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DESIGN

MODULE GUIDE

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Module Guide Reflective learning

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1 Introduction

1.1 The specialisation

The module Reflective learning is part of the specialisation 'Branding'. The assessment for this module is part of the assessment of the whole specialisation in an integrated way. This document does not describe how you are graded etc. (that information can be found in the Course Guide). This Module Guide tells you what we will be doing in the meetings and what you will be making.

1.2 The module Reflective learning

In the module reflective learning you will be developing your professional skills in a way that you gain feedback during every meeting from your coaches and other students. For this you will be working in duo's with which you will meet your coach(es) once every 2 weeks. You will meet once every two weeks, ca. 30 minutes with your coaches and other students and 90 minutes without the coaches. In this time you will give and receive feedback from your team and "present" this to your coach(es) for them to help you develop your skills. Besides from these meetings you will post your development/ insights on the WordPress site (on your personal page) at least 2 hours before your meeting.

Important!

Your coaches and fellow students will be giving you feedback during the meetings. You show your progress on the WordPress site and in real life. Make sure to have something to show for every session! You will work in duo's but in the end you will assess individually.

2 Set-Up of the module

2.1 What will you need for this module ?

You need to bring to every meeting:

- Laptop with MS-Office and Adobe Creative Suite
- Drawing materials, b/w pencils, colour pencils, b/w markers and an A4 sketchbook and/or a firm stack of A4 paper
- All your work in progress on the WordPress site

2.2 Literature

Compulsory

- 'The advertising Concept Book', Pete Barry (ISBN 879-0-500-51898-4)
- Other literature distributed by teachers

2.3 Attendance and the role of meetings

It is not mandatory to be present at meetings. It is of course very recommended: you should always be able to show your progress to your lecturers/ coaches. The assignments will be distributed and explained during group meetings. During these meetings you will show your progress and receive oral feedback. Therefore it is important to attend all meetings. If you are unable to come (due to for instance a wedding or a funeral) please contact your lecturer about how you can compensate for lost time.

2.4 Working on the Assignments

During the module you will work on the assignments explained below. For all assignments you will (partially) work with your fellow students one way or another.

During the weeks you receive feedback. During the assessment we will take in consideration what you have individually done with the feedback that has been given to you.

3 Assignments in general

During this module you will be working on several assignments to develop your professional skills needed within a professional working environment, whether this is an advertising agency, a design agency or another creative surrounding. The skills as described have been collected throughout the years by several CMD-professionals in collaboration with the creative industry and are still being developed and iterated as a nonlinear process.

From the skills as provided in the appendix you will choose several different skills to develop throughout this module. The responsibility is yours to take, therefore coaches will not supply framed ways for you to show your progress, but it is up to you to let your coaches, and in the end your assessors see what you have learned.

At the final assessment you will show your progress already shown during the several meetings/ assignments, the given feedback and what you did with it.

