



idX

information design exchange

Information Design: Core Competencies What information designers know and can do

idX Development of International Core Competencies
and Student and Faculty Exchange in Information
Design
within the EU/US Cooperation Program in Higher
Education and Vocational Education and Training

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- Suggested Set of Core Competencies
in Information Design
- University Course in Information Design
- IDU / Information Design University
- Special Interest Group (SIG) for Information Design
Educators
- IIID Partner Universities
- The International Institute for Information Design
- IIID Board Members

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idX Development of International Core Competencies and Student and Faculty Exchange in Information Design

The idea for what became idX was suggested by Prof. Jill Dacey at the “Infodesigned 2002” conference at Reading University, GB (September 2002). Jill referred to the opportunity to get a grant of the EU/US Cooperation Program in Higher Education and Vocational Education and Training for a proposal to be submitted to the European Commission, Directorate-General for Education and Culture and, in parallel, in the USA to FIPSE (Fund for the Improvement of Postsecondary Education) until 28 March 2003. We invited all schools that were IILD members and/or had sent representatives to Reading. The following universities responded positively:



- Bauhaus Universität Weimar, Germany
- Mälardalen University, Eskilstuna, Sweden
- Utrecht School of the Art, Hilversum, The Netherlands
- University of Idaho, Moscow, USA
- Columbia College Chicago, USA
- Wayne State University, Detroit, USA.

The necessary paper work was completed, submitted, and funded. Project partners agreed on the acronym idX for “Development of International Core Competencies and Student and Faculty Exchange in Information Design”.

The group had set out to develop a model curriculum. However, it became clear that, due to the grown cultures and specific environments of the participating universities, it would be next to impossible to harmonize their curricula as originally envisaged. Nevertheless, partners felt that universities open to taking on new challenges, and ready to add information design to their programs, might like to learn from the curriculum developed in 1998 for Technikum Joanneum, now FH Joanneum, Graz, Austria. A modified version of it, squeezed into the three-year baccalaureate model, is annexed to the outcome of the group’s considerations.

Graduates of such a course, interested in engaging in further studies, would be advised to continue their education with a Masters course in one of the specialised information design subject areas. Such would have a focus on education, health care communication, financial information, traffic guiding systems, public transport information, inclusive information design, tourist information, etc.

The prime concern of the idX group was on defining “information design core competencies”. The group developed a document and handed it over to a panel of advisors in November 2006. Partly positive, partly negative responses were received from:

- Prof. Per Mollerup (Norwegian Academy of Arts, Oslo, and Mollerup Design Lab A/S, Frederiksberg, DK)
- Prof. Dwayne Overmyer (University of Michigan, USA)
- Prof. David Sless (Communication Research Institute, Melbourne, AUS)
- Robert Waller (Enterprise IDU, Newport-Pagnell, GB)
- Richard Saul Wurman (Newport, RI, USA)

The constructive comments from the advisors prompted the idX group to change its approach. Instead of trying to describe the essence of information design, the idX group put the focus on the requirements of the Diploma Supplement, which is based on the outcome of efforts of a Joint European Commission – Council of Europe – UNESCO working party undertaken in the spirit of the “Bologna Process”.

The idX group related to first hand information given by experts at Transatlantic Education and Training Conferences of the EU/US FIPSE grantee programs in Lisbon (December 2003) and, in a much more extensive way, in Washington (November 2004). These experts made the idX group aware of the need to precisely state in the Diploma Supplement what students know and can do after graduation.

It became clear to the members of the idX groups that the requirements of the Diploma Supplement were key to the formulation of information design core competencies and related educational requirements.

On the practical side, the idX partners organized the exchange of students and faculty across the Atlantic. Subsequently, exchange student evaluations revealed that the rather theoretical approach of European universities in the first two years would be in contrast to the more performance-orientated program of US universities. They also became aware of the enrichment, both educationally and culturally, gained by students who had participated in the exchange and their enthusiasm for the experience.

