

STUDY GUIDE 2009-2010

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MDA

Media & Design
Academie



Bridging Program



Communication & MultimediaDesign

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Introduction

C-md students are sensitive to social needs and creative in designing new media solutions. They rely freely and richly on insights into art, design, audiovisual media, business and social studies.

All of our modules and research projects evolve around 3 themes: Design, New Media and Social Perspective.

design

For our students, designing is a crossdisciplinary practice. To create new media concepts, they rely on insights into art, design, audiovisual media, business and social studies.

The output is variable: from a game, a website, a mobile application to an interactive installation or even avant-garde forms of interfacing. What all concepts share is a dedication to a multimedial approach, combining graphic, audiovisual, textual and software based elements into an encompassing experience.

2

new media

Our students get to know existing structures and applications of new media, but learn to think beyond them.

How can these media be modified and/or combined to open up new ways of use and design? Our students experiment with technology and media from a point of view that merges aesthetics with functionality.

social perspective

Our students research the needs of society, analyze existing new media solutions, and think up new, and better ones. Our students investigate the social and cultural implications of new media in society, and come up with ideas that would benefit today's network society.

Bridging Program

The Bridging Program consists of a group of students coming from various backgrounds: some come from very artistic educational programs, others have a marketing, communication, or technical background. And some students are already multimedia designers. This mash-up of experiences, skills and knowledge is especially interesting in a C-md context. Crossover collaboration provides fertile ground for innovative multimedia design. This collective ambition – to reach the level of renewal and innovation, or in other words to receive a master degree in C-md - is the common ground within the bridging program.

The Bridging Program prepares you for the C-md Master program. The aim is to reach the end level of the bachelor program within a short period of one year. The bridging program pays a lot of attention to the key qualities of a communication and multimedia designer, via the five key courses, a Case Lab and a Project Lab. The critical studies concerning Theories of Image Making and the Design Research Modules guarantee the academic qualities. The module Play Mobile aims at a very specific preparation for the master modules.

Since students match different backgrounds, the bridging program is tailored to the competences of each student. So for each student the program differs slightly. Therefore according to profile your Bridging Program will be designed. You can find more information concerning the procedure to receive exemptions based on EVK (previously acquired skills) in this study guide.

I immediately understood this wasn't meant to be an easy ride. That's why I already started studying the basics of ICT in the summer sun of the South of France. (Michael Liekens graduated in 2006)

Obviously the bridging program is not going to be easy. There is a lot to learn in a short period of time. Not just knowledge but also experience, insights and skills. The teachers and the coordinator of the Bridging Program, as well as the coordinator of C-md will do their very best to support you. But there's also a lot to be done on your own. Self study and out-school training is no exception.

This study guide gives an overall view of the Bridging Program. Each module description also maps the competences involved.

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Content

Bridging Program

Bridging Program

Master Program

Calendar

Domain Specific Reference

Organization

C-md Stod

Study Guidance

Exemptions based on EVK

Key Courses

1. Audiovisual Applications
2. ICT
3. Graphic Design
4. Communication
5. Marketing

Lab Sessions

6. Case Lab
7. Project Lab
8. Play Mobile

Design Research

- 9.1 Theory Sessions
- 9.2 Project
- 9.3 Research proposal
- 9.4 Reporting

Portfolio

10. E-Portfolio
11. Future Studio

Theory of Image Making

12. History & contemporary theories of New Media
13. Theory of Images
14. Media and Cultural Theory: Capita Selecta

Change Management

15. Change Management
16. Project Management

Bridging program

Master program

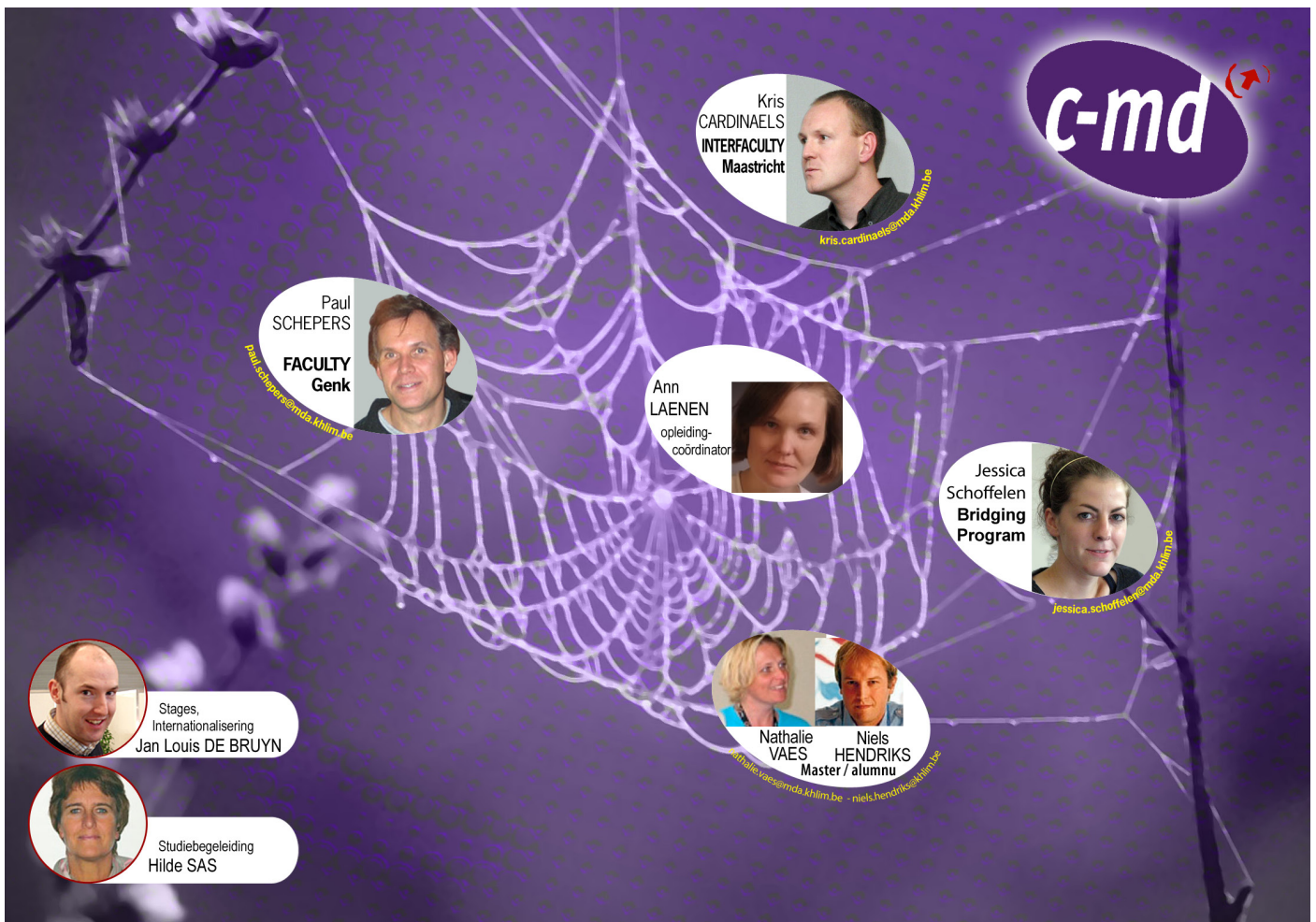
Study modules	contact hours/year	ects
<i>Key courses</i>		
Audiovisual Applications	60	6
ICT	60	6
Graphic Design	60	6
Communication	60	6
Marketing	60	6
<i>Design Research</i>		
	70	8
Theory sessions	(24)	(2)
Project	(36)	(3)
Research proposal**	(12)	(2)
Reporting	(10)	(1)
<i>Portfolio</i>		
e-portfolio**	(6)	(2)
Future Studio	(30)	(3)
<i>Lab Sessions</i>		
Case Lab**	4	3
Project Lab**	10	6
Play Mobile**	72	7
<i>Theory of Image Making</i>		
	60	6
History & contemporary theories of New Media	(20)	(2)
Theory of Images	(20)	(2)
Media and Cultural Theory: Capita Selecta	(20)	(2)
Change Management	60	7
Change Management	(40)	(5)
Project Management	(20)	(2)
TOTAL		72

*(exemptions to be obtained on the basis of EVK/EVC)

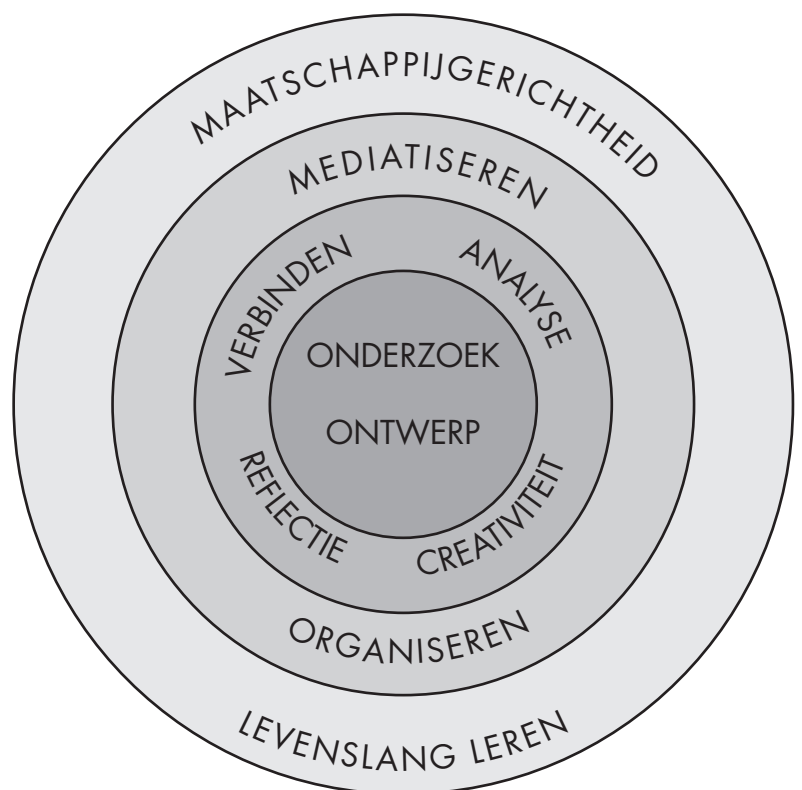
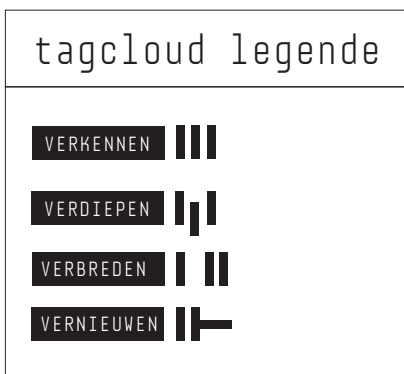
** (no exemptions possible for this module)

