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Immersive Design

“If you want to build a boat, do not gather your men and women to give them orders, to explain every detail, to tell them where to find each thing ... If you want to build a boat, bring forth in the heart of your men and women the desire of the sea.”

Antoine de Saint-Exupéry

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1. Introduction & context

1.1 Welcome to Immersive Design

In the Immersive Design specialization, you learn to design story-driven media, in which the audience is immersed in a fictional world and experiences a story, as it were.

By combining immersive (story) techniques with relevant technologies and media, you can increase the impact of a story and the emotional involvement with it. In this way you can convey a powerful (communication) message. This can be done with various media, including audio, interactive media, (public) environments, film, virtual reality, and augmented reality.

During the specialization you will study practical examples and explore the backgrounds, theories, terms, techniques, technologies, trends, and strategies in the field of Immersive Design. You work largely self-directed. In project form you apply and expand the knowledge and skills you have acquired; you experiment with application possibilities and design, and you create meaningful immersive designs.

1.2 Immersive Design & the Professional Field

Immersive productions are popular in the creative industry, be it in media, museums, theatre, architecture, games, advertising, or the creative arts. Think of the emergence of escape rooms, 3D audio experiences, culture festivals, interactive documentaries and 4D cinema. The audience is after experiences, not only want to hear about an event but want to have been there, want to feel emotionally connected, to experience. At the same time, creative makers are looking for new ways to tell stories and involve the public in their productions. The development of new technologies, such as VR, AR and 360o audio and video, is meeting these needs of both audiences and creators.

Immersive design is increasingly being used to reinforce (communication) messages. The right combination of storytelling and experience design, in whatever medium, makes it possible to involve the audience and give them an active role in the story. As a result, the audience becomes more emotionally involved in the story, the message has more impact.

As a starting CMD professional with a specialization in Immersive Design, you can contact experience design agencies, advertising agencies, brand agencies, marketing agencies, in the cultural sector and or as an independent immersive designer.

1.3 Immersive Design & CMD

Immersive Design is one of four CMD specializations offered in Years 3 and 4. The others are: Branding, Human Centered Design, and Creative Industry.

At Immersive Design we build on the knowledge, skills and experience you have acquired in storytelling, UX, Design Ethics, Persuasive Communication, Studio Design and Studio Seminar. During this specialization semester, we encourage you to deepen your knowledge and skills: we offer you up-to-date specialized theory, workshops and projects, we work together with professionals from the field and we pay attention to personal professional development.

2. Structure of the semester

Below you can read how the specialization semester is broadly structured. We share more detailed information about the planning and content of the course via Canvas and/or Teams.

2.1 How we work

The framework of the Immersive Design specialization consists of projects, theme weeks, and focus days. Within these frameworks you work largely self-directed. This means that you have a lot of input, you can partly decide for yourself what is relevant for you to learn and how deep you dive into immersive design. You are responsible for your own learning process. We guide you through this process in permanent learning teams. We pay attention to how you develop yourself, continue to develop yourself in the field of immersive design and how you can be and remain relevant as a professional.

In order to work in this way, we expect our students to have a proactive, curious, reflective, constructive, flexible and responsible attitude.

2.2 Set-Up

During the specialization semester Immersive Design, there are three major projects, an intro project and two creative retreats. The projects are aimed at discovering the 'landscape' you are in. It is learning by doing, experimenting, creating, reflecting, trial and error. You develop and apply knowledge, skills and attitude and generate a vision on the field.

The projects have a fixed sequence and increase in complexity. Project 0 is the intro project, which starts at the start of the course. In Project 1 we work with a case, during Project 2 you work under the supervision of a design agency or for a client, and in Project 3 you work out a self-written assignment for an existing organization. The project teams vary in size and composition.

The projects are alternated by two Creative Retreats. During these themed weeks, we let go of the project work and let you focus on yourself. You gain inspiration, are creative, look for/find your fascination and build on your creative confidence.

During Focus Days, which are planned in between projects and creative retreats, you check how far you have come, what you have learned and whether you need to adjust or supplement your learning objectives. You determine what you want to focus on in the next project and what you need to be able to do that.

Throughout the semester, we work in permanent learning teams on personal professional development. There are weekly meetings scheduled for this.

2.3 Meetings

We meet for at least 12 hours a week, usually at school; sometimes on location. During these meetings there is room for discussing theories, techniques, strategies and examples of immersive design. We also do (creative) exercises, share inspiration, discuss assignments and provide oral

feedback/feed forward on the work done. In addition, you will meet with your learning team every week to work on your personal professional development.

