Module Catalogue

Bachelor's programme (B.A.)

B.A. Design

Contents

Curriculum for all semesters

Seven semester Study variant

Course Curriculum: Bachelor Programme Design																
Module	**1st semester**								**2nd semester**							**Exam**
	Course units					**CH**	**SH**	**ECTS**	**Course units**					**CH**	**SH**	**ECTS**	
	Total	**L**	**S**	**T**	**W**				**Total**	**L**	**S**	**T**	**W**				
B-SQe-ALL-LPC Language Proficiency and Cultural Sensitivity[E1]	4	2		2		60	90	5									/
B-STGe-ALL-IBD Innovation by Design[2]	3	2	1			45	105	5									K
B-DSe-ALL-FOT Photography	3		3			45	105	5									PA
B-DSe-ALL-IUT Illustration and Typography	3		1	2		45	105	5									PA
B-DSe-ALL-KDG History of Art and Design[3]	3	2	1			45	105	5									K
B-DSe-ALL-DDM 3D Modeling	3	1		2		45	105	5									PA
B-SQe-ALL-WAR Academic Writing and Research [4]									3	1		2		45	105	5	PA
B-STGe-ALL-OLM Online Media[5]									4				4	60	90	5	PA
B-DSe-ALL-KAD Creative Tools analogue/digital									2		2			30	120	5	PA
B-DSe-ALL-AST Aesthetics									3	2		1		45	105	5	K
Tracks (1 out of 2)									8							10	
Media and Communication Design																	
Digtal Design & Coding																	
Total	19	7	6	6		285	615	30	20	3	2	3	4	180	420	30	

CH = class hours, SH = study hours, ECTS = credit points according to the European Credit Transfer And Accumulation System
L = lecture, S = seminar, T = tutorial, W = workshop
m = oral exam, PA = project thesis, K = written exam (90 minutes) / = no exam (pass/fail), [T] non-academic support, [O] online module possible,
^Report (not graded), + consists of the bachelor thesis (80%) and an oral exam (20%), *modules can also be offered in other semesters, ˜amount of course units may vary, # special prerequisites according to § 4 (5) of the examination regulations for the bachelor programme Design

[1,4]: Modul also offered in: 1FFe, GDe, MMe, MNe, CA; 2FFe, FDe, GDe, SPe, MMe, Mne;[2]Modul is blendend with: MNe;[3]Modul also offered in: BK [5]Modul is blendend with: MMe

Course Curriculum: Bachelor Programme Design

Module	3rd semester (semester abroad)								4th semester								Exam
	Course units					CH	SH	ECTS	Course units					CH	SH	ECTS	
	Total	L	S	T	W				Total	L	S	T	W				
B-SQe-ALL-IKK Intercultural Communication[O1]	3	1	2			45	105	5									PA
B-SQe-ALL-PMM Project Management[O2]	3	1		2		45	105	5									K
B-DSe-ALL-IDP Interdisciplinary Project[E]	5				5	75	225	10									PA
B-DSe-ALL-VMD Visual and Motion Design[E]	3		3			45	105	5									PA
B-DSe-ALL-IID Interaction and Interface Design[E]	4		4			60	90	5									PA
B-DSe-ALL-OTP Orientation Project									5				5	75	225	10	PA
Tracks (1 out of 2)																20	
Media and Communication Design																	
Digital Design and Coding																	
Total	18	2	9	2	5	270	630	30	5				5	75	225	30	

CH = class hours, SH = study hours, ECTS = credit points according to the European Credit Transfer And Accumulation System
L = lecture, S = seminar, T = tutorial, W = workshop
m = oral exam, PA = project thesis, K = written exam (90 minutes) / = no exam (pass/fail), [T] technical support, [O] online module possible,
[^]Report (not graded), + consists of the bachelor thesis (80%) and an oral exam (20%), *modules can also be offered in other semesters, ~ amount of course units may vary, [#] special prerequisites according to § 4 (5) of the examination regulations for the bachelor programme Design

[1-2] Module also offered in: [1]FFe, GDe, SPe, MMe, MNe; [2]FFe, GDe, SPe, MMe, MNe;