(Nearly) all students on exchange in a given year also participated in the related IIID Summer Academies, the first held in 2005 at the Free University of Bozen/Bolzano and the second in 2006 at Columbia College Chicago.

Based on insights gained Prof. Rune Pettersson and Lennard Strand (Mälardalen University), together with Prof. Judith Moldenhauer (Wayne State University), initiated a Special Interest Group (SIG) for Information Design Educators. The SIG was inaugurated at the 2007 IIID symposium Vision Plus 12 at Schwarzenberg, Vorarlberg, Austria. One of the aims of this SIG is the continuing promotion of student exchange across the Atlantic and beyond.

Representatives of Mälardalen University also took on the challenge of developing a forum for the academic advancement of information design: they founded the IDU / Information Design University to make information design modules available for distance learning and to promote outstanding information design literature. All universities that are IIID institutional members are invited to become partners in this initiative.

The idX group is proud to be able to present in this publication their “Core Competencies”, the (Model) Curriculum, the SIG for Information Design Educators, the IDU, an overview of IIID university partners (IIID institutional members) and a list of those who have taken on a function in the IIID Board.

We hope that this publication will stimulate further discussions and international cooperation for the advance of information design education at the university level.



*Lisbon conference:
EU officials of the Directorate-
General for Education and
Culture*



*Concluding idX meeting at
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Suggested Set of Core Competencies in Information Design

The following Suggested Set of Core Competencies in Information Design were developed by the idX group in accordance with the set of guidelines established by the Bologna Process for degree transparency and the required “Diploma Supplement”. (See Appendix for information on the Diploma Supplement.)

What graduates know and can do after completion of their studies

What graduates know:

1. The theories and methods which govern the design and interpretation of information (methodical and theoretical dimension of information design core competencies).
2. All relevant facts and tools for qualified professional activities in the field (Practical dimension of information design core competencies):
 - the properties which constitute effective information
 - the facts, tools and skills needed for the structuring, rendering and applying of information
 - the capabilities of information and communication technologies
 - the related insights gained through research done in the field of cognitive and social sciences
 - existing conventions and applicable legislation and standards
 - the implications of business management
3. The social demands underlying successful professional practice (Social dimension of information design core competencies).

What graduates can do:

Graduates can design quality information and information systems by creating relationships between people and information and by providing evidence that the information is accessible and usable to an agreed high standard. The areas in which information designers become active may include education, health and financial services, transport and tourism. These depend on high quality information and information systems. Information designers may contribute in leading positions to information-based development strategies, Internet supported services, product interfaces, instruction guides, signage systems, forms, bills, and scientific information visualization.

How graduates attain their design competence

Graduates attain their design competence through a mix of instructions/lectures, project work, and practical experience gained through internships.

Project work is indispensable for acquiring competence in information design concerning

- problem definition
- skills
- media and information technology
- development of interaction processes
- evaluation procedures
- project management.

Project work during the course of studies begins with a focus on simple tasks to be performed in familiar environments and progresses to complex tasks involving unknown users performing in a multitude of work conditions.

Project work makes it possible to procure important knowledge in a task-related way. This concerns

- strategies of thinking and creativity
- relevant laws and regulations
- clarity in expression and rendering
- appropriate presentation of results
- fluency in native language and English.

Working outside of the institution in an internship in the information design industry in the second half of the study period is strongly recommended.

How information designers design information and develop information systems.

Methodical and theoretical dimension of information design core competencies

Information Designers

- Identify the goal(s) to be met and tasks to be performed.
- Define the user(s), either through appropriate methods, such as observation, interviews, and development of personas.
- Compose the information using verbal, pictorial, acoustic, haptic and/or olfactory elements, which they

- shape, and structure according to principles of cognitive and perceptual psychology.
- Pay due regard to the media and reproduction/distribution processes to be employed within an existing or to be developed communication infrastructure.
 - Integrate feedback.
 - Document the information elements, the objects to which they refer, the processes involved and the respective responsibilities of those who have to safeguard the production and maintenance of related materials and systems.
 - Initiate the testing of use and usability, evaluate the test results and refine the information accordingly.
 - Assist clients with implementing and with performance-focused monitoring of the information.
 - Provide information on the value dimension of measured results.