The meetings take place according to the aforementioned framework. Attendance is not mandatory, but is of course very important, advisable and expedient. In addition to the school meetings, there will be regular meetings or work sessions on location, in the form of a field trip, or for example at a design agency or external organization.

3. Testing and Assessment

In the CMD specializations we work on professional actions, professional tasks and professional products that are derived from the actions, tasks and products from our (specialist) CMD field and that are related to the competencies, as described in the *CMD Competence Matrix* (see appendix). In the specializations you mainly work at levels 2 and 3. The professional actions, tasks and products are tested in a competency-based assessment based on three learning outcomes.

3.1 Learning outcomes and assessment criteria

Due to the design and set-up of the specialization, you work continuously and in increasing complexity on the professional actions, tasks and products and therefore also on the learning outcomes. These three learning outcomes are the starting point for the assessment. The specialization semester is concluded with an assessment. For this assessment you demonstrate by means of a portfolio, presentation and interview that you meet the learning outcomes. We use assessment criteria to assess whether you have succeeded. The criteria are listed below. The indicators serve as guidelines for the criteria, they indicate how you could demonstrate that you meet the learning outcomes.

Among other things, the method of assessment and the course of the assessment are discussed from §3.2.

Learning outcome 1

The CMD student demonstrates that they develop and create (iteratively) meaningful solutions in the field of communication and multimedia design. To this end, the CMD student selects and applies relevant (CMD and specialization-specific) methods, theories, techniques and strategies and applies these.

Competences and level: C1-3, C2-2, C3-2, D1-2.

Assessment criteria learning outcome 1 and indicators

Technique

- Selects relevant methods and technique(s) to support the story and the immersive experience

This can be reflected, among other things, in these indicators:

- Methods and techniques contribute to level of engagement and immersion
- Applies these correctly to get the story (the message) across

Execution/final image

- Develops and iterates various appropriate stories and concepts for experience designs

Indicators:

- Stories support design and increase immersion
 - Concepts are developed on the basis of research and form solutions for the communication problem
 - Iterations are performed based on feedback from stakeholders. Received feedback is made transparent, follow-up steps are logical, clearly recorded and implemented
- Combines theory, technique, tools and design methods in the field of storytelling and experience design into a design strategy

Indicators:

- Choice of theory, techniques, tools and methods is substantiated, the various components reinforce one another and form a clear and executable strategy, on the basis of which the communication problem can be solved
 - The design strategy is appropriate to the question / the communication problem
 - Creates a working hifi immersive prototype based on this strategy that fulfills the assignment.
- Indicators:
- Prototype is designed based on iterative design process
 - Prototype has been executed in accordance with concept and strategy (and forms a solution to the problem)
 - Prototype is detailed, complete and working
 - The prototype is not a direct copy of comparable work in the specialist field

Research, testing, evaluation

- Tests the story and designs with relevant stakeholders
- Indicators:
- Tests have been carried out methodically and are imitable
 - Relevance of selected stakeholders has been demonstrated
- Evaluates and validates the results, formulates points for improvement and implements these
- Indicators:
- Evaluates and validates methodically, working method is imitable
 - Points for improvement follow logically from evaluation

Learning outcome 2

The CMD student can 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.

Competences and level: U1-3, U3-3, D2-2.

Assessment criteria learning outcome 2 and indicators

Inspiration/case

- Can select relevant cases/existing work
- Indicators:
- Good/bad practices provide insights for developing own work
- Can place these within the field
- Indicators:
- The cases' value for and place in the field is clear and substantiated

Theory

- Selects various relevant and qualitative sources and considers them critically
- Indicators:
- Uses provided sources (bibliography) as a starting point, supplements these with current sources and theories from the field
- Applies provided and selected theory in the elaboration of the immersive design and can justify this application

Critical consideration

- Can analyze and critically consider existing work
- Indicators:

- Analysis of immersive designs based on immersive design theories, applying common terminology, and discussing the social and ethical context
- Can analyze, critically consider and place his own work within the field from existing work
Indicators:
 - Analysis of delivered immersive design based on immersive design theories with application of common terminology, contextualization through trends and comparable work in the field
 - Discusses (possible) ethical consequences of the work
 - Indicates how the design can be further improved
- Can identify relevant social trends and trends in the field and determine whether and in what way these influence the design
Indicators:
 - Named trends have been validated (endorsed in relevant and current sources, which are based on research)

Communicate

- Communicates results and design choices in a professional and convincing way
Indicators:
 - Justifies choices, communicates clearly, manner and tone are appropriate for the (specialist) field
- Can participate in the (substantive) conversation in an appropriate way
Indicators:
 - Technical terminology has been applied correctly

Learning outcome 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 they have insight in their own actions, attitude and behavior, and their effect on their own development, on others and on the design process.