Course Curriculum: Bachelor Programme Design

Module	5th semester								6th semester								Exam
	Course units					CH	SH	ECTS	Course units					CH	SH	ECTS	
	Total	L	S	T	W				Total	L	S	T	W				
B-STGe-ALL-DTG Digital Technologies[1]	3					45	105	5									PA
B-DSe-ALL-DMT Design and Media Theory[2]	3				3	45	105	5									K
B-DSe-ALL-FKP Focus Project[#]	5				5	75	225	10									PA
Tracks (1 out of 2)								10									
Media and Communication Design																	
Digital Design & Coding																	
B-SQe-ALL-KMK Communication Skills[3]									3				3	45	105	5	m
B-STGe-ALL-SIT Student Initiative[4]									0				0		150	5	PA
B-DSe-ALL-PRA Internship Semester									0				0		600	20	^
Total	11	0		0	8	165	435	30	3				3	45	855	30	

CH = class hours, SH = study hours, ECTS = credit points according to the European Credit Transfer And Accumulation System
L = lecture, S = seminar, T = tutorial, W = workshop
m = oral exam, PA = project thesis, K = written exam (90 minutes) / = no exam (pass/fail), [T] technical support, [O] online module possible,
[^]Report (not graded), + consists of the bachelor thesis (80%) and an oral exam (20%), *modules can also be offered in other semesters, ~ amount of course units may vary, [#] special prerequisites according to § 4 (5) of the examination regulations for the bachelor programme Design

[1,3,4] Module also offered in: [1]GDe; [2]FFe, GDe, FDe, SPe, MMe, MNe, CA; [3]Modul is blendend with: MMe, Mne

Course Curriculum: Bachelor Programme Design

Module	7th semester									Exam
	Course units					CH	SH	ECTS		
	Total	L	S	T	W					
B-SQe-ALL-EXG Entrepreneurship[1]	3	1		2		45	105	5		m
B-DSe-ALL-BKO Bachelor Concept	4	2	2			60	240	10		m
B-DSe-ALL-BSE Bachelor Seminar[#]	2				2	30	420	15		+
Total	9	3	2		2	135	765	30		

CH = class hours, SH = study hours, ECTS = credit points according to the European Credit Transfer And Accumulation System
L = lecture, S = seminar, T = tutorial, W = workshop
m = oral exam, PA = project thesis, K = written exam (90 minutes) / = no exam (pass/fail), [T]technical support, [O] online module possible,
^Report (not graded), + consists of the bachelor thesis (80%) and an oral exam (20%), *modules can also be offered in other semesters, ~amount of course units may vary, [#] special prerequisites according to § 4 (5) of the examination regulations for the bachelor programme Design

[1]Modul is blendend with: MMe, Mne

Course Curriculum: Bachelor Programme Design

Module Track Media and Communication Design	2nd Semester								4th Semester								5th Semester								Exam
	Course units					CH	SH	ECTS	Course units					CH	SH	ECTS	Course units					CH	SH	ECTS	
	Total	L	S	T	W				Total	L	S	T	W				Total	L	S	T	W				
B-DSe-MDS-GME Fundamentals of Media and Communication Design[1]	4		2	2		60	90	5																	PA
B-DSe-MDS-AKT Current topics in Media and Communication Design[2]	4		2	2		60	90	5																	PA
B-DSe-MDS-SPT Special Topics in Media and Communication Design[3]									4		2	2		60	90	5									PA
B-DSe-STR-IND Interaction Design[4]									3		2	1		45	105	5									PA
B-DSe-MDS-SID GUI[5]									3		2	1		45	105	5									PA
B-DSe-STR-PPR Portfolio and Production[6]									3		2	1		45	105	5									PA
B-DSe-STR-UED User Experience Design[7]																	3	1		2		45	105	5	PA
B-STGe-STR-VMD VFX, Motion Design[8]																	3	1		2		45	105	5	PA
Total	4		4	4		240	180	10	13		8	5		195	405	20	6	2		4		90	210	10	

