1 – Visual Communication:</b>  Giorgio Camuffo  e-mail <a href="mailto:Giorgio.Camuffo@unibz.it">Giorgio.Camuffo@unibz.it</a>  tel. +39 0471 015193,  webpage - <a href="https://www.unibz.it/en/faculties/design-art/academic-staff/person/31103-giorgio-camuffo">https://www.unibz.it/en/faculties/design-art/academic-staff/person/31103-giorgio-camuffo</a></p> <p><b>Module 2 – Digital media:</b>  Michele Galluzzo  e-mail <a href="mailto:michele.galluzzo@unibz.it">michele.galluzzo@unibz.it</a></p>

	<p>web page <a href="https://www.unibz.it/it/faculties/design-art/academic-staff/person/44446-michele-galluzzo">https://www.unibz.it/it/faculties/design-art/academic-staff/person/44446-michele-galluzzo</a></p> <p><b><i>Module 3 – Theories and languages of visual communication</i></b>  Gerhard Glüher  e-mail <a href="mailto:Gerhard.Glueher@unibz.it">Gerhard.Glueher@unibz.it</a>  webpage <a href="#">Gerhard Glüher / Libera Università di Bolzano (unibz.it)</a></p>
<b>Scientific sector of the lecturer</b>	<p>Module 1 – Giorgio Camuffo: ICAR/13  Module 2 – Michele Galluzzo: ICAR/13  Module 3 – Gerhard Glüher: M-FIL/05</p>
<b>Teaching language</b>	<p>Module 1 – Italian  Module 2 – English  Module 3 – German</p>
<b>Office hours</b>	<p>Module 1: Tuesday, from 8.30am to 10.30am (online and in presence). 9/13  Module 2: Monday at 6pm; in order to avoid overlapping the exact time of the appointment will be arranged by email.  Module 3: Thursday from 10.00-12.00 and after the lectures.</p>
<b>List of topics covered</b>	<p>Module 1:  Use of visual communication tools; development of editorial publishing projects; typography and graphic project; educational tools project</p> <p>Module 2:  Methods and techniques for graphic design, focusing on editorial design and typography.</p> <p>Module 3:  Methods and theories of visual communication, theories and methods of creativity, visual narratives, games and gaming: history, phenomenology and practices.</p>
<b>Teaching format</b>	<p>Frontal lectures, seminars, workshops and practical exercises, close reading, discussion groups.</p>
<b>Expected learning outcomes</b>	<p><b>Disciplinary competence</b></p> <p><i>Knowledge and understanding</i></p> <ul style="list-style-type: none"> <li>- have acquired their own project methodology in the field of product design, from the phase of planning to the phase of realisation of the project.</li> <li>- have acquired the basic practical and theoretical knowledge necessary to realise a project in the field of product design.</li> <li>- have acquired the basic knowledge to be able to turn a critical eye to their own work and to deal with contemporary complexity.</li> </ul>

- have acquired the basic knowledge necessary for further Master's studies in all components of project culture as well as in theoretical subjects.

*Applying knowledge and understanding*

- plan, develop and realise a project in the field of product design.
- use the basic knowledge acquired in the technical, scientific and theoretical fields to realise a mature project.
- be able to finalize the creation of an accomplished project in the field of product design, thanks to the basic knowledge acquired in the practical and theoretical fields.
- recognise the main phenomena of contemporary society, to observe them critically, also from an ethical and social point of view, and to elaborate appropriate solutions at the level of a design proposal/response.
- make use of the skills acquired during the course of study in the event of continuing studies in a Master's degree programme in the field of product design and to develop them further.

**Transversal competence and soft skills**

*Making judgements*

- Be able to make independent judgements for the purpose of developing their own design skills and in relation to all those decisions that are necessary to bring a project to completion.
- Be able to make independent judgements, both in the critical evaluation of their own work and in their ability to use the right interpretative tools in those design contexts in which they will work and/or continue their studies, also considering ethical and social aspects.

*Communication skills*

- Present an independently realised project in the field of product design in the form of an installation, orally as well as in writing in a professional manner.
- to professionally communicate and substantiate one's own decisions and justify them from a formal and theoretical point of view.