Elements used by information designers.

Practical dimension of information design core competencies

Information designers must have knowledge of:

- Materials
- Media production techniques
- Ergonomics
- Hardware and Software
- Business Communications
- Two and three-dimensional composition
- Professional writing
- Typography
- Diagramming
- Multimedia and web authoring
- Project management
- Negotiation skills.

Social demands on the professional practice of information designer.

Social dimension of information design core competencies

The social dimension of information design consists of five essential principles:

Politics, Position, Parsimony, Politeness, Performance.
Sless, David. *Theory for Practice. IIID Vision Plus Monograph 12 E/D*. 1997. Presented at Vision Plus 3, 10–12 July 1997, Schwarzenberg, Austria.

Definitions of Terms

Information

For the purpose of this document, the idX group accepts the following definition:

Information is the result of processing, manipulating and organizing data in a way that adds to the knowledge of the person receiving it.

High quality information

In many cases, information designers will only succeed in designing high quality information if the information to be designed is part of an information chain.

The suggested attributes* of high quality are:

- | | |
|---------------|------------------|
| – Accessible | – Interpretable |
| – Appropriate | – Objective |
| – Attractive | – Relevant |
| – Believable | – Timely |
| – Complete | – Secure |
| – Concise | – Understandable |
| – Errorless | – Valuable |

*Adapted from Wang, Richard Y. and Diane M. Strong. *Beyond Accuracy: What Data Quality Means to Data Consumers. Journal of Management Information Systems. Vol. 12 No. 4, Spring 1996, pp 5–33.*

Appendix

Diploma Supplement Model

The Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES.

The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition.

Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

http://ec.europa.eu/education/policies/rec_qual/recognition/diploma_en.html#

Curriculum

The three-year curriculum presented here is a slightly modified version of the original four-year course conceived for Technikum Joanneum (now FH Joanneum), Graz, Austria. ECTS Credits, 30 for each of the six semesters, were attached, summing up to 180 Credits altogether for three years of studies.

One semester previously dedicated to an international internship and another semester set aside for diploma work have been eliminated. Now summer holidays may accommodate the internship, and the diploma work is thought to be done along with lectures and seminars in the last semester.

The curriculum is designed to ensure subject, methodical and social competencies.

In lectures, tutorials, seminars and project work, students are confronted with assignments of increasing complexity. In the first and second semesters, basic knowledge is conveyed and skills taught. These are subsequently enriched by specialized knowledge with regard to business communication, product interface design and orientation systems.

Apart from the subjects which determine the above cited competencies, the curriculum incorporates elements of General Studies (Studium Generale) which may be adjusted to newsworthy topics relating to information, communication, culture, the humanities and economics.

The concluding diploma work, stimulated by suggestions of consultants to the school, should relate to real-life situations.

Increasing complexity of project work should concern:

- skills
- media mix and information and communication technology
- project management
- interaction and evaluation
- sort and size of the respective user group(s).

Ever more complex tasks require that the time frame allocated for projects gets gradually increased.

Project work makes it possible to convey important content of teaching and practice in a task-oriented way.

This concerns

- strategies of thinking and creativity
- relevant laws, regulations and standards
- precision in expression and rendering
- adequate to perfect presentation of the results
- practice in native and English language.

Consequently high demands are posed on both students and faculty.