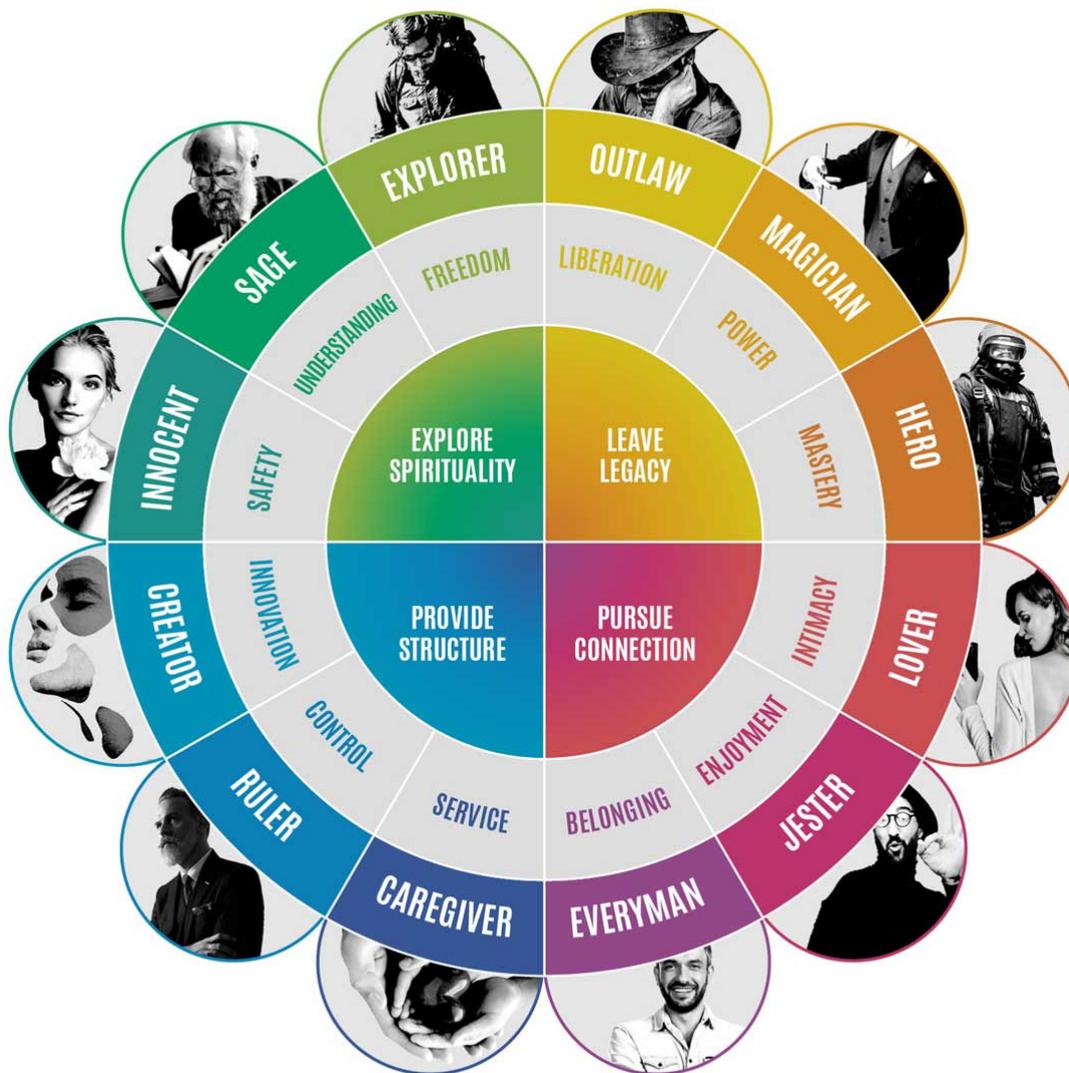
4 Assignment 1: Brand yourself

Throughout your educational career, but also in your personal life you have developed several professional skills, some more extensively, some less. In this assignment you will create yourself as a brand. Show us your greatest achievements, your strengths, your USP (Unique Selling Proposition) but also your weaknesses... What would you like to learn? What are your interests?

For this you will represent yourself as a (brand) archetype

In this assignment you will also present the 1/2 skills you want to research/ develop.

You can use models to give us a clearer insight f.e.



5 Assignment 2: Retrospective

What are your challenges and temptations? How is your process going? What makes your adventure an interesting story? Are there battles? Are you winning?