*Learning skills*

- have learned a work methodology at a professional level - in the sense of being able to identify, develop and realise solutions to complex

	<p>problems by applying the knowledge acquired in the practical and theoretical fields - in order to start a professional activity and/or continue their studies with a master's degree programme.</p> <ul style="list-style-type: none"> <li>- have developed a creative attitude and learned how to enhance it and develop it according to their own inclinations.</li> <li>- have acquired basic knowledge in theoretical and practical subjects as well as a study methodology suitable for continuing studies with a master's degree programme.</li> </ul>
<p><b>Assessment</b></p>	<p><b>Module 1:</b></p> <ul style="list-style-type: none"> <li>• Final exam requires the delivery, presentation and discussion of the projects carried out during the semester as well as of their documentation. Students will be asked to answer a number of questions to assess the understanding of the topics covered during the semester. Students will present their work according to instructions that will be provided during the semester and will argue the projects, proving to have critically developed the references proposed during the semester and to have gained a personal interpretation of the proposed design themes.</li> </ul> <p><b>Module 2:</b></p> <ul style="list-style-type: none"> <li>• Submission, presentation and discussion of a series of visual output in the field of graphic design. Students must conceive, develop and produce a series of visual artifacts and communication devices related to the subject of the module. There will be individual presentations where students will discuss their projects, explain their conceptual approaches and their technical choices.</li> </ul> <p><b>Module 3:</b></p> <ul style="list-style-type: none"> <li>• The students must carry out research that fulfils classical scientific requirements. However, design or artistic methods can be used. The topics of this research should be found individually, but they must correspond to the topic of the project. The process and the results of this research are to be presented as a paper in the group and must be submitted as an essay at the end of the semester. This task is to be carried out in teams of two students.</li> </ul>
<p><b>Assessment language</b></p>	<p>The same as the teaching language</p>

**Evaluation criteria and criteria for awarding marks**

*By exam's date, each student must upload on the Microsite of the faculty detailed documentation of the work done during the course.*

<http://portfolio.dsgn.unibz.it/wp-admin>

*Documentation is an integral part of the exam. The documentation must include visual documentation and an abstract of the project.*

The final assessment is based on the content of all the exercises according to the following criteria:

*The evaluation of the single modules does not result in three separate marks, but will add up to the overall project evaluation. There is only one final overall mark for the project, which is defined by the average of the three marks, weighted according to the credits of the individual modules. The professors evaluate the project according to the following criteria:*

**Evaluation criteria and criteria for awarding marks for module 1:**

- Quality of design and graphic presentations
- Independence and critical ability of developing and arguing the design work in accordance with the given themes
- Knowledge, understanding and ability of discussing the references proposed during the semester
- Presence and engagement during the semester

**Evaluation criteria and criteria for awarding marks for module 2:**

- conclusiveness of the design concept
- conclusiveness of the formal aspects of the design work
- quality of the technical execution
- clarity of the presentation.

**Evaluation criteria and criteria for awarding marks for module 3:**

Presentation of the research process during the semester will be taken into consideration for the final mark of the student with 50% and 50% for the essay.

Criteria for the research and essay are: clarity and understandability of the argumentation, an appropriate methodology, complexity of the selected topic and a correct use of the language which fulfils academic standard (presentation and text).



<p><b>Required readings</b></p>	<p><b>Module 1:</b> Several readings related to the topic of the project will be communicated during the course.</p> <p><b>Module 2:</b> Jürg Lehni &amp; Alex Rich, Selected Footnotes from A Recent History of Writing &amp; Drawing, Nieves 2011.</p> <p>Other readings will be presented during the course of the seminar.</p> <p><b>Module 3:</b> Houseley, Laura: The Independent Design Guide, London 2009 (Thames &amp; Hudson). Faßler, Manfred: Was ist Kommunikation?, München 1997 (Fink Verlag). Munari, Bruno: Fantasia, Milano 2006 (Edition Laterza). da Bono, Edward: Das Spielerische Denken, München 1968ff (Scherz Verlag).</p>
<p><b>Supplementary readings</b></p>	<p><b>Module 1:</b> Further readings related to the topic of the project will be communicated during the course.</p> <p><b>Module 2:</b> Further readings related to the topic of the project will be communicated during the course.</p> <p><b>Module 3:</b> Postman, Neil: Das Verschwinden der Kindheit, Frankfurt am Main 1989ff (Fischer TB Verlag). Maeda, John: The Laws of Simplicity, Cambridge 2006 (The MIT Press).</p> <p>Further readings will be presented during the semester if needed.</p>