Practical competence

Factual knowledge

le, 2 Credits

Material I

Information carriers, surface protection, finishing

le, 2 Credits

Reproduction techniques

Reproduction and printing methods, electronic information presentation

Conceptual knowledge

le, 2 Credits

Information design I

Areas of competence for information designers; information systems, information processes, cognitive basis of information design: perception, recognition, understanding, learning, remembering; Language; writing, image, colour, texture, sound, smell; metaphors; informational drawing

le, 2 Credits

Typography

Writing and writing systems, typeface and font formats, appropriate typeface choice; specifying type; readability criteria; typographic systems, static and dynamic applications, typographic hierarchy

is, 1 Credit

Technical drawing

Presentation methods and conventions

is, 3 Credits

Hard- and software I

Word processing, raster and vector image creation tools, office programmes, databases

Methodical competence

is, 1 Credit

User-related design I

Requirements of inclusive design / universal design / design for all, usability, methodical procedures

se, 1 Credit

Professional writing I

Rules: text basics, text analysis, text research

Social competence

is, 1 Credit

Psychology of listening and speaking

Learning to understand what matters; formulating and questioning assignments; interdependencies and competencies (responsibilities); recognizing social hierarchies; determining human needs; proposing arguments, sifting out business needs; bringing it "to the point"; dealing with objections, formulating results

se, 2 Credits

General English I

is, 1 Credit

Social context of information

Cultures and traditions/conventions, determining aims and objectives of activities, priorities in decision making and knowledge needed to perform

General studies

le, 1 Credit

Art and design

Including history of information design – from hieroglyphics to ISO 7001

is, 1 Credit

Handwriting

Visual communication with Latin, Cyrillic and Far Eastern scripts

is, 10 Credits

Project work I

Projects of 2 to 4 days with regard to subsequent standards

- Skills: describe and explain content and processes; photography, sketch, draw
- Media mix and IT: interpersonal and print communication
- Project management: problem analysis and re-design
- Interaction and evaluation: subjective judgement

Target group: the individual students themselves

Practical competence

Factual knowledge

le, 1 Credit

Material II

Binding and packaging information carriers, building and attaching displays, developing and mounting sign systems

le, 1 Credit

Ergonomics

Sensory capacity, vision geometry, ergonomic product design (epd), setting- and adjustment controls, office ergonomics, light and lighting

Conceptual knowledge

is, 4 Credits

Hard- and Software II

Scripting and programming

is, 16 Credits

Project work II

Projects of 3 to 20 days with regard to requirements in addition to Project work I

- Skills: + structuring information in area and space; tabular comparison; diagrammatic presentation of situations and processes; interviewing; production of working models and samples; production of working drawings
- Media mix and IT: + poster, display, packaging
- Project management: + briefing, design and motivation report
- Interaction and evaluation: + structured user interviews

Target group: a manageable group of people to which the students themselves belong

Internship I: 6 weeks in summer

Methodical competence

le, 2 Credits

Information Design II

Successful thinking; structuring and analysing information, developing goal-oriented creativity; reducing object-oriented information to the basic characteristic features; developing symbols and icons; communication with words, pictures, sounds

se, 3 Credits

User-related Design II

Qualitative aspects of interactive systems in view of usability; requirements of user-based interface design; researching; interviewing methods

se, 1 Credit

Professional Writing II

Textual rhetoric: word, phrase, rhythm, dialogue, image/text relationships

is, 1 Credit

Exhibition Didactics

Goals and strategies for exhibitions; exhibition communication, project management incl. evaluation and feedback; use of AV and multi-media technologies

is, 1 Credit

Exhibition Design

se, 1 Credit

Professional Practice

Social competence

is, 1 Credit

Discussion and negotiation management

Criteria for invitation and agenda-creation; organizing meetings and conferences; time control

se, 2 Credits

General English II

General studies

le, 1 Credit

Global Trends I

Population growth, nutrition, water, energy, waste, transport, environmental implications, education, standards of living

le, 1 Credit

Technology and Media Theory I

Medialization as individual history; the influence of technical media on the perception of reality; the medialization of reality with the emergence of new interacting parallel worlds; the biological, the technical, the virtual, the spiritual

Practical competence

Factual knowledge

le, 1 Credit

Material III

Materials for designing with light: glass, acrylic, polycarbonates, etc., as well as translucent, light-transmitting and radiating materials, such as solf, lisa, etc.