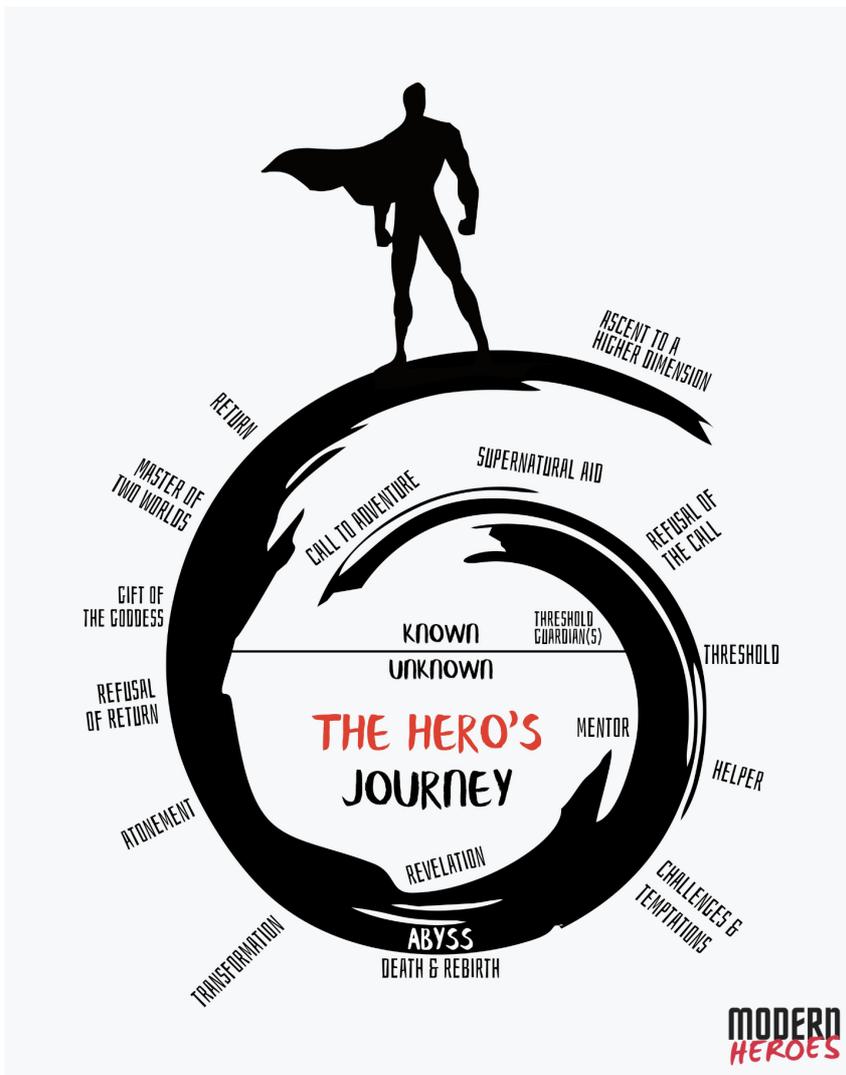
For this assignment you will make an ad (this can be audio-visual, print, interactive etc.) in which you show your personal process. You may use actors, objects, etc...

Write a synopsis/ summary on what you are showing.



6 Assignment 3/ overall assignment: Magazine

In this assignment you and your duo partner will show your progress from the start in the form of a magazine. Give your learning team and your coach(es) an insight in your path of battles, struggles, doubts, victories, most precious moments and the road yet ahead. You will present this magazine during a coaching session, but also post it in the WordPress site. Make sure you get enough feedback, because the path to growth can't be travelled alone. You can use models to help you visualize, f.e. This magazine will be presented in its final form during the final assessment. Use the riso printing workshop, editorial design workshop, copy, art direction etc to make this magazine something to show for.



7 Overview of meetings

Week	Meeting Topics
A1	Intro week Introduction Module Reflective learning, first assignment
A2	Getting to know each other. What are expectations, goals, etc.
A3	Progress meeting Assignment 1
A4	Progress meeting Assignment 1
A5	Presentation Assignment 1
A6	Introduction Assignment 2
A7	Progress meeting Assignment 2
A8	No Meeting
A9	Progress meeting Assignment 2
A10	Progress meeting Assignment 2

