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STUDY ABROAD
VISUAL DESIGN
SEMESTER



Version 01

MOVES YOU

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Brief descriptive summary

Over the past 80 years Istituto Marangoni has grown and developed alongside the thriving Italian fashion and design industry. Through an exciting curriculum aimed to develop practical, creative, and business and management skills which are subject specific, and relevant to the international fashion industry, Istituto Marangoni undergraduate courses prepare students with the necessary knowledge and know-how in order to enter a professional career in the fields of Fashion Design, Accessories and Footwear Design, Fashion Styling, Fashion Business and Communication, Multimedia Arts, Interior Design, Product Design, Art History and Culture.

General Information

1. Certification attained

Istituto Marangoni Certificate and Transcript*

*The recognition of credits obtained within their Semester experience will be evaluated and then confirmed by their own University.

Programme Information

2. Educational & Programme Aims

Educational Aims:

- to develop flexible approaches to programme delivery and student support which reflect the needs and expectations of our students;
- to provide a supportive and inclusive learning environment which will enable success for all learners;
- to develop the students' intellectual and imaginative powers, creativity, independence, critical self-awareness, imagination and skills;
- to establish a culture of constant improvement in learning, teaching and assessment that is anticipatory, enabling, supportive, rewarding and fully aligned with the Institutions vision and strategic objectives;
- to provide a learning experience that is informed by research, scholarship, reflective practice and engagement with fashion and design industry and the professions.

Programme Aims:

Study abroad courses provide an opportunity to see the world, experience new cultures, learn a new language, visit neighbouring countries, and make new lifelong friends.

Study abroad semesters at Istituto Marangoni offer participants a chance to experience different styles of education and learn key skills from international experts in the field. The study abroad level is structured and taught at year two of a three-year undergraduate programme. According to the chosen course, credit transcripts or class (contact) hours are awarded on successful completion. Courses are offered twice a year, in autumn and spring. Course content changes with each start date to offer a wider range of subjects, giving participants the opportunity to choose the course that best suits their needs.

Semester courses in visual design combine a mix of technical design skills covering some of the most important digital software, including drawing and design elements of typography and lettering, colour, print, and layout composition to create meaningful designs in a technological and emotionally charged world.

Aimed at participants with at least one-year previous undergraduate study in visual/graphic design, or similar field, these short courses cover key subjects rendering and communication, together with visual research and analysis of brand and mass communication. Participants investigate ways to communicate through visual language and storytelling in order to create a new image in brand identity, a new vision in advertising, or innovative ideas in publishing and in online magazines for the luxury, fashion and creative industries.

Enhance graphic and multimedia design skills for effective and innovative visual communication.

3. Course Learning Outcomes

Students successfully completing the Semester Abroad programme in Visual Design will have developed:

LO1 - Sound understanding of current and emerging technologies, with the intention of showing applications and insight within the contemporary visual design industry;

LO2 - Appropriate understanding of problem-solving and concept-generating approaches required by the visual design industry;

LO3 - Reflective and self-managed appropriate approach to dealing with complex issues both systematically and creatively, making judgements in the absence of complete data, and communicating their conclusions clearly to specialist and non-specialist audiences;

LO4 - Self-direction and originality in tackling and solving problems, acting autonomously in planning and implementing tasks at a professional or equivalent level in respect of the visual design industry;

LO5 - Understanding importance of and being able to apply working relationships using teamwork and leadership skills, recognising and respecting different perspectives within the visual design industry.

4. Teaching/Learning and Assessment Strategy Curriculum:

Visual Design Semester Abroad • October intake

Communication Theory

Through the course, students will acquire a basic knowledge of the main sociological theories and mass culture and how they can be applied to contemporary society and cultural processes. Throughout the course students will understand how the consumption of goods can affect the social movements and the role played by the media in the evolution of collective forms of life. The study of systems and means of mass communication and information, of the process of creation of consent and political, social and cultural persuasion in contemporary society, the dissemination of data and the sharing of cultural trends become areas for exhaustive exploration and for creating a basis of education.

Communication in Exhibitions

The subject deals with analysing and designing 3D spaces, understood as functional places in which to display goods, art works and design for showrooms and retail spaces, where ultimately storytelling takes place. In addition to a foundation for accurate, coherent expression of strategic messages, the technical and cultural background includes regulations, safety of users, selection of materials and graphics for 3D spaces together with the topics of signs, including analog, digital and interactive ones.

Digital Video

Digital content has radically changed and has become the beating creative heart of modern communications practice. This course will give the students a practical understanding of video content creation, ranging from artistic expression to commercial advertising, focusing on social media. In a supportive environment, the students will train their visual curiosity and confidence with the technicalities of video making.

