



MARBELLA  
INTERNATIONAL  
UNIVERSITY  
CENTRE

# Module Study Guide

Academic Year 2020–2021

CD – Communication Design

Level: 7

Credits: 10 ECTS

# Table of contents

---

Key team contact details.....	3
<b>1 Module overview</b>	<b>4</b>
1.1 Introduction.....	4
1.2 Module summary content and aims.....	4
1.3 Learning outcomes to be assessed.....	4
1.4 Indicative Contact Hours .....	4
1.5 Summative assessment grid .....	5
1.6 Assessment brief including criteria mapped to learning outcomes .....	5
Assessment 1: XXXX.....	<b>Error! Bookmark not defined.</b>
Assessment 2: XXXX.....	5
1.7 Learning materials .....	6
1.7.1. Core textbook(s): .....	6
1.7.2. IT, audio-visual or learning technology resources.....	6
1.7.3. Other recommended reading: .....	6
1.7.4. Other resources: .....	7
<b>2 Things you need to know</b>	<b>8</b>
2.1 Engagement.....	8
2.2 Need help, just ask.....	8
2.3 Getting support for your studies .....	9
2.4 Student support.....	9
2.5 Module evaluation – have your say!.....	9
<b>3 Appendix — Research ethics and integrity</b>	<b>10</b>
3.1 Research ethics guidance for students.....	10
<b>Surely some types of research raise more ethical issues than others?</b> .....	10
<b>How can I understand and apply research ethics?</b> .....	10
<b>My research does not involve any of the above issues?</b> .....	11
3.2 Easy steps to ethical approval.....	11
1.1.1. <b>How it works</b> .....	11

## Key team contact details

Module Leader	Christian F.Olsen
Subject Area & School/College	Visual Design
Email	Christian@miuc.org
Phone	+34 952 86 00 00
Location	MIUC

Module Tutor	N/A
Email	
Phone	
Location	

Module/Course Administrator	<b>Jelena Krajacic</b>
Email	<a href="mailto:jelena.krajacic@miuc.org">jelena.krajacic@miuc.org</a>
Phone	+34 952 86 00 00
Location	MIUC

Subject Librarian	Teresa Muñoz-Écija
Email	<a href="mailto:library@miuc.org">library@miuc.org</a>
Phone	+34 952 86 00 00
Location	MIUC

The Course Leader overseeing this module is Ming-Jin Jiang, and can be contacted at [ming-jin@miuc.org](mailto:ming-jin@miuc.org)

Chief Academic Officer responsible for this module is Mirjana Stefanovic, and can be contacted at [m.stefanovic@miuc.org](mailto:m.stefanovic@miuc.org)

# 1 Module overview

---

The Communication Design & Storytelling module is designed to help you develop observe and interpret visual skills that will allow you to become a successful and independent visual communicator.

## 1.1 Introduction

This module will be addressing the elements and principles of design (line, colour, shape, texture, space, form, value, unity, balance, variety, scale, proportion, rhythm, emphasis). you are presented with visual problems to solve (by hand and digitally) on a weekly basis that relate to lecture topics. You should view your participation in this module as a time to acquire foundational skills, develop visual curiosity, research, and experiment. Emphasis is also placed on knowledge of design and the ability to analyse work verbally.

## 1.2 Module summary content and aims

This module will run throughout the second semester (14 weeks) as this will give you the best opportunity to develop and maximise your skills.

This module aims to provide you with the basic skills and knowledge necessities to better understand the fundamentals of producing any sort of visual presentation and design. However, before any design can be expressed, you will learn to find the story behind the design. What story needs to be communicated in order to attract the audience it is supposed to inform - The narrative into which the design is based upon.

Design without any narrative and goal becoming meaningless and boring. This module will through examples and hands-on approach tackle the obstacles one might face in combining the two.

The module will help identify what steps are needed in finding the back story for any sort of design and develop skills of identifying the main story of the campaign and the tools to communicate that narrative.