Conceptual knowledge

is, 4 Credits

Hard- and Software III

Software and tools for visualization and animation (I)

le, 2 Credits

Business Communication and Computer Science for Economics

Introduction to marketing practice, sales, production, financing, business information systems, facility management, internet, intranet

is, 2 Credits

Multimedia Production I

Photography, video, audio and CD-rom production; storyboarding, post-production, video editing

is, 1 Credit

Multimedia Art I

Medial appearance and presentation methods, multimedia screening, information aesthetics, practice-based implementation

Methodical competence

is, 2 Credits

Information Design III

Corporate personality, corporate identity, corporate design; visual rhetoric

is, 3 Credit

User-related Design III

Usability engineering (I): analysis; user involvement; generating and evaluating feedback; assignment modelling; usability criteria; prototyping

se, 1 Credit

Professional Writing III

Text-practice: grammar, style, speech and text categories; technical report writing; outlining, abstract, key words, literature quotation, images and image legends, footnotes

le, 1 Credit

Project Management

Briefing, cost estimating, specification (technical description, performance index), order placement, implementation supervision, invoice control, copyright (rights of use) control

le, 1 Credit

Standards in information, communication and documentation

International and national standards, conventions, legislation and directives; general and specific requirements of information design subject areas, standards and conventions in everyday life

Social competence

se, 2 Credits

Professional English I

General studies

le, 1 Credit

Market Economy

Covering basic needs, stimulating needs; regionalism/globalism

le, 1 Credit

Technology and Media Theory II

Medialization as individual history; the influence of media on cultural, social, political, economic and societal change.

is, 16 Credits

Project work III

Projects of 8 to 30 days with regard to requirements in addition to Project work I and II

- Skills: + designing information with regard to attractiveness and appropriateness to content
- Media mix and IT: + special effects
- Project management: + specification for implementation and cost estimating
- Interaction and evaluation: + iterative testing and designing

Target group: a manageable group of people to which the students themselves do not belong

Practical competence

Factual knowledge

le, 1 Credit

Dynamic Displays

Conceptual knowledge

is, 3 Credits

Hard- and Software IV

Software and tools for visualization & animation (II)

le, 2 Credits

Orientation Systems

User needs/demands; type-faces for display, public symbols, colour-coding; interior and exterior size relationships; demands on maps and transit diagrammes

is, 3 Credits

Multimedia Production II

Photo-, video-, audio- and CD-rom production; storyboarding, post-production, video editing

is, 1 Credit

Multimedia Art II

Medial appearance and presentation methods, multimedia screening, information aesthetics, practice-based implementation

Methodical competence

is, 3 Credits

Information Design IV

Visualizing flow and process; diagrammes and tables; fundamentals of statistics; sound design; design methods and processes

is, 3 Credits

User-related Design IV

Usability engineering (II): evaluation; statistical criteria; demographic methods; implementation; feedback to analysis

se, 2 Credits

Professional Writing IV

Hypertext practice

se, 1 Credit

Professional Practice

Seminar

Social competence

se, 2 Credits

Professional English II

General studies

le, 1 Credit

Technology and

Media Theory III

Functionality of technical media in the building of networked structures; medialized communication among work areas, education and leisure and the transdisciplinary between science and art

is; 8 Credits

Project work IV

Projects of 3 to 6 weeks with regard to requirements additional to Project work I to III

- Skills: + designing dynamic, sequential and sound-supported information
- Media mix and IT: + "New Media" (stand-alone solutions)
- Project management: + Teamwork
- Interaction and evaluation: + integrated feedback/ self-actualization

