|  |  |
| --- | --- |
| **Semester** | Autumn |

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** |  | **Course Name** | Information Design |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester** | **Weekly Course Period** | | | | | | **Dersin** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | | **Type** | **Language** |
| 1 | 3 | | 0 |  | | | 3 | 7,5 | | | Zorunlu ( ) Seçmeli (x ) | Türkçe |
| **Category** | | | | | | | | | | | | |
| **Basic Education** | | **Art** | | | **Design** | | | | | **Visual Communication** | | **Social Sciences** |
|  | |  | | | 3 | | | | | 3,5 | | 1 |
| **Assesment Criteria** | | | | | | | | | | | | |
| **Mid-Term** | | | | | | **Evaluation Type** | | | **Quantity** | | | **%** |
| Ist Mid-Term | | |  | | |  |
| 2nd Mid-Term | | |  | | |  |
| Quiz | | |  | | |  |
| Homework | | | 1 | | | 40 |
| Project | | |  | | |  |
| Report | | |  | | |  |
| Others(………) | | |  | | |  |
| **Final Exam** | | | | | | Project | | | 1 | | | 60 |
| **Prerequisites** | | | | | |  | | | | | | |
| **Descriptions** | | | | | | This course aims to examine the processes of creating user-friendly and understandable visual communication solutions by effectively combining data and visual elements in information design. | | | | | | |
| **Objectives** | | | | | | To be able to create a perception of Information Design. To be able to establish a relationship between Visual Communication Design and Information Design. To be able to comprehend the importance of visual literacy. To be able to relate Gestalt principles and ID principles. To be able to comprehend the importance of visualization. To be able to be aware of new approaches in ID. | | | | | | |
| **Additive of Course to Apply Professional Education** | | | | | | The information design course provides students with the ability to present complex data with understandable and effective visuals, developing their professional skills, especially in areas such as graphic design, user experience (UX), and data visualization. This helps students produce user-centered, functional, and aesthetically successful design solutions in their professional lives. | | | | | | |
| **Outcomes** | | | | | | Knows and tells the place and necessity of design within the subject of information. Knows the subject of information design and areas of use. Knows the branches of science and applications that benefit from information design, can conduct research in the relevant field and use data. Has knowledge about the importance of function in visual hierarchy. Can realize the working discipline in information design. Can benefit from the basic principles of design in the visualization process. Can produce designs with high plastic quality and level. Can produce detailed studies on comprehensibility. Creates solution suggestions by examining the examples and problems of information design that we encounter today, transforms them into design. Identifies new areas related to information design and produces designs for them. | | | | | | |
| **Text Book** | | | | | | Tufte, E. (2001). The visual display of quantitative information. Cheshire, CT: Graphics Press.  Baer, K. ve Vacarra, J. (2008). Information design workbook: Graphic approaches, solutions, and inspiration + 30 case studies. Beverly, Mass: Rockport  Bowers, J. (1999). Introduction to two-dimensional design: Understanding form and function. Canada: John Wiley and Sons.  Cairo, A. (2013). The Functional Art: An Introduction to Information Graphics and Visualization. Berkeley: New Riders  Frascara, J. (2004). Communication design: Principles, methods and practice. New York: Allworth.  Jacobson, R. (1999). Information Design. Cambridge, Mass.: MIT Press.  Klein, J. T. (1990). Interdisciplinarity: History, theory and practice. Wayne State University Press.  Lester, P. M. (2013). Visual communication: Images with messages. Belmont, CA: Wadsworth  Lipton, R. (2011). The practical guide to information design. Canada: John Wiley and Sons. Pettersson, R. (2002). Information design: An introduction. John Benjamins Publishing. | | | | | | |
| **References** | | | | | |  | | | | | | |
| **Requirements** | | | | | | Computer, Projector, Scanner, Printer, Drawing Paper, Drawing Pencils, Ruler, Eraser, Internet | | | | | | |

*SBE-OU-01*

|  |  |
| --- | --- |
| **Syllabus** | |
| **Week** | **Topics** |
| 1 | Overview of Information Design  Information Design in Historical Process.  Types of Information Design. |
| 2 | Overview of Information Design  Information Design in Historical Process.  Types of Information Design. |
| 3 | Visual Literacy - Gestalt Theory and Principles  Information Design Concepts: Design Elements and Principles  Using Illustration in Seminar/Information Design |
| 4 | Visual Literacy - Gestalt Theory and Principles  Information Design Concepts: Design Elements and Principles  Traditional Information Design and New Trends.  Design Process: Project I Introduction |
| 5 | Project I Design Process |
| 6 | Project I Design Process |
| 7 | Project I Design Process |
| 8 | Mis-Term |
| 9 | Interdisciplinary Approach  Information Design Concepts: Design Elements and Principles |
| 10 | Interdisciplinary Approach  Information Design Concepts: Design Elements and Principles |
| 11 | Interdisciplinary Approach  Information Design Concepts: Design Elements and Principles  Design Process: Project II Introduction |
| 12 | Project II Design Process |
| 13 | Project II Design Process |
| 14 | Project II Design Process |
| 15,16 | Final |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Program Outcomes** | **3** | **2** | **1** |
| 1 | Advanced design thinking and creative problem-solving skills. | **x** |  |  |
| 2 | In-depth understanding of the theoretical foundations of visual communication design, gaining knowledge of various design disciplines. | **x** |  |  |
| 3 | Ability to effectively use advanced software and digital tools to participate in professional projects. |  | **x** |  |
| 4 | Skills to evaluate design projects from a critical perspective and provide professional feedback. |  | **x** |  |
| 5 | Ability to develop an independent design project using research and application methods. |  | **x** |  |
| 6 | Skills to create user-centered designs by blending aesthetics and functionality. | **x** |  |  |
| 7 | Ability to integrate knowledge from different fields into their designs with an interdisciplinary approach. | **x** |  |  |
| 8 | Skills to strategically manage design processes to achieve project goals. | **x** |  |  |
| 9 | Ability to consider sustainability and accessibility principles in their designs with a sense of ethical and social responsibility. | **x** |  |  |
| 10 | Skills to produce solutions for diverse target audiences by gaining the ability to design within global and local cultural contexts. |  | **x** |  |
| **1:** Non**e. 2:** Partially contribution**. 3:** Completely contribution. | | | | |

Asst. Prof. Mine KÜÇÜK

Instructor

04/10/2024