Courses Master	h/year	ECTS
<i>3 modules of your choice</i>		18
Social Media Experience 7.08		6
Public Space		6
Experimental media		6
Play		6
Media Lab		6
Stories		6
<i>Compulsory module in open offer</i> (choice of c-md, animation, tv/film, graphic design, photography, product design)		
Experience Design		5
<i>Masterproject</i>		32
Master project - Research		(12)
Master project - Project		(11)
Master project -Presentation		(6)
e-portfolio		(3)
CCC : conceptualisation & creation in context		5
contexts & conversations		(2)
coachings & creations		(3)
TOTAL	483	60

organogram



Domein Specifiek Refentiekader



C-md constantly strives to stay in touch with its students. An important realization in this context is C-md Stod. C-md Stod stands for C-md Student Education (In Dutch: Onderwijs) Discussion. In this meeting students and teachers gather to evaluate the quality of education, discuss problems and possibilities. Both students and teachers determine the agenda. The teachers of C-md discuss the report of each C-md Stod thoroughly during the monthly C-md Core/Teacher meeting.

Procedure: application for exemptions based on previously acquired skills (EVK)

Content

The Media & Design Academie can grant exemptions for parts of the educational program, based on previously acquired skills (EVK). Your degrees and certificate received from an Institute of Higher Education provide the possibility for a reduction of your study program.

The exemptions are approved if MDA can establish that your degree(s) (or part of the degree) is equal to the parts of the program for which you are applying an exemption. The procedure of equivalence takes into account the learning competences, the level, the content and the study size of your former education program.

Procedure

You have to create and hand in a EVK file.

The EVK file consists of:

- A completed EVK sheet (link naar formulier hier)
- A copy of you degree (s) and/or certificate, including the supplements
- A description of the content of the course(s), hand books, readers, ...
- an overview of the (parts of the) program courses, including contact hours and/or ects
- lesson tables
- All additional information that can be useful (e.g. study guides, assignments, etc)

You have to hand in the file at least on October 1st, at the student secretary, for the attention of the course supervisor, Hilde Sas. Afterwards, further information can be asked concerning the content of the former courses. You will receive an approval /disapproval within fourteen days after the file is handed in.

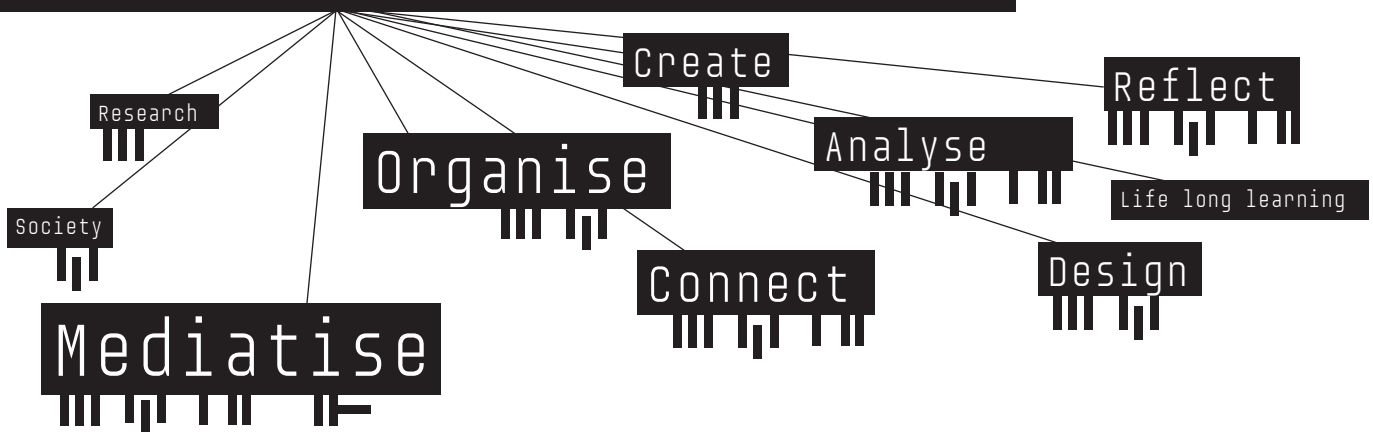
Contact

Please contact the course supervisor Hilde Sas for questions concerning this procedure or the content of the file.
hilde.sas@khlim.be

Study Guidance

Hilde Sas.
Hilde.Sas@mda.khlim.be

AUDIOVISUAL APPLICATIONS



ECTS
HOURS
PROF.

6
60
Rudi Knoops / Sandy Claes

TEACHING METHOD

Seminars and practical exercises

STUDYMATERIALS

Cameras and editing suites
Power point-presentations (pdf files are available on the e-learning platform)
Books (will be announced during the course)
Websites and on-line tutorials

LEARNING OUTCOMES

After following this course the student can:

- identify the most important parameters of the image
- make a 'découpage' of a simple action
- integrate an interview in an edited sequence
- develop a concept using chromakey techniques or transparency, and also actually produce that concept as a media product
- integrate audiovisual media efficiently in a digital context
- describe the parameters that are important during compression

CONTENT

Continuously surrounded by moving images - film, television, internet, games
- students now learn how to use the grammar of the audiovisual medium while translating ideas into moving images and sound.

They explore the possibilities of the audiovisual medium and learn how to creatively integrate it with other media.

Through hands-on exercises they get to know the audiovisual language: the parameters of the image, camera movements, (not) crossing the line, jump-cuts, basic principles of découpage, shotlist, interviews, sound recording, non-linear editing.

In addition, there is a strong focus on compression and integration of media in a digital context.

Especially for a cmd student, video does not remain an isolated medium.

6 ECTS:

- 1: basic level
- 1: compression and integration
- 1: mockumentary
- 1: chromakey & transparency
- 1: experimental techniques A: video & 3D
- 1: experimental techniques B: further exploration

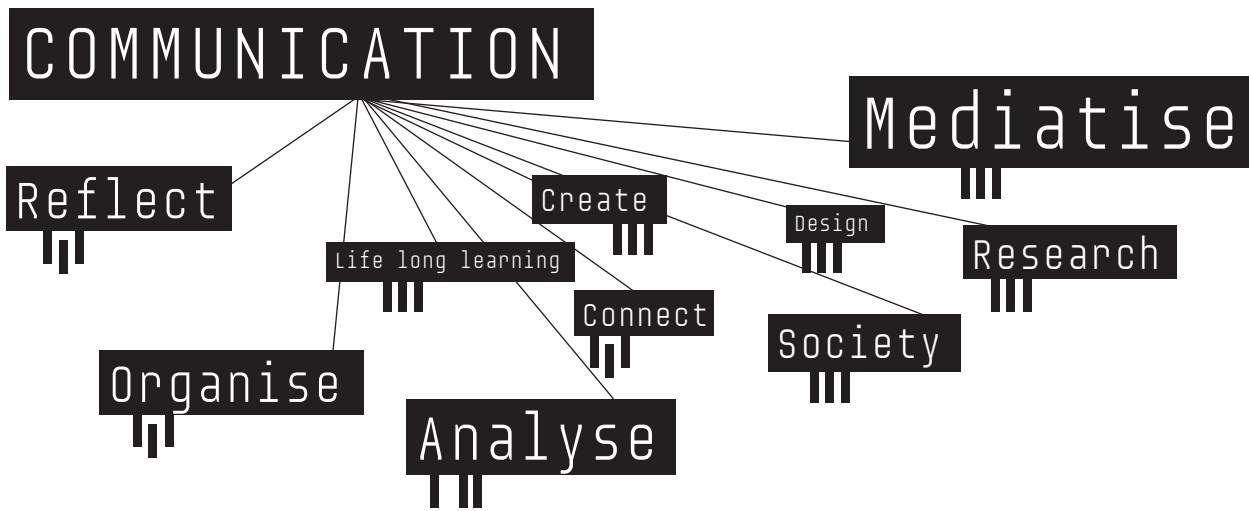
ASSESSMENT

Assignments and permanent student evaluation account for 50 % of the marks.
The final evaluation – the remaining 50 % of the marks - consists of presenting a paper, plus an oral examination.

EXAM CONTRACT possible

EXAMINATION / TOLERANCE

2nd term is possible
Tolerance is possible



ECTS 6
HOURS 60
PROF. Katrien Dreessen

LEARNING OUTCOMES

It is an obvious reality that the spectacular growth of new media technologies has enriched, but also altered the way we communicate. On a level of interpersonal communication, for instance, the many forms of computer mediated communication have introduced novel modes and patterns of interaction. One of the essential goals of this course is to develop theoretical and practical models that help conceptualize these new interactions, and to position them vis-à-vis traditional interactions. On a wider scale, the rise of new media has thoroughly redesigned the current media landscape. This course will research the effects new media technologies have on the already complex relationship between media company and the public. Finally, the changes wrought by new media are not restricted to new opportunities on a mere technical level: new media technologies also challenge us to rethink some of the most fundamental notions about society and mankind itself.