## 1.3 Learning outcomes to be assessed

On successful completion of this module, you will be able to:

**LO1:** Develop a good knowledge of some of the most important design principles.

**LO2:** Apply and incorporate a good story with the use of colour, shape, images, and typography.

**LO3:** Understand the factors that need to be considered when producing and evaluating a product during the design/story process.

**LO4:** Communicate effectively through visual design.

## 1.4 Indicative Contact Hours

Teaching Contact Hours	56 hours
Independent Study Hours	144 hours (for modules with 20 UK credits) 44 hours (for modules with 10 UK credits)
Total Learning Hours	200 hours (for modules with 20 UK credits)

## 1.5 Summative assessment grid

Type of Assessment	Word Count or equivalent	Threshold (if Professional Body-PSRB applies)	Weighting	Pass Mark	Indicative Submission week	Method of Submission & Date of Feedback (refer to NEOlms)
Poster Design with Written Rationale	N/A	N/A	100%	50%	Week 16	Via NeoLMS & 10 days after the assessment

## 1.6 Assessment brief including criteria mapped to learning outcomes.

### Assessment 1: Poster Design with Written Rationale

- Poster content: You need to include the following elements: How accurately does the poster communicate the purpose and goal for person/group or organization it is designed for? Does it employ the appropriate colour theory and design principles?
- Written Rationale of the decision-making process – “Design a Poster” Besides designing a poster, you will be assessed based on their design and decision-making process, creating a project plan and meeting it. You will also be assessed on their reflection on how the review and redesign cycle strengthened their final product and identify any additional lessons learned.

### Assessment criteria for Assessment 1 (LO1, LO2, LO3 and LO4 will be assessed)

This assessment will be marked according to the following criteria:

- KNOWLEDGE AND UNDERSTANDING OF DESIGN ELEMENTS (30%) The student will show how he/she understands the basic foundations of design principles and how to apply them.
- COGNITIVE SKILLS – UNDERSTANDING THE NARRATIVE (30%) Students ability to apply and incorporate a good story with the use of basic design principles.
- PRACTICAL AND PROFESSIONAL SKILLS (20%) Student will demonstrate their understanding of the factors that need to be considered when producing and evaluating a product during the design/story process. This will include the proficiency in Photoshop as well.
- TRANSFERRABLE AND KEY SKILLS (20%): Students need to present their work in a clear and coherent manner communicating effectively through visual design.

For guidance on online submission of assignments, including how to submit and how to access online feedback, please refer to the MIUC lms student guideline.

## 1.7 Learning materials

The reading list for this module is available on lms in the module area

### 1.7.1. Core textbook(s):

---

2. Lupton, E. and Phillips, J. C. 2008. *Graphic design: the new basics*. New York : Princeton Architectural Press
3. Samara, T. 2002. *Making and breaking the grid: a graphic design layout workshop*. Beverly, Mass.: Rockport Publishers
4. Lupton, E. 2010. *Thinking with type: a critical guide for designers, writers, editors, & students*. New York : Princeton Architectural Press
5. Stone, T. L., Adams, S. and Morioka, N. 2006. *Color Design Workbook*. Gloucester, Mass. : Rockport Publishers

### 5.7.1. IT, audio-visual or learning technology resources

---

Tutorial on how to use Adobe Photoshop.