Target group: anonymous addressees within a defined region

Internship II: 6 weeks in summer

Practical competence

Conceptual knowledge

is, 2 Credits

Hard- and Software V

Operating Systems; platform guidelines and corporate style guides; design manuals

le, 2 Credits

Electronic Publishing

Mark-up languages

Methodical competence

is, 4 Credits

User-related Design IV

User manuals and help systems

is, 3 Credits

Multimedia and Web Authoring Systems

le, 1 Credit

Web Engineering

Implementation of web applications

se, 1 Credit

Professional Practice Seminar

Social competence

se, 2 Credits

Successful Negotiating

se, 2 Credits

Professional English III

Professional meetings

General studies

se, 1 Credit

Global Trends II

Focus on Conflicts: Military trends, poverty, clash of economies, migration, ageing populations, global warming

se, 1 Credit

Quality and Innovation

The True, the Good, the Beautiful; stable and unstable values: reflections on religion, economy and the stock market; conservation versus throw-away mentality; innovation in electronics; quality and ever-shorter life cycles

is, 11 Credits

Project work V

Projects of 1 to 2 months with requirements additional to Project work I to IV

- Skills: + designing information for the Internet
- Media mix and IT: + "New Media" (networked)
- Project management: + estimation of expected work and costs involved, supervision, post-calculation
- Interaction and evaluation: + use of statistical criteria

Target group: anonymous addressees worldwide

Practical competence

Conceptual knowledge

le, 2 Credits

Introduction to Information Network Technologies

The PC as communication machine: LAN-Internet-working and Intranet; WAN-infra-structure ('lines', multiplexers, SDH/PDH), ISDN, branch installations, telephony applications, broadband technologies (from frame-relay to ATM); aspects of telecommunications law

is, 2 Credits

Hard- and Software VI

Update: word-processing, drawing, painting and office programmes; databases; scripting and programming; authoring: overview of EU and other research initiatives.

Methodical competence

is, 1 Credit

Presentation techniques

le, 2 Credits

Professional Practice

Code of Conduct; things and behaviours which make the designer [look] smart: tools of the trade, professional behaviour and etiquette; the five principles of information design: Politics, Position, Parsimony, Politeness, Performance; office organization and starting a business; quality assurance; copyright and trade mark protection

is, 2 Credits

Specifying and Cost Accounting

Specifying, fixed and variable costs, cost estimating, control and verification, settlement of accounts, taxes and duties

se, 3 Credits

Degree Seminar

Social competence

se, 2 Credits

Professional English IV

Project work and presentation

General studies

se, 2 Credits

Consumer requirements

Project-based investigations into cultural differences

se, 2 Credits

Research & Development

Opportunities in R&D, national and international research programmes, managing R&D projects, interdisciplinary cooperation, cost-models, budgeting, interim-financing, reporting

is, 12 Credits

Project work VI

Projects of 1.5 to 3 months including degree work with requirements additional to Project work I to V

- Skills: + designing coherent multimedia information
- Media mix and IT: + 3D + product interaction
- Project management: + user manuals and help systems
- Interaction and evaluation: + use of demographic methods