Week	Meetings
B1	Presentation Assignment 2
B2	Introduction Assignment 3
B3	Progress meeting Assignment 3
B4	Progress meeting Assignment 3
B5	Presentation Assignment 3
B6	Portfolio meeting
B7	Christmas Break
B8	Christmas Break
B9	Preparation Exhibition/Assessment
B10	Exhibition/assessment
B11	Exhibition/assessment
B12	No Meeting

Appendix A: Learning Outcomes

The specialization semester will be concluded with an assessment. During this assessment you demonstrate that you meet the following learning outcomes:

1. The CMD student demonstrates that he/she develops and creates (iteratively) meaningful solutions in the field of communication and multimedia design. To this end, the CMD student selects relevant (CMD and specialization-specific) methods, theories, techniques and strategies and applies them. [C1, C2, C3, D1]
2. The CMD student is able to collect and interpret relevant data and can form an opinion on that basis. The CMD student substantiates and communicates results and design choices that are made in a professional and convincing manner and is able to place the design in a social and professional context. [U1, U3, D2]
3. The CMD student can take on the responsibility for his/her own personal and professional development and can place it in a social and professional context. The CMD student demonstrates that he/she has insight in his/her own actions, attitude and behavior, and their effect on his/her own development, on others and on the design process. [D3]

The learning outcomes are derived from CMD professional tasks. Due to the structure and set-up of the specialization, you work continuously on the learning outcomes during the semester and in an increasingly complex context. The learning outcomes are related to the competencies, as described in the Competency Matrix CMD, which can be found in the appendix. In the specialization you mainly work at level 3: independently and in a complex context.

The test criteria that are used can be found below.

Learning Outcome 1

- A. The student can develop distinctive campaign strategies, concepts, visualizations and expressions for brand concepts.
- B. The student is able to
- C. purposefully and correctly apply relevant methods, theories and techniques to the iterative design (process)
- D. The student is able to:
 - create distinctive brand concepts and brand expressions
 - create distinctive visualizations that can form the basis for concepts, strategies and campaigns

Learning Outcome 2

- A. The student is able to draw up, carry out and justify a research plan and communicate the results in an insightful manner.
- B. The student can select and place relevant cases/existing work within the professional field
- C. The student can substantiate the design process and present it convincingly
- D. The student is able to participate appropriately in substantive discussions on topics within the discipline

Learning Outcome 3

- A. The student can demonstrate that he/she has developed a vision of his/her own specialist role, the specialist field and its role in society.
- B. The student is able to collect, argue and process relevant feedback in a structured way or reject it
- C. The student is able to adequately interpret and discuss the quality of his/her own and other student's work and working methods.
- D. The student can argue how he/she wants to and can develop further in the specialist field.

Appendix B: Professional skills

Dictionary professional skills CMD-Utrecht

Personal skills are all about reflection on the intrapersonal, interpersonal and society. The skills mentioned are not a learning goal in themselves, but are always in relation to professional practice. The skills are divided into three clusters; think, act and connect.

Thinking

The skills in this cluster have to do with absorbing, processing, assessing, applying and (re)producing information.

To do

The skills in this cluster require action and lead to movement.

To connect

The skills in this cluster have to do with interaction with the environment, making contact with other people, other organizations and other worlds.

THINK
1. Critical Thinking
2. Planning & Organizing
3. Self-knowledge
4. Reflect
TO DO
5. Guts
6. Moral Sensitivity
7. Present
8. Result Oriented
TO CONNECT
9. Communicate
10. Feedback: ask, give, receive
11. Customer oriented
12. People-oriented (empathic)
13. Environmentally oriented
14. Collaborate

1. Critical Thinking

Analyze and assess information independently of others.

Keywords

- asking questions
- search sources (broad search)
- look for alternatives
- seek other perspectives
- stand still
- form an opinion
- articulate arguments
- general development

≠ be critical

2. Planning and Organizing

Determining priorities and work approach and optimally using the available resources to achieve objectives and results.