### 5.7.2. Other recommended reading:

---

6. Snider, L. (2016) *Edit your first photo*. Available at: <https://helpx.adobe.com/photoshop/how-to/photo-editor.html?set=photoshop--get-started--ready-to-use> (Accessed: 2 November 2016).
7. Rodriguez, A & Ethel, S. (2015) *Create your first design*. Available at: <https://helpx.adobe.com/photoshop/how-to/graphic-design-basics.html?set=photoshop--get-started--more-step-by-step> (Accessed: 16 December 2015).
8. Presentative (2015) The basics of the colour wheel for presentation design. Available at: [http://www.slideshare.net/Presentitude/basic-color-theoryforpresentationdesignpart1?qid=1cce30b4-dcf2-42e9-bbf7-0d0b9a4345c2&v=&b=&from\\_search=12](http://www.slideshare.net/Presentitude/basic-color-theoryforpresentationdesignpart1?qid=1cce30b4-dcf2-42e9-bbf7-0d0b9a4345c2&v=&b=&from_search=12) (Accessed: 28 September 2015).
9. Creative Bloq Staff (2012) *How to choose a colour theme*. Available at: <http://www.creativebloq.com/colour/choose-colour-theme-712364> (Accessed: 10 July 2012).
10. Ambreen, A. (2015) *Color psychology vs perception*. Available at: [http://www.slideshare.net/AyeshaAmbreen/color-psychology-vs-perception/37-Step\\_4\\_Compliment\\_Colors\\_withcontent](http://www.slideshare.net/AyeshaAmbreen/color-psychology-vs-perception/37-Step_4_Compliment_Colors_withcontent) (Accessed: 24 October 2015).

11. Martin, C. (2017) *The psychology of logo shapes: A designer's guide*. Available at: <http://www.creativebloq.com/logo-design/psychology-logo-shapes-8133918> (Accessed: 11 September 2017).
12. Vaughan, J (2008) *5 Ways to Visually Connect With Your Clients in Print*. Available at: <http://ezinearticles.com/?5-Ways-to-Visually-Connect-With-Your-Clients-in-Print&id=1555056> (Accessed: 4 October 2008).
13. Williams, D (2013) Find the Heart of Your Brand Storytelling with These 6 Questions. Available at: <http://contentmarketinginstitute.com/2013/06/heart-of-brand-storytelling-6-questions/> (Accessed: 19 June 2013).

#### **13.7.1. Other resources:**

---

**Remember to log into MIUC Ims daily to receive all the latest news and support available at your module sites!**

## 2 Things you need to know

---

### 2.1 Engagement

During the academic year 2020-21, the health, welfare and safety of all our students and staff is our top priority as Spain continues to deal with the ongoing implications of the COVID-19 outbreak.

Face to-face-teaching, access to MIUC facilities and being part of our unique University community are key parts of the excellent student experience at MIUC. We have been working to create a safe and efficient plan that will allow us to deliver these elements when you start with us in the fall semester, subject to government regulation.

MIUC will be ready to teach in September and we are committed to engaging with you as closely as we can, and to ensuring that you have a rich educational experience that is safe and protected to ensure that you continue to get the most from the University life and the city of Marbella.

Whether you are engaging with teaching and learning activities on site or via the MIUC Virtual Learning Environment, we expect the same level of commitment and engagement from you. If you are unable to attend scheduled on site or online activities or complete activities in the timeframes set out, you should let your module leaders know. You should aim to stick to assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, you should talk to your module leaders. Your engagement, whether online or on site, will be tracked and if we see that you are not engaging, we will get in contact with you. However, we encourage you to let us know if you are struggling so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

### 2.2 Need help, just ask

The University recognises that there are times when you may encounter difficulties during your course of study and provisions are made to help you. If you are struggling with meeting deadlines please talk to us, whether it's your course/module leader, personal tutor or any member of staff, speak to them so they can get you the support you need to succeed. You can extend your deadline if you have a good reason why you are not able to submit a piece of coursework on time, [apply online for an extension](#) before your deadline. An extension will allow you an extra 10 working days. If an extension is not sufficient and circumstances beyond your control are preventing you from completing your assessment, then you can, [apply online for mitigation](#).

Please remember late submission without extension or mitigation will result in penalties depending on how late it is, see [Academic Regulations](#).

You are reminded that MIUC applies penalties to students who commit an academic offence, in which case the Academic Offences Regulations will be used to deal with any cases of academic misconduct including examination offences, plagiarism and other means of cheating to obtain an advantage.

You are encouraged to seek advice from the Students' Union and counselling service which support you with all aspects of your academic experience by providing advice and guidance to ensure you are fully informed of the academic regulations as well as advocate for student views.

You are expected to behave in line with University expectations, irrespective of whether your interactions with staff and other students are in person or online. As you will be engaging with others online and a range of online materials, it is important to consider how to stay safe online and ensure your communications are secure and appropriate. If you have any questions about how to manage your online activities, please contact your module leader.