However impressive the opportunities opened up by new media, we also discover that – just like in real life – a lot of miscommunication exists in the virtual world. How can we make optimal use of, for instance, the internet as a means of communication? We will have to take into consideration the critical, impatient and distrustful surfer/reader/user. Webwriting and usability techniques will enable us to make his quest for information and instant gratification as efficient as possible.

A final set of goals involves the student as active communicator. Like no other, a c-md student masters the art of identifying the needs of his interlocutor/client and translating these into an effective communication strategy. As a speaker, he makes effective use of voice, body and multimedia support. As a writer and multimedia professional, he knows how to write and mediatise content. As a team player and team leader, he can identify team roles, streamline team processes and interact optimally with all team members.

CONTENT

- 1. Media basics (1 erts)
 communication – medium – mass communication – computer mediated communication – communication patterns – content – news – media landscape
- 2. Communication strategies (1 erts)
 communication plan – advertising – press relations – internal communication – external communication – direct mail – e-privacy – monetizing media
- 3. Usability & testing (1 erts)
 prioritizing usability – user experience – site structure – information architecture – navigation design – typography – types of testing
- 4. New media (1 erts)
 hypertext – crossmedia – blog – citizen journalism – cyborg – immediacy –

hypermediacy

5. Writing for various media (1 erts)

writing effectively and attractively – structure – webwriting – e-mail – hyper-text – interactive storytelling

6. Oral interactions (1 erts)

Presentation techniques – meetings – pecha kucha – interviewing – leadership and team skills

ENTRY REQUIREMENTS

None specific. More experienced students can be granted some exceptions for this course if preliminary knowledge can be proven.

EXAM CONTRACT possible

EXAMINATION / TOLERANCE Retake exam possible, but permanent evaluation score cannot be altered. Tolerance is possible

ASSESSMENT

Permanent evaluation (tasks, tests, participation,...) = 50%
 Written exam = (50%)

TEACHING METHODS

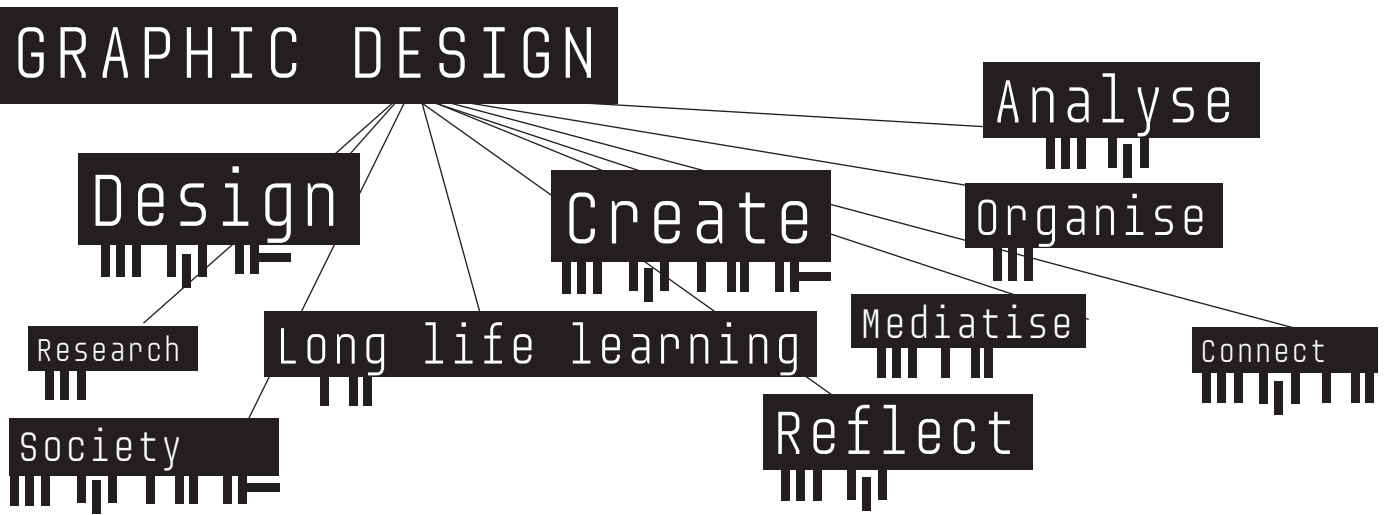
This course makes use of a blend of several teachings methods: seminar, debating, group work, ex cathedra, guest speakers, peer teaching, coaching.

STUDY MATERIALS

Available online, via Toledo.
 Nielsen, J. & Loranger, H. (2006). Prioritizing Web Usability. Berkeley: New Riders.

RECOMMENDED READING

Bolter, J.D. (2000). Remediation: Understanding New Media. Cambridge Ma: MIT Press.
 Michels, W.J. (2006). Communicatie handbook. Groningen: Wolters-Noordhoff.
 Miller, Carolyn H. (2004). Interactive Storytelling. A Creator's Guide to Interactive Entertainment. Boston: Focal Press.
 Manovich, L. (2002). The Language of New Media. Cambridge Ma: MIT Press.
 Musschoot, Iris & Lombaerts, Bart (2008). Media in beweging. Handboek voor de professional. Leuven: LannooCampus.
 Wardrip-Fruin, N. & Monfort N. (2003), The New Media Reader. Cambridge Ma: MIT Press.



ECTS 6
HOURS 60
PROF. Maarten Reynders

GOALS In order to communicate effectively not only has the message to be clear, it also has to be presented clearly. In other words, graphic design improves the way a message is communicated and the experience one has while using a multimedia application. Multimedia professionals have to be able to design user-friendly interfaces that support easy and fast access to the right information. To achieve this, the students have to understand the basic principles of graphic design and learn to work with a selection of tools. The classic rules of typography and layout aren't enough in this world of dynamic and interactive media. Thanks to the digitalisation the graphic possibilities have become endless. In this course we'll start with the very basics of graphic design and along the way the skills and creativity of the students will be stimulated and tested. It's very important all the matters discussed in classed are trained thoroughly in the various exercises, assignments and of course individual study. Students who already studied the subjects in this course can get an exemption for certain subjects or the whole course. Of course this has to be discussed with the teacher first.

CONTENT

Colour & Colour Depth (1 ects)
 Typography / Typography for Screens (1 ects)
 Composition (1 ects)
 Creative Thinking & Visualization (1 ects) L
 Logo Design & Branding (1 ects)
 The Use of Tools / Tips & Tricks (1 ects)
 Adobe Photoshop, Adobe Fireworks, Adobe Illustrator, Adobe Dreamweaver, Adobe Flash, ...

ENTRY REQUIREMENTS

None specific but a little knowledge of the tools is preferential.

ASSESSMENT

Graded assignments to exercise the different principles
 Final written exam

EXAM CONTRACT possible

EXAMINATION / TOLERANCE Resit possible.

Tolerance is possible

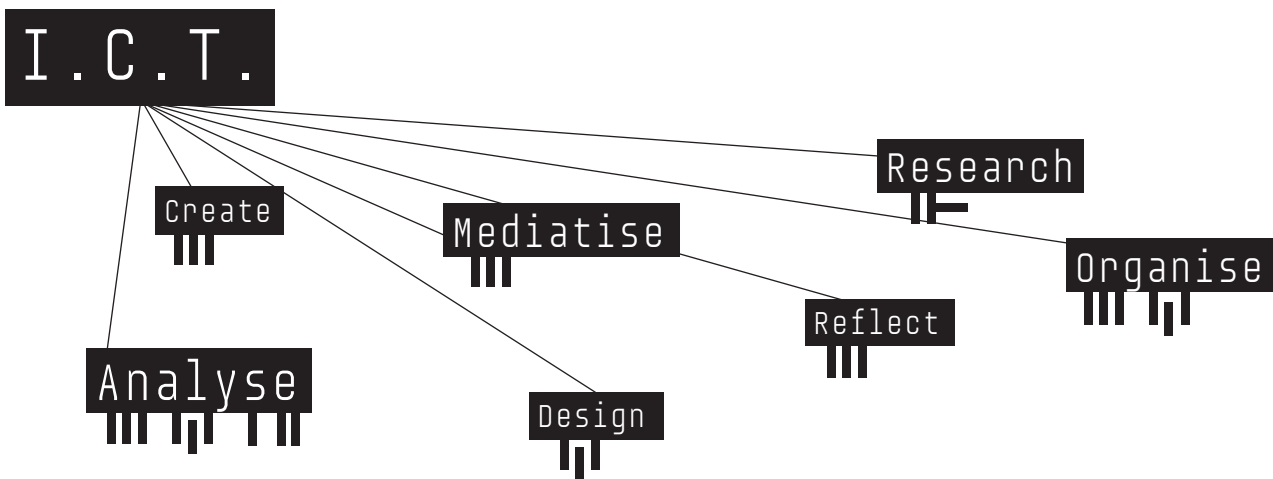
TEACHING METHOD

Theoretical lectures mixed with practical sessions
 Periodic assignments
 Briefing, debriefing, evaluation + continuous coaching during the project as-

signment

STUDY MATERIALS

- Power point presentations
- Manuals for the different tools
- Case studies of good design
- Tutorials



ECTS 6
HOURS 60
PROF. Kris Cardinaels

GOALS

ICT, one of the five core disciplines of C-MD, is without exaggeration indispensable. Without (knowledge about) computers one can not produce a multimedia product (website, e-shop, community site, vortal, ...). On the other hand, ICT is not a goal in itself: the best ICT application is the one you can't see, the one that does the work behind the screens. ICT is a service-oriented discipline. We don't design and implement applications for the honour and glory of ICT, but to get certain tasks done. In this we can't bother the user with all kinds of technical details, but everything must be done in a user-friendly and goal oriented way. In this course, there are many subjects, but they all are characterized by a theoretical foundation with a lot of attention for practical application. It's important to develop your own applications while making your own choices and to be able to motivate them.