Competence and level: D3-2.

Assessment criteria learning outcome 3 and indicators

Vision

- Demonstrates that they have developed a vision of their own specialist role, the specialist field and the place or role in society

Indicators:

- Can justify and substantiate this vision with (current) developments in the professional field and society

Position/development

- Demonstrates the ability to meaningfully reflect on their and others' functioning in the design process based on feedback

Indicators:

- Distinguishes reflections and evaluations
- Reflections and evaluations are carried out methodically and structurally
- Situations have been highlighted that have contributed to the own development and/or the development of the design
- Names and substantiates which external expertise has contributed to one's own development
- Indicates concretely and substantiated how they can develop further as a CMD professional in the specialist field

Indicators:

- Refers to current knowledge, skills, and attitude, and compares this with required knowledge, skills and attitude in the current or future field of work

3.2 Grading System

In the specialization we work with one decision moment, a competences-based assessment, in which two assessors determine whether you meet the learning outcomes according to the assessment criteria. Before the assessment moment, you submit a portfolio in which you have bundled feedback and work that you have created during the semester (the data points) and in which you have substantiated how that work demonstrates that you meet the learning outcomes.

During the semester there are several assignments, projects, presentations and exhibitions on which you receive feedback/feed forward from lecturers, fellow students, experts from the field and other parties involved in the specialization. These moments are called 'data points': information-rich feedback moments, in which your work is evaluated based on the learning outcomes. Each data point is feedback oriented and has no pass/fail decision. Processing the feedback and feed forward is your own responsibility: you record this, reflect on it and incorporate it into a plan for further development.

The collection of data points, feedback, reflection and plans, and a completed self-assessment form form the backbone of your portfolio. The self-assessment form and portfolio serve as input for the final assessment (the decision moment) by the assessors.

Please note: we only assess your work if you are registered in Osiris for the correct test.

3.3 Course of the assessment

The specialization course is concluded with a competences-based assessment, in which two assessors determine whether you meet the assessment criteria and learning outcomes. They do so based on your portfolio and an assessment interview. You must hand in the portfolio (see §3.4) prior to the assessment in accordance with the deadline stated on Canvas. During the assessment interview, we will discuss your self-assessment (and its substantiation; the portfolio). In addition, there is room for questions and a conversation about vision, future plans and other relevant matters. The discussion takes place in groups of students from the same learning team.

To take the assessment, you schedule a meeting with your assessors. NB: there are no/less tests during holidays.

3.4 Preparing for the assessment

You prepare for the assessment by compiling a portfolio and writing a self-assessment based on the assessment form. In addition, we recommend that you prepare a short presentation in which you explain your self-assessment. We explain the three parts in more detail below.

Portfolio

The portfolio is the structured collection of your work, feedback, reflection, planning, iterations, and self-assessment.

As described earlier in this chapter, you work on the learning outcomes continuously and in an increasingly complex context during the semester. There are several assignments, projects, presentations, and exhibitions on which you receive feedback/feed forward from lecturers, fellow students, experts from the field or other parties involved in the specialization.

These moments are called 'data points': information-rich feedback moments, in which your work is evaluated based on the learning outcomes. Each data point is feedback oriented and has no pass/fail decision. Together they form the basis for your portfolio and self-assessment(s). Documenting your work and processing the feedback is your own responsibility and is an ongoing process: you record, reflect and incorporate this into a plan for further development.

Self-assessment

Based on the insights you have gained during the semester (see the paragraph above on Portfolio), you assess the extent to which you meet the assessment criteria and learning outcomes. You process this and substantiate it in the self-assessment form. The self-assessment is part of your portfolio.

Presentation

To support the assessment interview, we recommend that you present your self-assessment in a short presentation (guideline 7 minutes).

3.5 Submission requirements

Your work will be assessed if:

- It has been submitted and/or presented before the agreed deadline
- It meets the assessment guidelines as described in this course guide
- Your name, student number, course name, course code and assessment date are clearly indicated in your work.

3.6 Weighing and Cut-off point

In order to pass the specialization course, you must participate in the assessment in accordance with the agreed deadline, and you must be assessed with a pass. We assess with whole number (without decimals); your work is sufficient if it has been assessed with a 6 or higher. The assessment determines the final mark for 100%.

3.7 Test result

There are two possible outcomes for the test: grade plus justification and NA.