Brand communication

This course revolves around the main focus of the interdependency of communication and society, thanks to humans' capacity to communicate and collaborate, imagine and translate the view of the world into textual, visual and immersive storytelling. Almost the whole of humankind has some relationship with brands, which over the last century have become symbols around which we intertwine our very own experience of life. This course aims at providing a holistic approach to marketing communication, to decode the processes that create the world of contemporary branding which is human-centric, implying analog conceptualisation merged with a vast and sophisticated use of digital tools.

Communication Tools and Techniques

The course provides the theoretical and practical tools for image post production, composition and basic concepts of visual organisation of content (graphic layout and visual storytelling) to make students able to create professional presentations of their projects. Students will also learn how to pitch a business idea in a business setting. They will acquire methods and techniques for structuring and delivering a presentation with a professional attitude. They will learn to act as the spokesperson for a new business, presenting the problem and the solution of their proposal. Stress will be placed on its benefits for the final consumer, emphasise the value proposition on which their business model is based, and engage with participants in the final call to action.

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Fashion Trends History

The course is aimed at providing students with an overview of the key trends that over the time, crossing the borders between arts, fashion, design, have shaped our current visual culture by generating those highly recognizable styles that are still impactful nowadays. The subject will investigate how the dynamics of trend diffusion have evolved over the transition between modernity and postmodernity, eventually being shaken up again by the new media revolution.

Interface Design

This disciplinary area refers to the technical skills required in the digital field with the aim of addressing the complex and fluid panorama of contemporary design; the program includes the application of information technology tools in a multidisciplinary context. The sector specifications extend to the broad panorama of digital technologies for communication design and aim at a practical and technical in-depth analysis of all the aspects concerning the production and management of both creativity and the communication project contents.

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Multimedia Design I

Multimedia design provides methods and resources to develop Motion graphic content for animated branded experience and video presentation based on current industry trends and practices communicating informations and ideas through a combination of imagery, illustrations, charts, graphs, text and other elements that are animated to add movement and life.

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Programme teaching methods:

The programme is designed to facilitate the development of a student who will be highly employable and will allow them to investigate and develop their strengths.

The programme will present students with a variety of approaches to learning and assessment strategies that will promote intellectual, imaginative, analytical and critical judgement.

It will allow students to develop understanding as well as their presentation and communication skills, which they will be able to demonstrate in a variety of forms.

A combination of different learning and teaching methodologies are employed in order to promote reflective learning and develop generic transferable skills.

Methods include:

- projects to encourage independent learning through investigation, enquiry and problem solving;
- group project to enhance interpersonal and collaborative skills;
- tutorials and group tutorials to facilitate shared experiences and best practice;
- seminars, formal lectures and workshops;
- study, trips, external projects and competitions present the students with another dimension to their learning experience;
- guest speakers provide the students with a full, broader and real perspective to their specialist field of study.

Students will have the opportunity to demonstrate their achievement of the intended learning outcomes through a variety of tests appropriate to their field of study.

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Brand communication

Multimedia Design I

Communication Tools and Techniques

Formative Assessment:

Formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. In formative assessment students could be involved in the assessment process. These formative assessment situations will also give students an opportunity to learn to critique the work of others. Some of the instructional strategies that will be used formatively include the following:

- criteria and goal setting: asking students to participate in establishing what should be included in criteria for success;
- self and peer assessment: With peer evaluation, students see each other as resources for understanding and checking for quality work against previously established criteria;
- student record keeping: helps students better understand their own learning as evidenced by their classroom work. This process of students keeping ongoing records of their work not only engages students, it also helps them, beyond a "grade," to see where they started and the progress they are making toward the learning goal.

Summative Assessments:

These assessments are a means of gauging student learning, at a particular point in time, relative to established marking criteria.

Summative assessments can occur during as well as at the end of each unit and concentrate on specific evidence of student work, examples as follows:

Portfolio Assessment is used to assess a variety of projects that have been developed throughout the unit.

Practical Coursework allows the students to demonstrate their understanding and application of practical areas of study.

Written Reports are required in some study areas, where a clear and structured brief is provided and the students are asked to submit work to be marked independently and anonymously by staff.

Formal Examinations are required in some study areas.

Presentations are used in some subjects to allow the student to develop their professional communication and presentation skills.

Student Projects are used when the student is required to submit work to be marked independently and anonymously.

5. Course structure

Visual Design Semester Abroad • October intake
Semester 1

Subjects	Total Hours	Credits (ECTS*)
Communication Theory	45	6
Communication in Exhibitions	62,5	5
Digital Video	75	6
Brand communication	18	3
Communication Tools and Techniques	60	8

Visual Design Semester Abroad • February intake
Semester 2

Subjects	Total Hours	Credits (ECTS*)
Fashion Trends History	37,5	5
Interface Design	62,5	5
Communication in Exhibitions	62,5	5
Brand communication	18	3
Multimedia Design I	125	10
Communication Tools and Techniques	30	4

*European Credit Transfer System

6. Course Specific Admission Requirements

Admission is based on the reasonable expectation that the student will be able to fulfil the objectives of the programme and achieve the standard required for the award.