Target group: specialists in a defined field

Project work

Increasing complexity with regard to

	Skills	Media mix and IT	Project management	Interaction and evaluation	Social and economic relevance	Examples	Duration
1st Semester	Describe and explain content and processes; sketching, drawing, photographing	Interpersonal and print communication	Problem analysis and redesign	Subjective judgement	for the individual student	1.1 Secure bursary 1.2 Find the way from the train station to your new apartment 1.2.1 via public transport 1.2.2 on foot 1.3 Rent a car, use it, return it	2–4 days
2nd Semester	+ Structuring information (2D and 3D); making tabular information comparable; presentation of content and processes using diagrammes; interviewing; production of working models and samples; production of working drawings	+ Poster, display, packaging	+ Briefing + Design + Motivation report	+ Structured user interviews	for a manageable group of people to which the students themselves belong	2.1 Find detailed information for a pre-determined assignment 2.1.1 from Consumer information office 2.1.2 in the university library 2.1.3 over the Internet 2.2 First Aid 2.2.1 rescue / call emergency 2.2.2 bandage according to rescue instructions 2.2.3 hospital visit 2.2.4 organize insurance claim 2.3 Public presentation of finished work 2.3.1 design of an exhibition 2.3.2 explanation of the work 2.3.3 encourage and evaluate feedback 2.3.4 determine needs for next year's presentation	3–20 days
3rd Semester	+ Designing information with regard to attractiveness and appropriateness to content	+ Special effects	+ Specification for Implementation + Cost estimating	+ Iterative testing and designing	for a manageable group of people to which the students themselves do not belong	3.1 City map for the handicapped (with accessible locations marked) 3.1.1 design 3.1.2 evaluate and publicize 3.2 Babysitting co-operative 3.2.1 explain 3.2.2 publicize 3.3 Car-sharing project 3.3.1 explain 3.3.2 publicize 3.3.3 operate	8–30 days
4th Semester	+ Designing dynamic, sequential and sound-supported information	+ New media, stand-alone	+ Project work in teams	+ Integrated feedback	for anonymous addressees within a defined region	4.1 Applying for legal design protection Interactive user instructions using three designs from the 3rd semester as examples 4.2 Interactive study guide 4.3 Interactive city information guide and orientation system	3–6 weeks
5th Semester	+ Designing information for Internet presentation	+ New media, networked	+ Estimation of expected work and costs involved + accompanying control + post-mortem calculation	+ Use of statistical criteria	for anonymous addressees world-wide	5.1 Design own home page 5.2 Surgeon-general's health recommendations (to be realised employing push-media) 5.3 Internet Information system (e.g. Salzkammergut)	1–2 months
6th Semester	+ Designing coherent multimedia information	+ 3D + Product interaction	+ Manual and help system	+ Demoscopic methods	for experts of a defined professional group	7.1 Multimedia exhibition system (visitor-oriented guide system) 7.2 Externally-defined project (e.g.: development of an information system for motor testing) 7.2.1 Sales papers 7.2.2 Manual 7.2.3 Help system 7.3 Business start-up via Internet	1,5–3 months

Special Interest Group (SIG) for Information Design Educators

under the auspices of the International Institute for Information Design (IIID).

Information design education – whole programs, dedicated courses, specific projects and assignments – is growing worldwide. More and more individual design faculty are recognizing the impact of information design on their disciplines and have developed courses on information design. More and more universities and colleges are investing in information design programs or tracks and are supporting collaborative research initiatives that incorporate information design. And more and more university design position announcements seek faculty whose areas of expertise includes information design. Faculty and institutions of higher education are recognizing the need to teach students how to organize and visualize information as technology continues to provide more opportunities for people to get and exchange information (internet web browsers and search engines, GPS devices, podcasts, to name just a few). The importance of designing from the perspective of the people who must get and use specific information is gaining ground in academia.

With so many information design programs, courses, and projects happening all over the world, the value of a SIG that serves the needs of information design educators is increasingly clear. Such a SIG can help set standards for information design education and provide support for and networking between information design faculty. Through this SIG, educators could learn from one another's experiences – the successes and non-successes, the obstacles and opportunities – at their respective institutions. The SIG would be a conduit for faculty to connect with one another for joint research projects, student and faculty exchanges, and curriculum development (e.g., online courses that could be taken by students at a variety of institutions).

Locating this SIG within IIID makes sense because IIID is an international information design advocacy organization and has already demonstrated a commitment to information design education. IIID created a board position dedicated to education and has been the European lead institution in a US/EC FIPSE grant about information design education that supported the exchange of faculty and students and the development of an international core educational competencies.

The SIG could encourage faculty in their respective countries to collaborate in addressing curriculum devel-

opment. The SIG could also foster the same attitude among information design faculty at the state or province level.

The IIID education chair and two other educators representing different areas of the world would serve as the advisory committee of the SIG. While each member of the SIG would share in the operation of the SIG, the advisory committee would serve as the coordinating point for ideas, contacts, and activities.

