

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF FINE ARTS		
ACADEMIC UNIT	DEPARTMENT OF FINE ARTS AND ART SCIENCES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ETEΠ529	SEMESTER	5th, 7th
COURSE TITLE	GRAPHIC DESIGN		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and laboratory exercises		3	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skill Development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK/ENGLISH		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=1479		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
Upon completion of the workshop, students should have clarified concepts and functions related to graphic design as a form of written communication. More specifically, they should: Recognise and solve visual communication problems. Have developed and broadened their visual perception. Apply design principles themselves in order to visualise an idea, approaching concepts such as typography, symbolism, abstraction, language and text. Analyse the process of developing visual ideas through research activities. Be familiar with contemporary forms of design and be able to use electronic design software. Develop a critical understanding of the aesthetic and functional value of various graphic design applications. In addition, the contribution of visiting professor Mr. Michael Semoglou is expected to add value to the course content. More specifically: Mr. Semoglou will contribute significantly to the course on graphic design, trademark design and corporate identity. His lectures will cover the fundamental principles of corporate identity design and

contemporary logo design methodologies, enriching students' theoretical understanding with practical applications from his international experience.

He will share specialised educational material that will include both in-depth analyses of leading examples of international corporate identity design and recent developments in the field of graphic design and visual communication. In this way, he will provide students with access to high-level material that will broaden their perspective beyond Greek standards. By providing personalised guidance, he will contribute to the improvement of student projects and encourage critical thinking and an experimental approach to the creative process.

Michalis Semoglou's involvement in the curriculum marks an important opportunity to transform the educational experience. Students will acquire not only technical skills but also strategic thinking, learning to perceive corporate identity design as a multidimensional challenge that requires the synthesis of cultural, communicative and aesthetic parameters into unified and innovative solutions.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Searching for, analysing and synthesising data and information using the necessary technologies
 Adapting to new situations
 Decision-making
 Working independently
 Teamwork
 Project planning and management
 Respect for diversity and multiculturalism
 Critical thinking
 Promotion of free, creative and inductive thinking

(3) SYLLABUS

The course focuses on the practical application of fundamental principles and theoretical concepts in the field of graphic design. More specifically, it deals with:

- > The history and evolution of graphic design and typography.
- > The visualisation of objects and abstract ideas through the study and application of visual communication principles.
- > The development and expansion of visual perception through the use of modern technology.
- > The use of modern electronic design tools and digital pre-press processes, with references to traditional graphic design methods..

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face,																								
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in Teaching, Use of ICT in Teaching, Laboratory Education and Communication with Students																								
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th>Activity</th><th>Semester workload</th></tr> </thead> <tbody> <tr> <td>Lectures - Laboratory Exercises</td><td>8</td></tr> <tr> <td>Artistic workshop</td><td>22</td></tr> <tr> <td>Practical exercises applying methodologies and analysis of case studies in small groups</td><td>9</td></tr> <tr> <td>Independent study, project creation</td><td>36</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Course Total</td><td>50</td></tr> </tbody> </table>	Activity	Semester workload	Lectures - Laboratory Exercises	8	Artistic workshop	22	Practical exercises applying methodologies and analysis of case studies in small groups	9	Independent study, project creation	36													Course Total	50
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STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	1. Student performance is assessed after a comprehensive evaluation of the following: 1. Laboratory performance, which consists of oral participation and contribution to the course, student interest and awareness during the course, regular attendance (40%). 2. Project completion Assessment of personal effort through a project that the student is required to complete within the specified time frame. The application of what has been taught and further individual exploration of the subject are assessed through a public presentation (60%). A formative assessment is carried out in the middle of the semester.																								

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(5) ATTACHED BIBLIOGRAPHY

- Arnheim, R. (2004), Art and visual perception, A psychology of the creative eye, University of California Press
- Carter, R., Day, B., Meggs, P. B. (2006), Typographic Design: Form and Communication, Wiley; 4th edition
- Ambrose, G., Harris, P. (2006), Basic Graphic Design: Format, Dart Books
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- Ambrose, G., Harris, P. (2006), Basic Graphic Design: Layout, Dart Books
- Ambrose, G., Harris, P. (2006), Basic Graphic Design: Typography, Dart Books
- Ambrose, G., Harris, P. (2006), Basic Graphic Design: Image, Dart Books
- Kress, G. R., Leeuwen, T. V. (2006) Reading images: the grammar of visual design, Routledge; 2nd edition
- Muller-Brockmann, J. (2001) Grid Systems in Graphic Design, Niggli Verlag
- Vakalo, E. G. (1993), Visual syntax: Function and production of forms, Nefeli, Athens
- Mouzakiti, F., (2003), Form, The visual language in contemporary design, Odysseas
- Fragkopoulos, M., (2006), Introduction to the history and theory of Graphic Design. A small anthology, futura

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