Admission requirements are listed below:

- Completed the first year (L4) of an Undergraduate Bachelor programme in Visual Design or similar;
- For non English/Italian native speakers: certificate of language skills, level b1 of Common European Framework of Reference with specific requirements (e.g. IELTS 5.0 without elements below 4.5);
- Portfolio;
- Base knowledge of graphic design, design process, photography and digital tools.

When considering the suitability of an applicant for a place on the programme the Admissions team will usually take the following factors into account:

- Signed personal statement;
- Transcript from an Undergraduate Bachelor programme in Visual Design or similar;
- Portfolio;
- Certificate of the chosen language of the course.

The Admissions Manager coordinates and supports the subject specific Programme Leader and the Director of Education in dealing with interviews and portfolio assessments (where appropriate).

(Admission requirements are subject to change in order to comply with entry requirement regulations).

7. Programme Leader's Responsibilities

- They will have responsibility for implementing the strategic direction of the courses within their programme and for co-ordinating the academic administration necessary for its successful day-to-day operation.
- chairing the Programme Committee, and arranging for such meetings of the Committee as considered appropriate;
- acting as the Chief Executive Officer to the programme. As such he/she will be responsible, within the agreed policies of the Programme Committee, and Academic Boards, for the efficient operation of the programme as approved by the Institute;
- supporting and encouraging their teaching team including PDP;
- advise the Programme Committee on its proper responsibility for the continuing development of the programme;
- liaise on behalf of the Programme Committee with all staff as appropriate;
- be empowered to take on behalf of the Programme Committee any reasonable action with respect to the proper functioning of the programme;
- recommend areas for curriculum development;
- co-ordinate the assessment schedule for the Unit and ensure that it is communicated to students and the Director of Education;
- liaise with Student Support Officers to ensure that appropriate study support is available;
- recommend the appropriate level of resources required for the Unit and liaise with the teaching team;
- undertake training and professional development and contribute to the training of others;
- actively participate and organise Peer Support systems;
- monitor & respond to the student voice including regular meetings with the student Rep.;
- monitor Unit and course feedback and the student voice;
- organise all areas of assessment procedures, facilitate monitoring, joint marking, internal verification;
- maintaining the quality of academic standards by supporting the rules and regulations concerning exam procedures and conduct of the student and teaching team.

8. Student Support Strategy

Istituto Marangoni administers policies to enhance the student experience, in an academic, practical and pastoral way:

- Programme Leaders: the first point of call to acquaint students with regulations and issues arising on the programme;
- Student Support Officers for student referral where appropriate;
- programme and student handbooks;
- induction programmes for facilities including: Library, IT, online resources (where available), school facilities and media services;
- student group representatives (student voice).

Student Support Officers

A dedicated Student Support Officer is available for all students on the programme.

For academic counselling, Student Support Officers will liaise with tutors and programme leaders to offer practical advice to resolve specific academic difficulties.

A written record of these tutorials will be kept in the student's file for reference and to assist in the monitoring of student progress.

For matters of pastoral care the Student Support Officers will help in:

- finding their way around;
- managing their time;
- dealing with stress;
- getting the best from their course;
- understanding and applying the school's rules;
- anything else the officers can advise on.

One-to-one appointments may be made by phone, through the receptionists or by email. Where possible students can expect to be seen almost immediately, or contacted to arrange a suitable time.

9. Student Evaluation

Student feedback is essential to the programme development and student comments are used to enhance both the successful management of the programme and the teaching/learning strategies.

Istituto Marangoni gathers student opinion in a variety of ways, which may include the following:

- Informal contact with Programme Leader and subject Tutor through appointments with academic staff;
- Issues will be taken to Programme Reflective Meetings and added to the Annual Academic Monitoring Report;
- Formal Student Representation;
- Semester/Term Questionnaire;
- Resources Questionnaire (at the end of each academic year);
- Final Questionnaire (at the end of a study cycle);
- NPS (Net Promoter Score) Questionnaire (at the end of each academic year).

It would be desirable that students provide details of their identity when giving constructive feedback on the course and teaching methods. There might be occasions when that is not appropriate and Istituto Marangoni recognises such exceptions. In these instances, the programme teams and central support services will ensure that anonymity and confidentiality are respected.

In order to 'close the feedback loop' and to communicate any improvements resulting from participants attendance, at least once in the academic year, programme teams relate back to participants the actions taken in response to their views.

Participants will be asked to answer to a series of questions, for example, if it was clear what they were meant to be learning on the unit, if the teaching had helped them learn effectively and if they have developed new skills or improved the existing ones. The data will be analysed and the Programme Leader will be required to comment on:

- key strengths and issues arising from student performance;
- key strengths and issues arising from student feedback;
- actions and improvements for the next academic year.