Thus the purpose of the SIG would be to

1. help set standards for information design education worldwide
2. serve as a forum for information design educators
3. connect information design faculty with one another in order to
 - share experiences at their respective institutions
 - develop and participate in joint research projects
 - enable faculty and student exchanges
 - collaborate on class projects
 - develop joint online courses
 - support curriculum development at current affiliated institutions
 - support initiatives for information design education at additional institutions
4. foster curriculum coordination between institutions within their respective countries
5. foster curriculum coordination between institutions at the state or province level
6. sponsor a conference on information design education every 3–5 years

The SIG for information design educators was inaugurated on 6 July 2007 at the IIID Vision Plus 12 Symposium at Schwarzenberg, Vorarlberg, Austria

Information design educators applying for IIID membership may at the same time sign up for the SIG (page 31).

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IIID Partner Universities (IIID Institutional Members)

Asia

National Institute of Design
Information & Digital Design
Ahmedabad, IND
www.nid.edu

Europe

Coventry University
School of Art and Design
Coventry, GB
www.coventry.ac.uk

De Montfort University
Faculty of Art, Design and
Architecture
Leicester, GB
www.dmu.ac.uk

The University of Reading
Department of Typography and
Graphic Communication
Reading, GB
www.rdg.ac.uk/typography

Mälardalen University
Department of Innovation
Design and Product Development
Eskilstuna, S
www.idp.mdh.se/eng/id

Den Grafiske Højskole
Copenhagen, DK
www.dgh.dk

Bauhaus-Universität Weimar
Faculty of Art and Design
Weimar, D
www.uni-weimar.de/cms/en/universitaet/faculty-of-art-and-design.html

Hochschule der Medien
Studiengang Informationsdesign
Stuttgart, D
<http://www.hdm-stuttgart.de/idb>

Freie Kunstschule für Gestaltung
Ravensburg e. V.
Schule für Gestaltung
Ravensburg, D
www.sfg-ravensburg.de

Donau-Universität Krems
Department für Wissens- und
Kommunikationsmanagement
Krems, A
www.donau-uni.ac.at/wuk

FH Joanneum
Studiengang Informations-Design
Graz, A
<http://informations-design.fh-joanneum.at>

North America

Arizona State University
College of Design
Tempe, USA
www.asu.edu

Carnegie Mellon University
School of Design
Pittsburgh, USA
www.design.cmu.edu

Carnegie Mellon University
Software Engineering Institute
Pittsburgh, USA
www.sei.cmu.edu

Rochester Institute of Technology
School of Design
Rochester, USA
www.rit.edu

University of Idaho
Department of Art and Design
College of Letters, Arts and Social
Sciences
Moscow, USA
www.uidaho.edu

Wayne State University
Department of Art and Art History
Detroit, USA
www.art.wayne.edu/

University of Alberta
Department of Art and Design
Edmonton, CDN
www.ualberta.ca/ARTDESIGN

York University
Department of Design
Toronto, CDN
<http://design.yorku.ca>

The International Institute for Information Design (IIID)

was founded to develop research and practice in optimizing information and information systems for knowledge transfer in everyday life, business, education and science.



IIID is recommended by UNESCO as a partner organization for world wide co-operation on matters of information design (Resolution 4.9 of the 28th General Conference of UNESCO, 1995, Paris).

IIID is affiliated to the International Council of Graphic Design Associations (ICOGRADA) and cooperates with a number of other national and international organizations interested in information design.

The main concern of the International Institute for Information Design is to contribute to a better understanding within the human community with respect to cultural and economic issues by means of improved visual and other than visual communication.

Special attention is paid to the potential of graphic information design to overcome both social and language barriers.

IIID endeavours

- to develop information design as an independent interdisciplinary field of knowledge and professional practice,
- to document and to make generally accessible specifically relevant information,
- to carry out research within its possibilities and in co-operation with its members and
- to find new ways of educating information designers.

The aims of the IIID are to be achieved by interdisciplinary and international co-operation. Thus IIID has established links to renowned universities, research laboratories and design companies.

IIID is supported by the Institute for Information Design Japan (IIDj), founded by the Vision Plus 7 organizing committee in 2002. www.iidj.net

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