CONTENT

HTML + CSS (1 ect): the markup language for web pages. In spite of the increasing use of WYSIWYG HTML editors, an active knowledge of HTML and CSS is very important. Javascript (1 ect): the client-side scripting language for web pages. The goal of this part of the course is not only programming in Javascript but also the introduction of important programming principles, like parameters and functions, step-by-step refinement and object oriented / event-based programming. The emphasis is on traditional applications of Javascript like opening new windows with larger pictures and form validation (checking if the user filled out a web form correctly). Flash Actionscript (1 ect): Depending on the progress we can also do some Actionscript. In Graphic Design you learn how to make animations in Flash. If you really want to involve the user in the animations you can do so by programming them using Actionscript. PHP (2 ect): the server-side scripting language for web pages. First we will look into the similarities between different server and client-side scripts and learn how to process form data using PHP. Cookies and sessions will be taught to learn how to save choices and profiles of the users (language, colour, screen settings, ...). Another part will deal with the possibilities of .htaccess (error handling, login authentication). Afterwards we'll work with a database server. We'll use some code templates which are pre-programmed to cover the technical part. At first it suffices to use these templates, but you'll learn fast enough to use a database for more powerful applications. Databases (1 ect): It's obvious that this is an essential part in this course. For example: product data and supplies of an e-shop, messages on a forum, ... are saved in a database. The subject of this study is relational databases and SQL (Structured Query Language), a standard language used by most database applications. The emphasis is on the selection of data and the design of databases which are free of redundant information. To design databases correctly we'll learn the techniques of Entity-Relation schema.

ENTRY REQUIREMENTS

None specific.

EXAM CONTRACT possible

EXAMINATION / TOLERANCE Resit possible.
 Tolerance is possible

ASSESSMENT Final written examen to test both the theoretical knowledge and practical skills. The theoretical part will be closed book, while the practical part will be an open book exam.

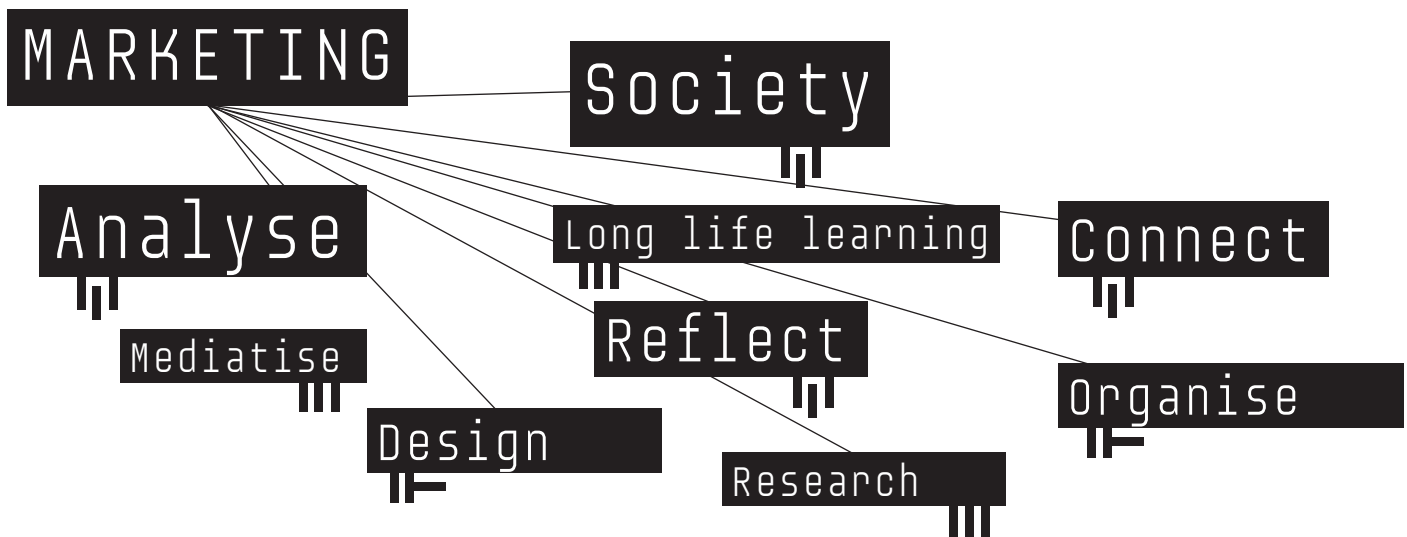
TEACHING METHOD Theoretical lectures: the theoretical background and basic concepts will be taught in class. A lot of examples of code will be shown and explained.

Practical sessions: to acquire the program and design skills needed to pass this course we will do small exercises in class.

Periodic assignments: bigger exercises or combinations of small exercises have to be done at home.

STUDY MATERIALS

Power point presentations
 Books (an up-to-date list will be provided in class)
 Online references and tutorials



ECTS 6
HOURS 60
PROF. Jan Louis De Bruyn

LEARNING OUTCOMES

- The Internet Economy, Triple Play, Experience Marketing, Community Marketing, Mobile Marketing, Interactive Television... confronts us as consumers and businesses with a lot upcoming trends, technology and opportunities during the last years. Not all companies, or brands know how to react on these continuous innovations and neither does the consumer. So our main question is: how do we look at this from a Marketing perspective? Do we have to play according the existing and classic marketing rules or do we adjust these so we can surf on these new waves and create and sustain an innovative & profitable commercial set-up?
- The evolution of the web/mobile based technology and other new media is drastically and continuously influencing the business environment and consumer behaviour. Which started out as a hype in 1999 has undergone many changes since. Markets change rapidly and new business models are established every day. These are true challenges for innovative market developments and business strategies. But regardless of all forecasts or trend spotting, New Media Technology and usage is recognized today as one of the standard channel structures in marketing & communication. There has been a visible power shift towards the consumer.
- The Internet has developed new markets and business opportunities for e-business as e-commerce. And it is not only a playground for the upcoming pure play companies but for any kind of company. Every company has to choose its best suited strategy and can optimise on the basis of trial and error. But servicing your customer even better remains one of the main drivers.
- New markets mean new rules of play. Existing companies need to re-engineer and to rethink business & marketing strategy. Pure play companies need knowledge and practice of the classic but extended marketing principles & behaviour in order to develop a successful strategy and business model.
- This Marketing course will provide you insights in the different marketing topics and will sharpen your knowledge and practice of Marketing. This course is developed as a hands-on course and requires an active participation. We focus on New Media and e-business/e-commerce environments but we do so after a thorough introduction in classic but sustainable basics of Marketing.
- Marketing is and remains useful because end users (business or consumer) are fond of new technologies but desire an added value, a premium personal positioning and a high level of service. You will notice that marketing is and should be present in every step of a company's strategy & policy in order to realise Customer Lifetime Value.

CONTENT

- **Introduction: Marketing in today's society (1 erts)**
 Create a sustainable platform for future thinking and practice. Main insight in the basic Marketing environment.
- **Marketing Environment (1 erts)**
 Micro and macro environments and how these influence a business and the consumer environment.
- **Marketing Strategy (1 erts)**
 The development of a SWOT-analysis as a valuable audit tool for drawing up a strategic Marketing plan. Look at the different aspects and changes when discussing an Internet Marketing plan. Classic marketing topics such as competitor analysis, segmentation, positioning, ... will be studied on a broader level.

• Introduction: Internet Marketing (1 erts)

Where does classic Marketing thinking overlaps or evolves into specific Internet Marketing? What are the challenges and values of E-business and E-commerce? Knowledge of the digital environment and the issues about E-commerce and E-business Strategy is crucial for this.

• Marketing with New Media Technologies (1 erts)

Market value and business opportunities of emerging technologies and user behaviour: Interactive Television, Next Generation Networks, Mobile Environments, ...).

• Near future: Marketing for new generations (1 erts)

How does the modern Marketeer need to comprehend and react on changing society & consumer behaviour?

ENTRY REQUIREMENTS

None specific but any Marketing knowledge is preferential.

ASSESSMENT

- Active participation and discussions
- Paper assignment during the module
- Group presentation about chosen subject
- Final oral or written exam

EXAM CONTRACT possible

EXAMINATION / TOLERANCE

Retake exam possible, but permanent evaluation score cannot be altered. Tolerance is possible

TEACHING METHOD

- Theoretical lectures mixed with practical sessions (tutorials)
- Periodic assignments
- Auto study of imposed topics/chapters + continuous coaching
- Briefing, debriefing, evaluation + continuous coaching during the case assignment

* Course related literature

* Power point presentations with the basic structure of the different topics

* Relevant web documents

* Technology papers or related press articles

* Case studies of best practices

STUDY MATERIALS

- Principles of Marketing, 4th or 5th Edition, Kotler P., Prentice Hall
- or Marketing an Introduction, 1st Edition, G Armstrong, P Kotler, M Harker, R Brennan, Pearson Education
- Internet Marketing, 3rd Edition, Chaffey D., Mayer R., Johnston K., ... Prentice Hall
- E-business and E-commerce Management, 3rd edition, Chaffey D., ... Pearson Education-Prentice Hall ISBN 0-273-70752-3

RECOMMENDED READING

- The Long Tail, Chris Anderson, Nieuw Amsterdam Uitgevers
- Marketing with Interactive Media, Scheer E., Prentice Hall, 2004 - ISBN 90-430-0828-1

CASE LAB

ECTS	3
HOURS	4
PROF.	Katrien Dreessen, Maarten Reynders, Jan Louis de Bruyn, Kris Cardinaels & Rudi Knoops

LEARNING OUTCOMES Case lab is an important part of the Bridging Program. It is a first opportunity for the student to test the competences that he or she has learned during the first ten weeks of the C-md key courses. The student learns how to present him or herself in a personal website. Every key aspect of C-md is important. Attention is given to the design and the content of the website.