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L = lecture, S = seminar, T = tutorial, W = workshop
m = oral exam, PA = project thesis, K = written exam (90 minutes) / = no exam (pass/fail), T non-academic support, Oonline module possible,
^Report (not graded), + consists of the bachelor thesis (80%) and an oral exam (20%), *modules can also be offered in other semesters, ~amount of course units may vary, #special prerequisites according to § 4 (5) of the examination regulations for the bachelor programme Design

Module also offered in:[1-5]DS-MDN; [6]DS-ANI, DS-ILU, DS-GDS, DS-KDS, DS-FUB; [7]DS-MDN; [8]DS-MDN, DS-ANI

Course Curriculum: Bachelor Programme Design

Module / Track Digital Design & Coding	2nd Semester Course units Total	L	S	T	W	CH	SH	ECTS	4th Semester Course units Total	L	S	T	W	CH	SH	ECTS	5th Semester Course units Total	L	S	T	W	CH	SH	ECTS	Exam
B-STGe-STR-GMP Basics of Coding [1T]	4	2		2		60	90	5																	PA
B-DSe-MDN-GME Fundamentals of Media Design [2]	4		2	2		60	90	5																	PA
B-STGe-STR-AIP Agile IT-Project Management [1]									3	1		2		45	90	5									m
B-STGe-STR-ITS Information Security [1]									3	3				45	105	5									K
B-STGe-STR-DBS Database Systems [1]									3	1		2		45	105	5									K
B-DSe-MDN-SID GUI [2]									3		2	1		45	105	5									PA
B-STGe-STR-BDS Operating and Data Systems [1]																	3	2		1		45	105	5	K
B-STGe-STR-DSA Data Structurs and Algorithms [1]																	4	1		2		60	90	5	K
Total	4	2	2	4		120	180	10	12	1	2	5		180	405	20	7	3		3		105	195	10	

CH = class hours, SH = study hours, ECTS = credit points according to the European Credit Transfer And Accumulation System
L = lecture, S = seminar, T = tutorial, W = workshop
m = oral exam, PA = project thesis, K = written exam (90 minutes) / = no exam (pass/fail), T non-academic support, Oonline module possible,
^Report (not graded), + consists of the bachelor thesis (80%) and an oral exam (20%), *modules can also be offered in other semesters, ~amount of course units may vary, #special prerequisites according to § 4 (5) of the examination regulations for the bachelor programme Design

Module also offered in: 1DT;DS-DDC, MN-DMC; 2DS-MDN

Six semester Study Variant

Course Curriculum: Bachelor Programme Design																	Exam	recommended time of module in the case of a part-time degree course (semester)^
Module	**1st semester**								**2nd semester**									
	Course units					CH	SH	ECTS	Course units					CH	SH	ECTS		
	Total	L	S	T	W				Total	L	S	T	W					
B-SQe-ALL-LPC Language Proficiency and Cultural Sensitivity^E1	4	2		2		60	90	5									*I*	
B-STGe-ALL-IBD Innovation by Design^2	3	2	1			45	105	5									PA	
B-DSe-ALL-FOT Photography	3		3			45	105	5									PA	
B-DSe-ALL-IUT Illustration and Typography	3		1	2		45	105	5									PA	
B-DSe-ALL-KDG History of Art and Design	3	2	1			45	105	5									K	
B-DSe-ALL-DDM 3D Modeling	3	1		2		45	105	5									PA	
B-SQe-ALL-WAR Academic Writing and Research ^3									3	1		2		45	105	5	PA	
B-STGe-ALL-OLM Online Media^4									4				4	60	90	5	PA	
B-DSe-ALL-KAD Creative Tools analogue/digital									2		2			30	120	5	PA	
B-DSe-ALL-AST Aesthetics									3	2		1		45	105	5	K	
Track (1 out of 2)									8					120	180	10		
Media and Communication Design																		
Web Design																		
Total	16	7	6	6		285	615	30	17	3	2	3	4	300	600	30		

CH = class hours, SH = study hours, ECTS = credit points according to the European Credit Transfer And Accumulation System
L = lecture, S = seminar, T = tutorial, W = workshop
m = oral exam, PA = project thesis, K = written exam (90 minutes) / = no exam (pass/fail), ᵀ non-academic support, ᴼ online module possible,
^Report (not graded), + consists of the bachelor thesis (80%) and an oral exam (20%), *modules can also be offered in other semesters, ˜amount of course units may vary, # special prerequisites according to § 4 (5) of the examination regulations for the bachelor programme Design