If you have an issue about the module, you should speak to your Module Leader or Course Leader informally in the first instance. Your Course Representative can also raise your concerns at Course Committees, which take place each semester. If you are unable to resolve it informally, you should refer to the Complaints Procedure which is outlined in the student handbook and consult the Students' Union about it. The University aims to ensure that issues are resolved informally as quickly as possible to have minimum impact on your studies.

## 2.3 Getting support for your studies

Throughout your course of study, you will have access to a wide variety of sources of support depending on your individual circumstances and needs. Your first point of call for getting general academic support is your Personal Tutor. As well as approaching your Module Leader with any questions specifically related to your module and your Course Leader with questions on your Course, do contact your Personal Tutor for academic advice in relation your studies and your academic development.

Apart from the University-wide support framework, which encompasses the Module Leaders, Course Leader, the Subject Librarian and your Course Administrator, you will also have at your disposal the MIUC Academic Support Team. The Team offers Academic Skills Workshops throughout the year, helping you to develop skills relevant to your degree. Workshops include for instance Essay Planning and Writing; Critical Thinking; Reflective Writing; Group Work and Presentation Skills.

English Language support and One-to-one academic support opportunities are also available. For information about all these services, please consult the Academic Office.

## 2.4 Student support

In addition to the support listed in the previous section, there is also more help offered by MIUC Student services, consisting of Student Life Department, Internship Support, Life Coaching Service and Counselling service. They offer a wide range of support and services consisting of extracurricular activities; Careers and internship support; Student Welfare and Counselling.

Contact Student Services for more information at:

Student Life Department: [student.life@miuc.org](mailto:student.life@miuc.org)

Internship Support: [cristina@miuc.org](mailto:cristina@miuc.org)

Life Coaching Service: Ms. Ana Cantele, [ana.cantle@miuc.org](mailto:ana.cantle@miuc.org)

Counselling Service: Ms. Eva Berkovic, [eva@miuc.org](mailto:eva@miuc.org)

## 2.5 Module evaluation – have your say!

Towards the end of the module you will be invited to provide some anonymous feedback to the Module Leader through a (online) survey. This is your opportunity to give some direct feedback about the module through a series of questions and free text. Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module.

### 3.1 Research ethics guidance for students

#### 3.1.1 What is research ethics? Why it matters

You will be asked to seek ethical approval for all your research projects undertaken in the course of your studies. Research ethics provides a framework for conducting research that might range from a short questionnaire devised by an undergraduate student through to a multi-million-pound project carried out by a group of professional researchers. All researchers, across all disciplines, should be mindful of ethical issues when planning, conducting, and reporting on their work.

Research ethics works to preserve the safety and rights of research participants in addition to safeguarding the well-being and integrity of the researcher, and the trustworthiness of the research. The University does not adhere to the principles of research ethics in order to prevent research taking place, but to facilitate good research; respecting the interests of all parties, mitigating risks to participants and researcher, and delivering research outcomes that are robust.

#### **Surely some types of research raise more ethical issues than others?**

---

Yes. Typically, research that involves the following would raise ethical issues:

- human subjects,
- vulnerable individuals or groups,
- personal data,
- any type of clinical/physical intervention,
- when conducted in a sensitive or potentially dangerous location, or
- security sensitive information

These ethical issues require appropriate planning in the design of the research to identify and mitigate the risks to the participant or researcher.

Interviewing your peers or friends on certain issues to do a research project is, for example, a typical case where ethical approval is required. Desk-based research centred on journal articles and books would be unlikely to pose acute ethical issues, except in relation to the way the researcher might select the articles, and report on their findings.

In any case, no research should be undertaken without research-ethics approval.

#### **How can I understand and apply research ethics?**

---

First and foremost, research ethics will be addressed by your tutor or supervisor as part of your module. It may also be part of your recommended reading. Different disciplines conduct a range of research using a variety of approaches, so your teaching will cover ethical issues that are most likely to apply to your subject. If you have any questions about the design or conduct of research that you are planning, then you should seek the guidance of the tutor responsible for the module.