CONTENT The C-md program educates people to have the developing as well as consulting abilities. Case lab also pays attention to both type of competences:

- The student has to be a consultant: analyse problems, choose solutions, advise, convince, ...
- The student has to be a developer: work out solutions, create, design, implement, control ...

The student makes a website about him or herself. Case lab tests the basic competences of the student concerning:

- ICT : XHTML en CSS : what can I do with this?
- GV : basic rules concerning graphic design: can your design and typography amplify the content of the website?
- Communicatie : How do I present myself and how do I communicate my ideas to a target group?
- Marketing: How would you brand yourself? And how would you create and develop a personal campaign on the web or with the use of other new media tools?
- AV : evaluate which parts of the content are most suitable for an audiovisual treatment, and produce and integrate this audiovisual content.

Every key course has set up specific criteria for this case. The student receives a full description of the assignment at the start of Case lab.

In case lab the student also provides the basis of e-portfolio. The student infuses the e-portfolio with his own personality and prevents it from being a boring, impersonal résumé. Further information about e-portfolio can also be found in this study brochure.

ASSESSMENT The teachers of the key courses make a collective assessment of the website. The evolution and the end result are evaluated. The student receives feedback (positive aspects and things that to improve).

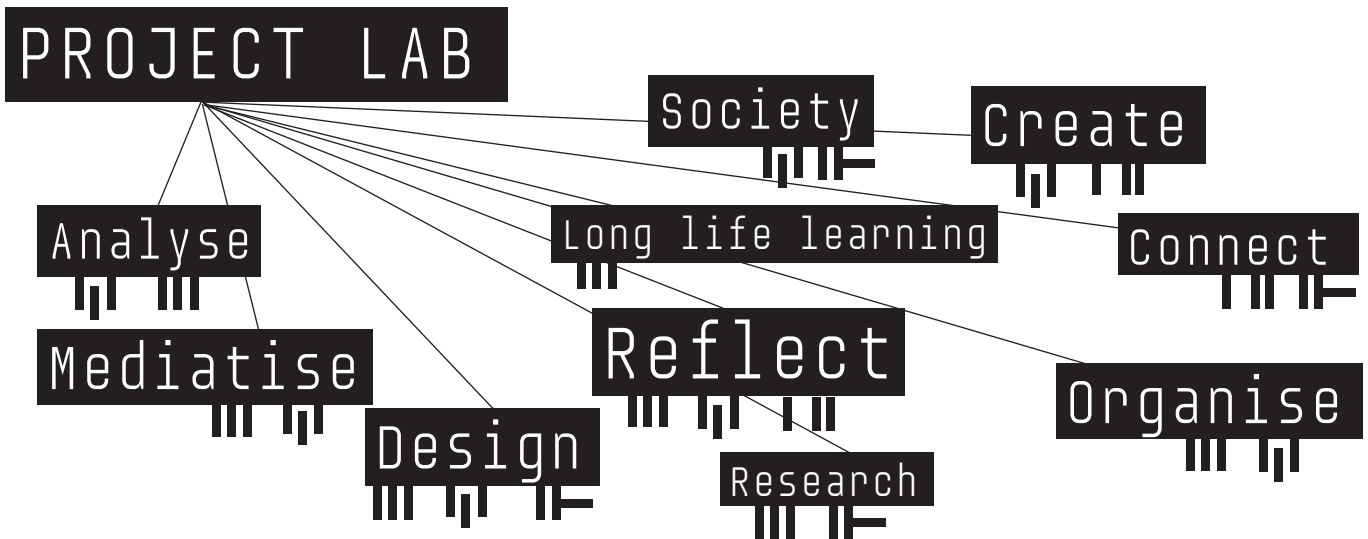
EXAM CONTRACT Not possible

EXAMINATION / TOLERANCE No resit possible.
No tolerance possible

ENTRY REQUIREMENTS
The student has to follow the five key courses of C-md.

TEACHING METHOD The Case lab assignment is an individual task. The student learns to work independently but can ask help from the teachers involved.
There are coaching sessions with the teachers of the C-md key courses.

STUDY MATERIALS The teachers of the C-md key courses make sure that the students have learned the necessary competences during the first ten weeks of the key courses. The students can use these for the execution of the Case lab assignment.



ECTS 6
HOURS 10
PROF. Jan Louis De Bruyn, Maarten Reynders, Kris Cardinaels,
 Katrien Dreessen, Rudi Knoops & Jessica Schoffelen

LEARNING OUTCOMES

The student engages him/herself to apply the knowledge he/she has gained during his/her previous education and during his first year in C-md in a case project.

The student learns to work in team.

The project integrates the five key courses of C-md (marketing, communication, graphic design, AV en ICT).

CONTENT

Different project every year. Project on behalf of external parties, the school or a fictitious sponsor.

ENTRY REQUIREMENTS

The student has followed the five C-md key courses.

EXAM CONTRACT Not possible

EXAMINATION / TOLERANCE No retake possible

Tolerance is possible

ASSESSMENT

Evaluation criteria are set up for every key course.

Evaluation based on evolution, deliverables, prototype, casebook and final presentation.

TEACHING METHOD

Team work, mostly outside the classroom

Coaching sessions from the teachers (6 contact hours)

Interim deliverables and presentations.

Final presentation, casebook and prototype.

STUDY MATERIALS

None specific. The student makes use of the guidelines for the Project Lab and the study materials of the five key courses.

PLAY MOBILE

ECTS	7
HOURS	72
PROF.	Niels Hendriks, Stefan Kolgen, Kevin Demulder, Andrea Wilkinson

LEARNING AIMS The module Play Mobile prepares the student for the Master Modules. This module focuses on 4 domains: interaction design, community, play & narrative.

CONTENT In our everyday life media becomes more and more mobile and is characterized by an interplay of the physical and the digital: you use your mobile phone to chat with your friends on facebook, your Nabaztag-bunny reads your twitter messages and your Nike+ training shoe tracks your running parcours.

In Play Mobile we want to explore the possibilities of a mobile and hybrid form of media use. Besides this, we strive for media design which enhances the social possibilities and uses a challenging narrative to create a rich experience.

This module will therefore be based upon theories on interaction design, online community building, 'play' and narratology.

ENTRY REQUIREMENTS A fascination for new media and insight in the possibilities of web applications is required. The students are expected to be interested in crossmedial and experimental applications. The student has followed the five C-md key courses. Students that followed the Interfaculty Module Community Building, may be exempted for a part of the module Play Mobile

ASSESSMENT

Case(40%)
Presentation research (as used in the case) (15%)
Theoretical exam (45%)

EXAM CONTRACT possible

EXAMINATION / TOLERANCE No tolerance possible
A re-do is only possible for the theoretical part. No re-do for the case.

TEACHING METHOD

Play Mobile will combine practical work, research assignments and more theoretical classes.

We expect from our students an active participation in class.

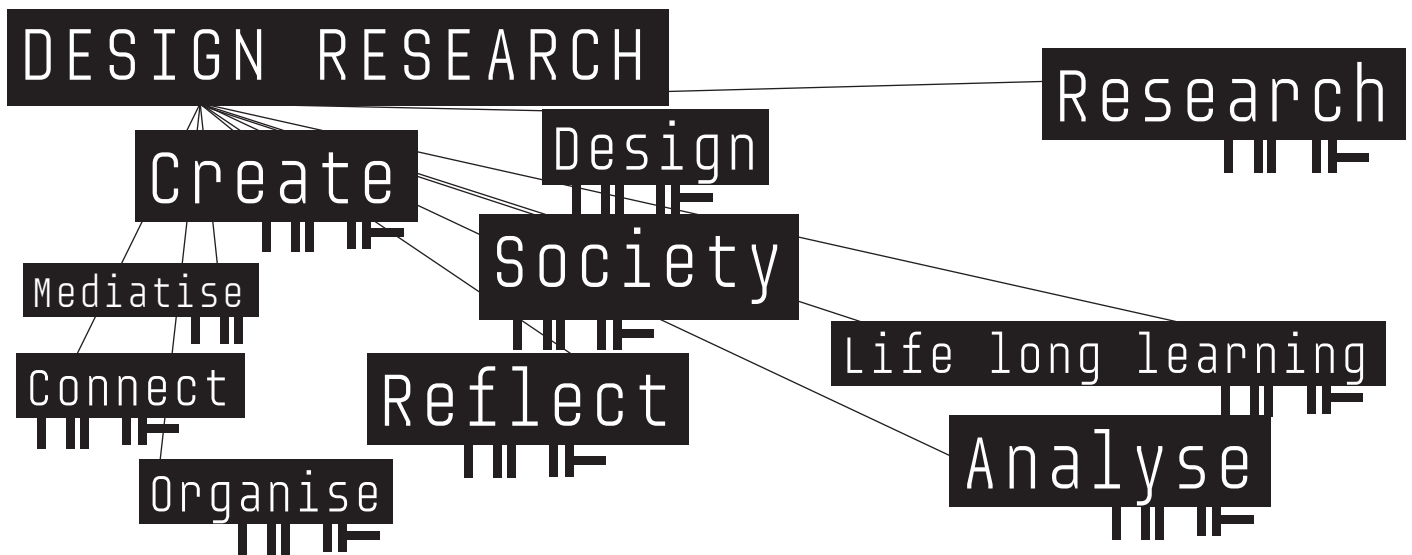
Part of this course will use the Problem Based Learning Method. This is a method where students & docents collaboratively try to solve 'key questions' of their study domain. "Problem Based Learning (PBL) is a concept used to enhance multidisciplinary skills using planned problem scenarios. It is an active way of learning that teaches students problem-solving skills while at the same time allowing them to acquire basic knowledge." <http://www.materials.qmul.ac.uk/pbl/>

STUDY MATERIALS

Secret Strategies for Successful Online Communities (Amy Jo Kim)
Online Communities: Designing Usability and Supporting Sociability (Jenny Preece)
Other course texts will be announced at the starting session.