Mark plus substantiation

Based on the assessment and the assessment criteria, the assessors determine whether you have met the learning outcomes, and assign a mark. This digit is always a whole number (without decimals). They then process the assessment administratively, record the result in Osiris and send you the final mark and the substantiation. This process will be completed within fifteen working days. The final mark is non-negotiable. You can, however, make an appointment for a viewing moment, in which you can ask questions about the substantive assessment. To pass this course and obtain the ECs, you must complete the test with a pass mark: 6 or higher (see §3.6).

NA (Not Present or Not Attended)

An NA is awarded if you have registered for the test, but did not participate in the assessment or failed to do so on time, or if your work does not meet the submission requirements (see §3.5). If you receive an NA, you have lost an opportunity to do this test and the substance of your work will not be assessed. You will in that case only receive an explanation of the NA.

3.8 Resits

Per academic year you have two opportunities to pass the test. If your work has been graded lower than 6 the first time or if an NA has been awarded, you can register for the resit-assessment in Osiris. In addition, you must contact the course coordinator so that the resit-assessment can be scheduled, the deadline can be determined and a date for the assessment can be discussed.

For this resit, you draw up a (project) plan yourself, in accordance with the working method during the course. In this plan you explain how you intend to meet the missing learning outcome(s) and what actions you will take to achieve this. You discuss this plan with the assessors. You carry out the project independently; for support, you can schedule a one-time meeting of 30 minutes with an involved teacher or coach.

Should you register for a resit but do not participate in it, you will receive an NA and you will forfeit a test opportunity in that academic year (see §3.7).

NB: there are no/less tests during holidays. The method of assessment is described in §3.2.

3.9 Quality Control

To safeguard the reliability and validity of the assessments the assessments will be done with at least two assessors. We call this the four-eyes principle (HU Test Framework 2021). Norm-finding meetings are also held among the assessors.

3.10 When you disagree with a mark

If you have any questions about the assessment, you can make an appointment for a viewing moment, in which you can ask these questions. If you do not agree with the grading, you should first discuss it with the assessors. If you still disagree with the assessment after this discussion, you can

appeal within six weeks after the result has been registered in Osiris. You must submit this appeal to the HU Student Legal Protection Desk (OER §7.2). More information about this can be found on Ask HU. The formal procedures are described in the Regulations for the Legal Protection of Students (Reglement Rechtsbescherming Studenten), see www.reglementen.hu.nl.

3.11 Fraud and Plagiarism

If you appropriate other people's work or ideas and present them as your own, you are committing plagiarism. This is considered fraud and is prohibited. If the assessors suspect plagiarism or other irregularities in your work, the work will be handed over to the Examination Board to investigate. If the Examination Board considers the irregularity to be proven, the Examination Board will impose a sanction. You can read how this works and what the sanctions are in the CMD Study Guide.

Plagiarism can be prevented by handling your sources properly and carefully. For the most part, formulate your texts yourself, use quotation marks and always state the source. You may also not present the sound and image of someone else as your own work. Only use royalty-free images and sound and always mention the source.

At CMD we use source citation in accordance with the APA method, which is also common in the communication field. More information about this APA method and useful tips can be found at www.bibliotheek.hu.nl/Ondersteuning/Bronvermelding.

Competences matrix CMD

UNDERSTAND From understanding to insight	CREATE From insight to imagination	DELIVER From imagination to practice
U1: The aspiring CMD professional indicates <level> the context of the assignment based on convincing research.	C1: The aspiring CMD professional converts <level> insights from research into medium-independent and people-oriented creative concepts.	The aspiring CMD professional develops and tests <level> working prototypes.
U2: The aspiring CMD professional (re)formulates the <level> assignment on the basis of convincing research.	C2: The aspiring CMD professional develops <level> solutions that are distinctive and innovative based on convincing research and a creative design process.	D2: The aspiring CMD professional gives <level> insight into the consequences of introducing the developed solution for the users, the organization and/or society.
U3: The aspiring CMD professional communicates <level> insightfully the results of convincing research.	C3: The aspiring CMD professional develops <level> demos based on a convincing investigation of content, form and function.	D3: The aspiring CMD professional convincingly presents the iterative design process and design, and reflects <level> meaningfully on his/her functioning within the design process.

During the CMD curriculum, student work is carried out on three levels.

Level 1: guided and in a simple context.

Level 2: independently and in a simple context, or, supervised and in a complex context.

Level 3: independently and in a complex context.

When referring to the competences, the levels are indicated as follows:

<Letter><Number>.<Number Level>

Example:

U1.1 means that on competence U1 is being worked on at the first level.