Secondly, Research Ethics Risk Assessment system employs a *Research-ethics and integrity risk assessment form* that you are required to complete before commencing your project. This easy-to-complete assessment form helps the University to identify and improve research projects that might raise ethical issues. Just as importantly, it will help you work through the potential ethical dimensions of

your research in a structured step-by-step way.

## **My research does not involve any of the above issues?**

---

*You will still need to complete the Research-ethics and integrity risk assessment form before commencing your project.*

Applying for ethics approval – a link to the ‘Research-ethics and integrity risk assessment form’ can be downloaded from MIUC Ims.

## **3.2 Easy steps to ethical approval**

- Remember, the ethics application form **must** be submitted and approved **before** any research project starts and **before** any potential participants are approached.
- Make sure you have discussed any possible ethical issues with your Supervisor/Tutor/Module Leader before submitting your application. **You need your Supervisor’s/Module Leader’s/Tutor’s approval before getting started with the online approval.**
- The ‘Research ethics and integrity risk assessment form’ can be accessed on MIUC Ims.

At various points you will be asked to provide complementary documents. **Your application cannot be processed without these. You are advised to first type your project description (this is good practice for all applications and research proposals generally).** Make sure you include the following where your project utilises these research methods and instruments (A and B compulsory for all projects):

- A. The completed risk assessment form
  - B. A completed *Project Proposal*
  - C. A participant-information sheet
  - D. An informed-consent form
  - E. A copy of interview questions and/or the questionnaires/instruments you intend to use **or**, if you do not have these questionnaires/instruments, a statement of what will be used (in MS Word, with your application ID at the top)
  - F. A data management and storage statement
- [ Discuss these with your supervisor since details may vary according to project

### **1.1.1. How it works**

---

1. The School/College Ethics Panel will review your application – **this is normally within two weeks of submission**
2. **You and your supervisor** will be informed of the outcome by email
3. Outcomes will be one of the following categories:
  - **Conditional** approval subject to review and re-submission (you must make the changes specified by the panel before you can start)
  - **Provisional** approval subject to additional information and re-submission (you can start your project, but you will need to provide further information at a date determined by the School/College Ethics Panel)
  - **Final** approval (the approval is final, and you do not need to re-submit unless you make subsequent changes to the project)
  - **Rejection** (you must discuss issues raised with your Supervisor)
  - **Referral** to University Research Ethics Committee where risk is identified that requires such referral.



## 4 Appendix: Weekly Content

---

### **Week 1 – Introduction to Communication Design & Storytelling**

Venue:

MIUC

Key concepts/issues:

Module organization, structure, and assignments.

This Week will introduce you to the module organization, structure, and assignments. You will explore the time commitments you will need to make and the skills you will develop through the duration of the module.

Before we can start designing/expressing we need to be able to master the basics of Photoshop. We will explore the interface of the software.

- Introduction to Photoshop
- What is Photoshop?
- File handling and organizing file structures.
- Why are we learning Photoshop on Marketing Course?
- License and instalment of Photoshop.

### **Week 2 – Photoshop Introduction - Layers**

Venue:

MIUC

Key concepts/issues:

How to use layers in Photoshop / Basic Navigation & How to combine images in Photoshop.

Independent Study: Complete exercises / Finish Tutorial started in-class and send to me @ christian@miuc.org

## **Week 3 – Photoshop Introduction – Colours and Adjustment Layers**

Venue:

MIUC

Key concepts/issues:

How to fix an image using levels in Photoshop

How to enhance colours in Photoshop using vibrance

How to change the colour of something in Photoshop using Hue

How to change just one colour in Photoshop

How to make an image black and white

How to add a gradient to an image & text in Photoshop

Independent Study: Complete exercises / Finish Tutorial started in-class and send to me @ [christian@miuc.org](mailto:christian@miuc.org)

## **Week 4 – Photoshop Introduction – Shapes**

Venue:

MIUC

Key concepts/issues:

Creating a specified document in Photoshop

Hot to draw a star, square circle shape in Photoshop.