Literature

(online) Reader of relevant articles
Amy Jo Kim, Community Building on the Web.



The course Design Research is divided into three parts: the theory sessions, the research project and the research proposal.

THEORY SESSIONS

ECTS	2
HOURS	24
PROF.	Jessica Schoffelen

LEARNING OUTCOMES It's important for a researcher to be aware of the fact that even in science there is no universal research method. Different approaches co-exist, each with their own merits. The course Design Research focuses on a selection of research methods and uses case studies to illustrate these methods. The selected methods are not represented as exclusive ways of doing (design) research. Rather they are used as examples of good practice and they can be modified to fit the own practice of research and design. In the same way this course also offers guidelines to design a research project: not as a standard procedure, but as a tool to exploit and modify in each unique design research project.

CONTENT Throughout the course we emphasize the value of transparency and reflection for (design) research. Designers that discuss their approach and research methods and reflect on their own practices can contribute to the forming of an interesting research culture and innovative design outcomes. The students pass several phases of the research project and gain insight in the basic attitudes of a researcher and in research ethics. The selected research methods are: medium research, mapping, interviews, cultural probes, ethnographic research and informance. Finally the course reflects on the importance of cross over-collaboration.

ENTRY REQUIREMENTS Students graduated in the first two years of C-md, or passed the admission test and entered the pre-master year. Bachelor students passed the course 'Onderzoekgericht Denken/Research Thinking' in 2 C-md.

ASSESSMENT Written examination.

EXAM CONTRACT Not possible.

EXAMINATION / TOLERANCE The student gets a second chance to pass the theoretical exam. No tolerance possible

TEACHING METHOD Lectures: basic research principles

STUDY MATERIALS Handbook (in Dutch) and power point slides primarily based on Laurel, B. (2003). Design Research : Methods and Per-

spectives. Cambridge: The MIT Press. Students also have to write their own personal notes during lectures.
(Exchange students have to study the selection of articles that are used for the handbook.)

Recommended reading

- Packer R., Jordan K., & Gibson W. (eds.). (2001). Multimedia: From Wagner to Virtual Reality. This is not part of the study material but is an important book for a broader reflection on technology and new media design.
- The handbook of the course Research Thinking that is part of the program of 2CMD (in Dutch): Huybrechts L., Jansen S. & Schoffelen J. (2009) Onderzoekgericht denken. Genk: Media & Design Academie.

DESIGN RESEARCH PROJECT

ECTS	3
HOURS	36
PROF.	Jessica Schoffelen, Liesbeth Huybrechts, Wim de Buck, Sanne Jansen, Arno Roncada, Luk Van Der Hallen, Edwin Vandermeersch, Rosanne van Klaveren, Tom Vanroy

LEARNING OUTCOMES The student works out a design research project in cross-disciplinary teams consisting of animation, photography, video, product design, communication- and multimedia design and graphic design students. This project confronts the students with the limitations and difficulties, but also with the possibilities of cross-disciplinary collaboration. It creates fertile grounds for innovative and extra-ordinary design, and transforms the solitary designer/artist into a co-author, researcher of a collective process. The project explicitly invites students to investigate the frontiers of their own medium and to leave their common tools and techniques. The project provides the opportunity to apply the research methods that the student learned during theory classes. The student also experiences the difficulties and limitations of certain research methods. Each student team reports about their process. The design outcome of each team can be presented in an exhibition.

CONTENT This year the project concerns collaboration with students that study Psychiatry. The design research project focuses on people with schizophrenic symptoms. This target group is involved as an expert of its own living environment and contributes actively in a process of co-creation. The project concerns two different problem statements. The first one is that life inside the walls of Health Care Psychiatry mostly stays hidden for society in general. The ignorance of mental disorders and a generally unilateral imaging through the mass media is often accompanied by a certain stigma. Secondly, the project focuses on the realities of people with schizophrenic symptoms. The project interprets opportunities that respond to the wishes and needs of the target group. With multimedia and critical designs that take into account the wishes and needs of the individuals themselves, the project aims at a balanced representation.

ENTRY REQUIREMENTS The student has to participate in the theory classes of design research.

EVALUATION METHOD Teacher evaluation: The cross-disciplinary team of teachers and (possible) external partners evaluate the research report, the design, the presentation of the project and the design outcome and timing of deliverances. Peer evaluation: The students of the research team evaluate each other based on group participation and individual contributions.

EXAM CONTRACT Not possible

EXAMINATION / TOLERANCE There will be no second chance for this group assignment.

TEACHING METHOD Cross disciplinary workshop: team work, individual and team research

STUDY MATERIALS Lectures and workshops/feedback. The handbook that is used in the theory classes. All literature and other media sources that are necessary to accomplish the research project.

RESEARCH PROPOSAL

ECTS	2
HOURS	24
PROF.	Jessica Schoffelen, Rob Van Kranenburg Niels Hendriks, Mathy Vanbeul, Bart Geerts, Rosanne van Klaveren, Thomas Laureyssens, Lievn Menschaert, Rudi Knoops, Kris Cardinaels

LEARNING OUTCOMES During this module the student learns to write a research proposal. The student learns to prepare a research: studying literature, developing a research question, choosing the methodological approach and techniques, designing and planning a research, writing a scientific paper.

CONTENT The student now individually executes what he/she has learned during the theory classes and the design research project. The research context for C-md is delimited to changes in society, which can be supported, by new digital design or technological innovation that allows new applications. The student develops a research proposal that relates to his/her own interest. The teacher guides the student through this process. Brainstorm sessions help the student to find an interesting and relevant theme and focus. The student is free whether or not to continue working with this proposal during his/her master year.

ENTRY REQUIREMENTS
Students have to participate in the Research theory classes.

EXAM CONTRACT Not possible

EXAMINATION / TOLERANCE The student delivers a written report of the research proposal and gives a presentation. The student can rewrite his research proposal. No tolerance possible

TEACHING METHOD
Brainstorm sessions
Personal guidance/feedback sessions by teachers from the Master C-md and the teacher from the Design research course.

REPORTING

ECTS	1
HOURS	10
PROF.	Jessica Schoffelen

LEARNING OUTCOMES The course provides guidelines to help the student to start a research project. The student learns to explore existing literature and projects, distinguish trustworthy sources from others, to dissect and understand scientific and non-scientific articles, to select relevant research questions.

The course also provides guidelines on how to write a paper. The student learns to identify his or her own writing style, how to start writing, to dissect different parts of a paper, to refer to other literature.

CONTENT Communication is an essential part of research. Research that is not reported has no value. The course Reporting provides the basis for writing (scientific) papers. The course aims at developing and describing a problem analysis. We learn how to find an interesting and relevant problem statement and how to write a clear description of it. We learn how to execute a study of literature and other sources of information. We learn how to process and integrate information. We look at the structure, writing style and lay-out of a report and learn conventions on how to refer to others in our own work.

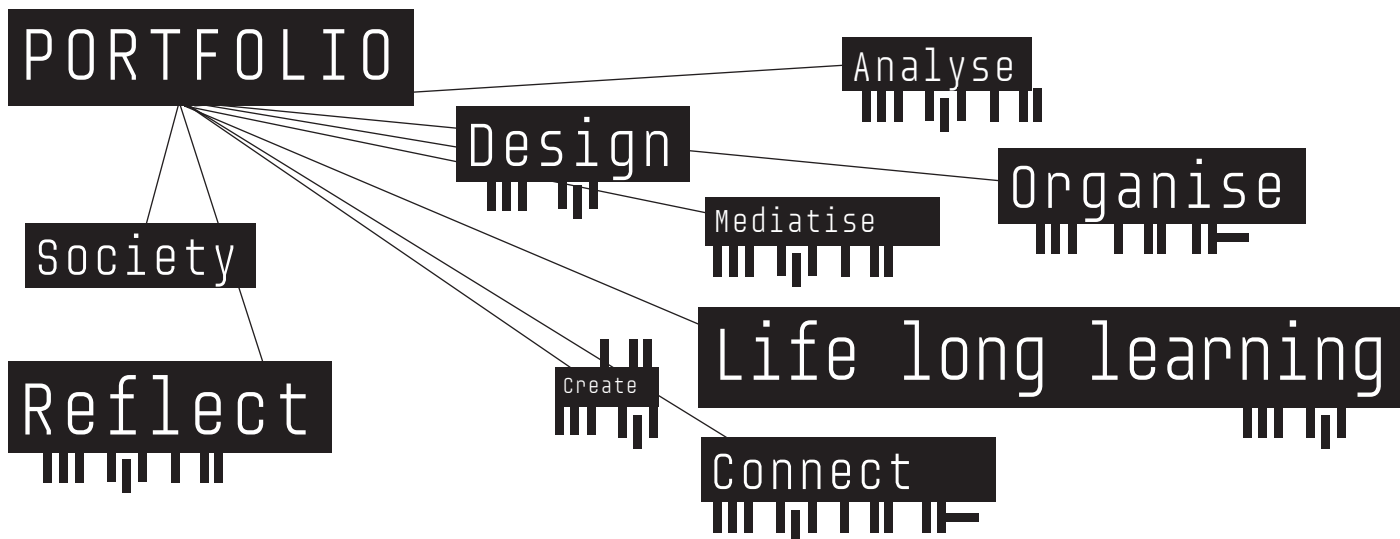
The student applies these guidelines to their own research proposal.

ASSESSMENT No exam. The student writes his research proposal consistent with the guidelines that are provided in this course.

EXAM CONTRACT Not possible

TOLERANCE Resit is possible / No tolerance possible

STUDY MATERIALS Power point slides and the KHLim guideline brochure for referring.



ECTS
HOURS
PROF.