Keywords

- create an overview,
- prioritize, separate main & side issues
- anticipation and flexibility
- organizing a (creative) process
- discipline

≠ project planning (executing process)

≠ master project method

3. Self-knowledge

To have insight into one's own identity, values and beliefs. Being able to hold up a mirror to yourself and identify strengths/weaknesses.

Keywords

- know yourself (who am I)
- personal values & norms

- self-reflection/reflection on personal functioning
- insight into own strengths and added value
- insight into own shortcomings and limitations
- self confidence development

4. Reflect

Thinking about an event, action, or thought with the aim of learning something from it for future development.

Keywords

- reflection on all skills mentioned in this document
- based on concrete example/meaningful experience
- link to feeling
- internal and external dialogue
- formulate insights
- action perspective or alternative

≠ evaluate!

5. Guts

Experiment and dare to make mistakes. Don't be afraid to stand up for your own views and actively pursue them.

Keywords

- express (deviating) ideas and opinions
- curiosity
- experiment
- don't avoid resistance
- out of the box
- own insights and intuition
- wanting and daring to be distinctive
- vulnerability, out of the comfort zone

6. Moral Sensitivity

Recognize ethical issues within the working field and your surrounding. Showing awareness of other people, the environment and one's own influence on it.

Keywords

- empathy

- argumentation
- own opinion
- make choices
- careful
- considered
- knowledgeable
- responsibility
- is 'our' morality the benchmark or do we dare to be amoral?

7. Present

To convey ideas, concept or opinion clearly, understandable and if necessary in an interesting or enthusiastic way to others, using the right means/ media.

Keywords

- respond to recipient/target group
- tailor-made language, style and content
- professional attitude/appearance
- authentic
- clear and clear voice
- various settings (from pitch to weekly update)
- various methods (experience/storytelling/interaction)
- persuasiveness
- answering questions

8. Result Oriented

Focused on achieving goals and results.

Keywords

- thinking in solutions
- flexibility
- ask for help
- dealing with conflicts
- perseverance
- really finish things
- project-oriented (instead of education-oriented) in delivery of project results
- time management

9. Communicate

Written, visual or verbal exchange of ideas and information in such a way that both sides understand each other. Ability to filter important information.
Taking into account and acting on signals from interlocutors.

Keywords

- conducting a dialogue
- written communication
- visual communication
- oral communication
- convey a clear message
- meeting
- asking questions

10. Asking, giving and receiving feedback

10 a/b. Asking and giving feedback

Stimulating and motivating yourself and others aimed at personal development and giving feedback (feedback) in an open understanding.

Keywords

- positive intention
- concrete (observed behavior/event)
- expressive skills (oral/written)
- timely and proactive
- respectful
- focused on learning and development

10 c. Receive feedback

Ability to learn from interaction, collaboration, and communication with others and quickly convert the learning points into more effective interpersonal behavior.

Keywords

- open attitude
- ask for explanations (examples?)
- interactive learning ability
- making yourself vulnerable
- ask for help

11. Customer oriented

Researching the wishes and needs of the customer and acting accordingly.

Keywords

- bridge between customer and target group
- empathize and think along
- relationship-oriented
- professional communication (email, telephone, app)
- stakeholder management
- etiquette in business

12. People Oriented

Being aware of the wishes, feelings and needs of others and taking them into account.

Keywords

- empathetic
- interested in the other
- respectful
- sensitive
- discuss feelings
- dealing with diversity
- customer, colleague, target group and subcontractors differ

13. Environmentally oriented

Show that you are informed about developments in the context of the assignment and society. Effective use of this knowledge for one's own assignment or ambition.

Keywords

- know what's going on
- external antenna
- empathize
- broadly oriented
- general development
- sense of organizational dynamics
- curious
- see and seize opportunities

14. Collaborate

Contributes to a joint result with other persons or groups, even when this is not of direct personal interest.

Keywords

- sharing information
- help and ask for help
- to contribute
- team spirit, team building
- loyalty
- sense of reciprocity