Stealing Colours & Adobe Colour Themes

Independent Study: Complete exercises / Finish Tutorial started in-class and send to me @ [christian@miuc.org](mailto:christian@miuc.org)

## **Week 5 – Photoshop Introduction – Text**

Venue:

MIUC

Key concepts/issues:

How to create text in Photoshop

How to warp text in Photoshop

How to get text to follow a line or circle in Photoshop

Independent Study: Complete exercises / Finish Tutorial started in-class and send to me @ [christian@miuc.org](mailto:christian@miuc.org)

## **Week 6 – Photoshop Introduction – Layer Styles**

Venue:

MIUC

Key concepts/issues:

How to add a line around the outside of type in Photoshop

How to add a bevel or emboss to text in Photoshop

How to add a drop shadow to text in Photoshop

Presenting your Photoshop work

Project 1: Creating your own postcard

Independent Study: Complete exercises / Finish Tutorial started in-class and send to me @ [christian@miuc.org](mailto:christian@miuc.org)

## **Week 7 – Photoshop Introduction – Selecting & Masking**

Venue:

MIUC

Key concepts/issues:

How to copy from one image to another in Photoshop

How to crop images inside of text

How to remove background in photoshop

Independent Study: Complete exercises / Finish Tutorial started in-class and send to me @ [christian@miuc.org](mailto:christian@miuc.org)

## **Week 8 – Photoshop Introduction – Selecting & Masking**

Venue:

MIUC

Key concepts/issues:

How to put text behind a person

How to create a layer mask

Project 2: Cut a person out & Put them into another image.

For the ambitious student:

How to blend fade one image into another

How to weave text in and out of a photoshop image.

How to select hair

Independent Study: Complete exercises / Finish Tutorial started in-class and send to me @ [christian@miuc.org](mailto:christian@miuc.org)



## **Week 9 – Photoshop Introduction – Filters & Smart Objects**

Venue:

MIUC

Key concepts/issues:

How to add filters & effects

How to create the Dotted Halftone Poster Effect.

What is a smart object?

For the ambitious student:

How to fake realistic motion blur

The Lens Flare rite of passage.

Independent Study: Complete exercises / Finish Tutorial started in-class and send to me @ [christian@miuc.org](mailto:christian@miuc.org)

## **Week 10 – Photoshop Introduction – Blending Modes & Visual Styles**

Venue:

MIUC

Key concepts/issues:

How to instantly remove the white background of a logo

Using blending modes as colour accents

How to create the Spotify Duotone effect

How to create the 3D glasses Anaglyph Effect

How to create the paper cut effect

For the ambitious student:

Project: How to put images inside a bottle using photoshop

Project: Paper cut Effect

Independent Study: Complete exercises / Finish Tutorial started in-class and send to me @ [christian@miuc.org](mailto:christian@miuc.org)

## **Week 11 – Colour – Basic Theory and how to use it in Photoshop.**

Venue:

MIUC

Key concepts/issues:

What is Colour?

How to sample colour?

How to create colour schemes.

Meaning of colour?

Recommended Reading:

Eiseman, Leatrice, 2006, Color – Messages & Meanings: A PANTONE Color Resource.

Independent Study: Complete exercises / Finish Tutorial started in-class and send to me @ christian@miuc.org

## **Week 12 – Texture & Type – Basic Theory and how to use it in Photoshop.**

Venue:

MIUC

Key concepts/issues:

What is Texture in design and how do we use it?

How to find texture resources?

Type? What is it and how do we use it?

Guide to Font Pairing

Independent Study: Complete exercises / Finish Tutorial started in-class and send to me @ christian@miuc.org

**Week 13 – Alignment / Contrast / Balance & Continuity – Basic Theory and how to use it in Photoshop.**

Venue:

MIUC

Key concepts/issues:

Understanding Alignment

Understanding Contrast

Understanding Balance

Understanding Continuity

Independent Study: Complete exercises / Finish Tutorial started in-class and send to me @ christian@miuc.org