2
6
Jessica Schoffelen, Maarten Reynders,

LEARNING OUTCOMES

At the end of the bridging program the student must:

- know and understand the competences of the bridging program;
- be able to link the educational program with the learning outcomes, curriculum en competences;
- show how the acquired knowledge can be used to realise the competences
- express his intercultural competences;
- make a self reflecting swot-analysis (including a list of blockades, challenges, uncertainties);
- work out a future scenario concerning the master program and the proposal;
- analyse the feasibility of this future scenario critically
- make their own notations of feedback and reflect upon it
- recognise extracurricular learning moments,

CONTENT

The portfolio is the core of the c-md program. The student learns from self-knowledge and the learning questions he asks himself. The portfolio prepares the student for a society that emphasizes life long learning.

General guidelines

The student studies different types of portfolios: evolution, showcase and guidance portfolio en designs his or her own digital portfolio that combines these three types. The show portfolio must be coherent. In the evolution portfolio the student sets out a clear profile. What are my weak spots? Which competences do I select? What can I do to address my weaknesses?

More specific

The teachers explain the educational concept and learning outcomes of the bridging program. The student dissects this concept and learning outcomes and translates them in his/her own curriculum: the student relates the learning outcomes to his/her own former education and to his expectancies concerning C-md. The student sets out a feasible challenge and relates this to the educational competences and the Miller triangle.

The student constantly reflects upon the value of his/her knowledge, the reactions his or her attitude evokes, which result he or she can achieve given his/her own skills.

The student is critical concerning his/her strong and weak spots, searches for possibilities and also recognizes threats in his/her own personality.

This analysis makes it possible to set out an achievable program for him/herself. The student realizes that every activity is a possible learning moment and integrates out school challenges. He relates the teacher's feedback to his/her swot-analysis and redirects his program and formulates new learning

experiences. A mentor is appointed for each student. The mentor guides and supports the student, provides feedback and confronts the student.

ENTRY REQUIREMENTS

None specific. But a collection of former activities and self-reflection is a plus. The student can work further on an existing portfolio (e.g. from his or her former education).

EXAM CONTRACT

possible

EXAMINATION / TOLERANCE

Resit is possible / No tolerance possible

ASSESSMENT

The student must take part in the coaching and gives a presentation of his portfolio.

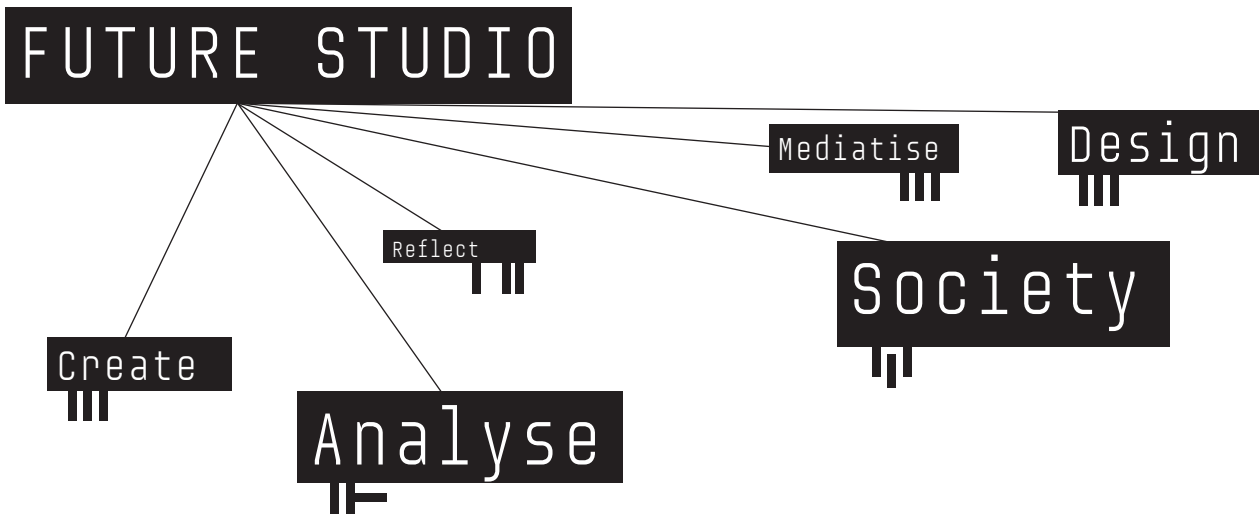
The student takes into account the feedback from the mentor.

TEACHING METHOD

Introduction and coaching

STUDY MATERIALS

Introductory power point presentation



ECTS 2
HOURS 30
PROF. Nik Baerten

LEARNING OUTCOMES Futurstudio focuses on :
 broadening the student's scope, stretching their mind with respect to a diverse range of developments (re)shaping society
 - teaching the student to reason in terms of: context, coherence and consistency, change and dynamics, alternatives enabling the student to assess future developments from a variety of interdependent perspectives enabling the student to explore various ways to visualize or render tangible that which is yet inexistent

CONTENT People in general are fascinated by what the future might hold. But for both public and private organizations, looking ahead, thinking about the long term is increasingly becoming sheer necessity. The ever-increasing speed of change gives rise to a need for deeper insight in possible future developments, their meaning and consequences and a need to increase our grip on the uncertainties with which the future confronts us.
 As such, a new generation of designers equipped with the required knowledge and skills to assess the future, which is able to help translate the threats and opportunities the future might hold to strategic building bricks, innovative solutions, etc. Futurstudio wishes to offer students a series of tasting sessions, in an open and stimulating atmosphere, to acquaint themselves with a range of insights, methods and techniques in futures thinking on the one hand and the design of tangible futures, future experiences on the other. As such, in order to stimulate design thinking with respect to a tangible design (e.g. an object, an environment), students will collaborate on a joint case study project with students in product design (2nd year) within the framework of the latter's course on experience design (cf. 'experienty'). In order to facilitate the collaboration, part of the classes will take place in a common setting.

ENTRY REQUIREMENTS Admission to the program

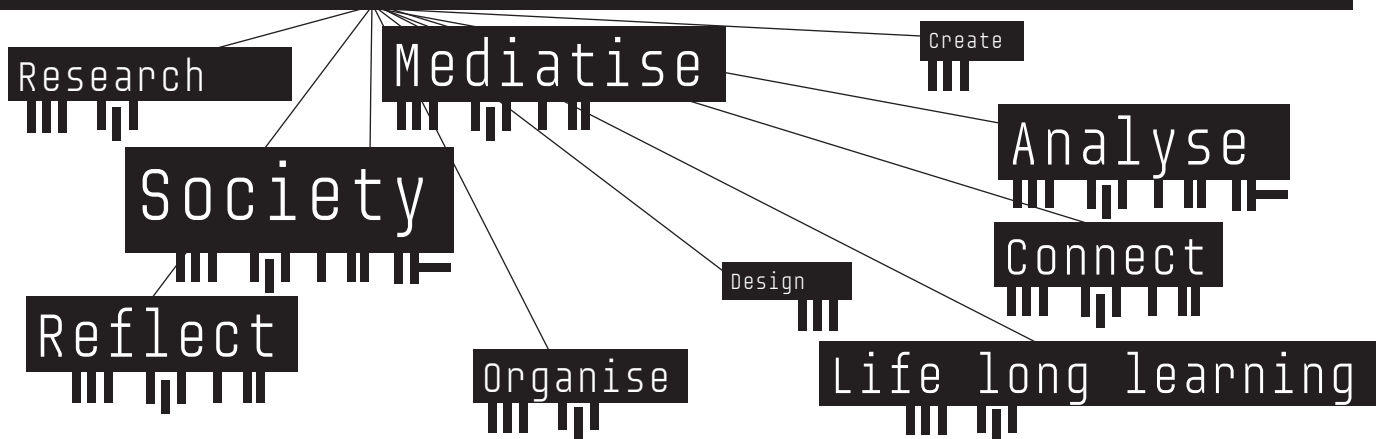
EXAM CONTRACT possible

EXAMINATION / TOLERANCE
 Resit possible / No tolerance possible

ASSESSMENT
 The student will be assessed on the basis of three criteria:
 general attitude & contributive effort (both on individual and group level)
 class assignments (form and content)
 result and presentation of final project

TEACHING METHOD Ateliers and assignments

HISTORY & CONTEMPORARY THEORIES OF NEW MEDIA



ECTS 2
HOURS 20
PROF. Steven Malliet

LEARNING OUTCOMES At the end of the year, the student is able to:

- * Historically frame the history of the new media in the context of the main technological, cultural and social evolutions that have taken place during the past decades.
- * Explain the difference between the so-called 'traditional' and 'new' media in terms of concepts such as interactivity, immersion and immediacy.
- * Explain the role of new media such as digital games, Internet and mobile devices in nowadays' society, from a psychological, cultural, social and structural perspective.

CONTENT Within this course, the social processes surrounding the rise of new media such as electronic games, web 2.0 applications, and mobile communications are studied and debated. We investigate the subject from a multidisciplinary point of view, taking into account the following perspectives:

- * psychological: the effects of different types of new media on different aspects of everyday life are discussed. More specific, we take a closer look at Internet addiction, the effects of violent gaming, and cyberbullying.
- * structural: we take a closer look at the processes of meaning creation that take place in an interactive 'text'. We also study concepts such as convergence and 'cross-media' storytelling.
- * pedagogical: we investigate different aspects of e-learning, and, associated with this of the digital divides that still exist nowadays.
- * social: the influence of online social networking on a person's social life are debated.
- * production context: we explain a number of legal and economic issues that are associated with the use of the Internet for the distribution of digital media contents.

ENTRY REQUIREMENTS no specific requirements.

ASSESSMENT Oral exam. The student is given a number of questions, that aim to probe for knowledge, capability to contextualize, and capability to apply to a specific context.

EXAM CONTRACT possible

EXAMINATION / TOLERANCE

Second examination is possible.
Tolerance is possible

TEACHING METHOD Hearing classes.

THEORY OF IMAGES



ECTS
HOURS
PROF.

2
20
Virginia Tassinari

EXAMINATION / TOLERANCE

Possibility of iteration of exams / No tolerance possible

EVALUATION

Written exam.

TEACHING METHOD

In class: here one ought to create a certain theoretical framework, by means of use of primary and secondary literature and illustrations (slides, books, articles and other didactical materials)

Self study

STUDY MATERIALS

- PowerPoint presentations
- Chapters and fragments of books, texts from art catalogues.
- Scientific articles
- Material from the World Wide Web
- Students' own notes
- The work of art in the time of its mechanical reproduction – Walter Benjamin
- Ways of seeing – John Berger (partially)

LEARNING OUTCOMES

The student will be familiarised with the following notions and competences:

- Theory and principles of analysis of images
- How to “read” an image and analyze it at various levels
- How to link different basic cultural concepts from art, philosophy and literature to images
- How to assess the contemporary use of images in media and communication in general
- What are some of the major theories on the role of images in our society.
- What are some of the basic notions of contemporary aesthetics and semiotics of images
- What are possible relationships between images and words in linear as well as new media
- How to look at images (photography, video art, media art, media) in a critical way
- How to become aware of the cultural-philosophical implications and value of images in contemporary society

CONTENT The course analyzes in detail what contemporary philosophers and theorists of culture/critical theorists think about the role of pictures in our society, with special attention being paid to the reciprocal influence of images and media. Among the theories that will be analyzed are those of Jean Baudrillard, Walter Benjamin, Susan Sontag, Paul Virilio, Theodor W. Adorno, Roland Barthes, Alain de Botton, Walter Ong, Marshall McLuhan, etc.).

The student will be challenged to reassess his/her own theoretical framework, the cultural background to his/her own work's use of images and to look at it in a more critical way. Awareness will also be raised to the cultural-philosophical backgrounds of images.

Special attention will be paid to the relationship between images and new media and the possible actualization in the contemporary multimedial context of authors such as Walter Benjamin. The course aims to enable the student to make use of images in ways that take into account critical aspects which represent a rich inheritance of our cultural history (see for instance the concept of hyperreality in Jean Baudrillard). Some basic principles of semiotics (connotation & denotation) will be

ENTRY REQUIREMENTS No specific ones

EXAM CONTRACT possible

MEDIA AND CULTURAL THEORY

Capita Selecta

ECTS	2
HOURS	20
PROF.	Steven Malliet

LEARNING OUTCOMES

- Students work towards a critical understanding of media and media messages.
- Students understand the theoretical concepts of the media - and cultural theories dealt with.
- Students are able to demonstrate their understanding by giving new examples
- Students are able to make use of the theoretical apparatus to critically and creatively analyze a wide variety of contemporary media phenomena.
- Students are able to participate in the public debates around media and media messages.

CONTENT The proposition of the course is that media (messages) aren't as new, nor as singular as one often thinks they are. Media histories and theoretical concepts stemming from media and cultural theory serve as the kaleidoscopic looking glass through which media are studied and messages are questioned. Guides along our way are eminent thinkers, such as Friedrich Kittler, Edward Saïd, Michel Foucault and Alison Landsberg.

ENTRY REQUIREMENTS none

ASSESSMENT Final written exam + exam paper

EXAM CONTRACT possible

EXAMINATION / TOLERANCE

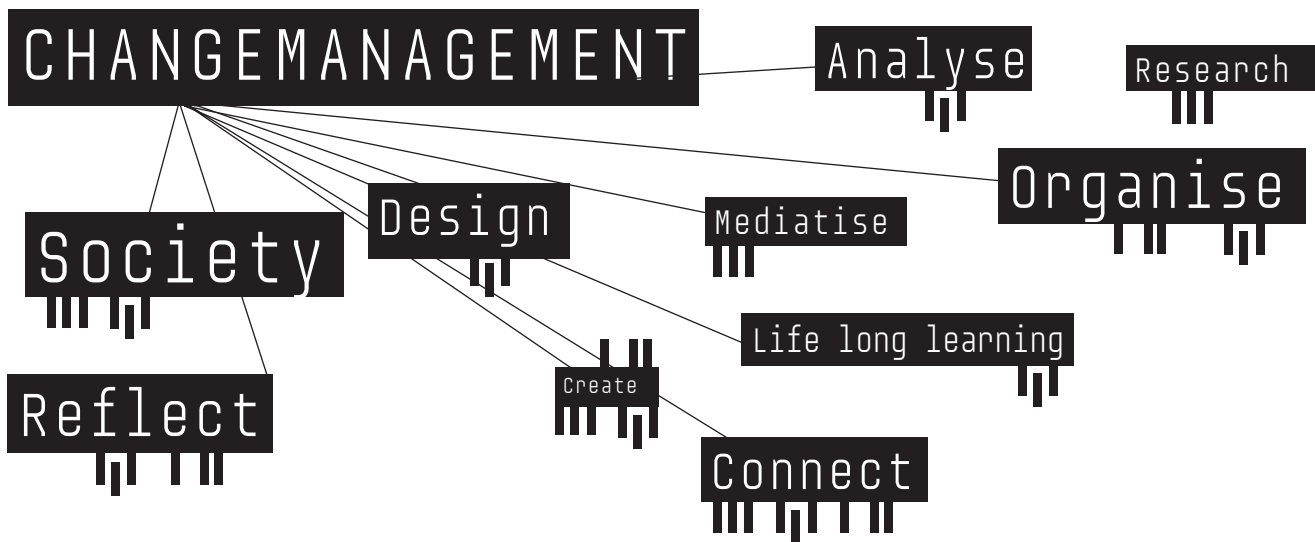
Resit possible for exam & paper / No tolerance possible

TEACHING METHOD

teaching, discussion, presentations

STUDY MATERIALS

Power point presentations + reader + audio visual material



ECTS 5
HOURS 50
PROF. Nathalie Vaes & Silvia Van Aeken

LEARNING OUTCOMES In this module the student will learn the following competences:

- The student can initiate, manage, communicate and implement change projects. The student learns the challenges and obstacles for change leaders through theoretical models and change exercises. Changing an organization is a process where individuals, groups and organizations interact with each other. The student understands the influence of organizational culture and structure concerning organizational changes.
- Students are critical, innovative, future minded and pro-active.

The goals of this module in function of the competences are:

The student...

- knows and understands the theoretical models and terminology.
- recognizes resistance and knows how to deal with it in change projects.
- can develop an innovative vision about the future.
- can reflect about himself as a change leader, within the organizational team, the organizational culture and his network.
- empathizes with different changing roles.
- can develop a change management plan and communicate it in an appropriate way.
- can identify and judge social tendencies that changes the philosophy of organizations.

CONTENT Change management starts from the idea that society always contains three groups:

- those who don't want to change
- those who want to change
- and the change leaders themselves.

Change leaders are not always maintaining executive functions. Moreover it isn't always obvious when changes are starting. Changes often have a non-linear, organic structure. Changes and the reaction on them, demand a profound theoretical knowledge. You do not only need to know the changing models, but also have a good judge of human character and self-reflection. When one of the actors changes, everything changes. The organizational structure is influencing the way an organization communicates about the change project and motivates its employees. We provide the student some tools to understand internal communication in changing organization and to motivate people during the change project.

Sometimes there is so much change that we don't know what is important anymore. Thanks to new media people can publish content faster than ever. In the past you could investigate new paradigms and the impact for your organization. Nowadays it is difficult to judge. That's why we read www.ChangeThis.com. Their mission: "ChangeThis focuses on the rational and thoughtful arguments that help people change their minds to a more productive point of view." We are analyzing a selection of manifests and stimulating the students to reflect on theories that turn their world upside down.

ASSESSMENT Written examination. Multimedia presentation of one manifest of your choice. Assignments in groups and one individual change project.

EXAM CONTRACT possible

EXAMINATION / TOLERANCE Second change is possible. Tolerance possible

TEACHING METHOD

Theoretical lectures, exercises, self-study and assignments.

STUDY MATERIALS

- Manual: indefinitely
- PowerPoint presentations and recent articles on Blackboard
- Manifests of Change This: www.changethis.com

COMPETENCES AND BEHAVIORAL INDICATIONS

- Written theoretical examination
= evaluate: research, critical analysis, connect
- Practical exercise: change management correction scheme
= evaluate: critical analysis, organize, develop
Individual change paper
= evaluate: critical analysis, connect, develop, organize, reflect, lifetime learning
- Creative project (GPS brainstorm for organizations from Flanders DC)
= evaluate: create
- Multimedia presentation of a ChangeThis manifest
= evaluate: society oriented, research, mediate

PROJECT MANAGEMENT

ECTS	2
HOURS	20
PROF.	Ann Laenen

LEARNING OUTCOMES The course focuses on the following competences:

- Students are able to initiate, steer and implement projects: through theoretical models and management exercises they learn to know the challenges and difficulties to overcome when co-ordinating a project.
- Students are innovative, pro-active and focus on the future.
- Students are critical

In order to achieve these competences the student

- has knowledge and understands the theoretical knowledge frames.
- is able to develop an innovative vision that becomes a stable guideline throughout the project.
- has the ability to reflect on oneself, and on the work processed during the project by its team
- is able to develop, implement, execute and guide a project plan
- is able to evaluate the project and adjust its plan when necessary.

CONTENT Project management links in with change management. It is a complex matter. Project based working demands a lot of flexibility from all partners involved.

The course offers a toolkit for project managers. Which are the difficulties, challenges and risks one encounters when co-ordinating a project? Through new media based examples these aspects will be highlighted. We also take time management and (financial) resources into account and look at the five stages of project management:

1. Initiate a project
2. design a project plan
3. run a project
4. control a project
5. deliver a project

and last but not least the sixth stage:

Theory and practice will be interlinked throughout the course. As such the student deals with the theoretical framework in a proactive and critical way.

ASSESSMENT written exam, assignment

EXAM CONTRACT possible

EXAMINATION / TOLERANCE second chance possible / tolerance is possible

STUDY MATERIALS Manual: tbc
Texts and Articles available through Blackboard