¹⁻⁴: Module also offered in: ¹FFe,GDe, MNe; ²MN; ³FFe, FDe, GDe, SPe, MMe, Mne; ⁴

Course Curriculum: Bachelor Programme Design

Module	3rd semester (semester abroad)								4th semester								Exam	recommended time of module in the case of a part-time degree course (semester)*
	Course units					CH	SH	ECTS	Course units					CH	SH	ECTS		
	Total	L	S	T	W				Total	L	S	T	W					
B-SQe-ALL-IKK Intercultural Communication^O	3	1	2			45	105	5									PA	
B-SQe-ALL-PMM Project Management^O	3	1		2		45	105	5									K	
B-DSe-ALL-IDP Interdisciplinary Project	5				5	75	225	10									PA	
B-DSe-ALL-VMD Visual and Motion Design^E	3		3			45	105	5									PA	
B-DSe-ALL-IID Interaction and Interface Design^E	4		4			60	90	5									PA	
B-DSe-ALL-OTP Orientation Projekt									5				5	75	225	10	PA	
Track (1 out of 2)									13					195	405	20		
Media and Communication Design																		
Web Design																		
Total	**18**	**2**	**9**	**2**	**5**	**270**	**630**	**30**	**18**				**5**	**270**	**630**	**30**		

CH = class hours, SH = study hours, ECTS = credit points according to the European Credit Transfer And Accumulation System
L = lecture, S = seminar, T = tutorial, W = workshop
m = oral exam, PA = project thesis, K = written exam (90 minutes) / = no exam (pass/fail), ^T technical support, ^O online module possible,
^Report (not graded), + consists of the bachelor thesis (80%) and an oral exam (20%), *modules can also be offered in other semesters, ~amount of course units may vary, #special prerequisites according to § 4 (5) of the examination regulations for the bachelor programme Design

1-3: Module also offered in: [1]FFe, GDe, MNe; [2]FFe, DSe, MNe; [3]MNe;SP;JO;MU;MM

Course Curriculum: Bachelor Programme Design

Module	5th semester								6th semester								Exam	recommended time of module in the case of a part-time degree course (semester)*
	Course units					CH	SH	ECTS	Course units					CH	SH	ECTS		
	Total	L	S	T	W				Total	L	S	T	W					
B-SQe-ALL-KMK Communication Skills[1]	3				3	45	105	5									m	
B-STGe-ALL-SIT Student Initiative[2]							150	5									PA	
B-DSe-ALL-PRA Internship Semester							600	20									^	
B-SQe-ALL-EXG Entrepreneurship[3]									3	1		2		45	105	5	PA	
B-DSe-ALL-BKO Bachelor Concept									4	2	2			60	240	10	m	
B-DSe-ALL-BSE Bachelor Seminar^#									2				2	30	420	15	+	
Total	**3**				**3**	**45**	**855**	**30**	**9**	**3**	**2**	**2**	**2**	**135**	**765**	**30**		

CH = class hours, SH = study hours, ECTS = credit points according to the European Credit Transfer And Accumulation System
L = lecture, S = seminar, T = tutorial, W = workshop
m = oral exam, PA = project thesis, K = written exam (90 minutes) / = no exam (pass/fail), ^T technical support, ^O online module possible,
^Report (not graded), + consists of the bachelor thesis (80%) and an oral exam (20%), *modules can also be offered in other semesters, ~amount of course units may vary, #special prerequisites according to § 4 (5) of the examination regulations for the bachelor programme Design

1-3: Module also offered in: [1]GDe, MNe; [2]MNe; [3]MM, MN

Course Curriculum: Bachelor Programme Design

Module / Track Media and Communication Design	1st Semester								4th Semester								Exam
	Total	L	S	T	W	CH	SH	ECTS	Total	L	S	T	W	CH	SH	ECTS	
B-DSe-MDS-GME Fundamentals of Media and Communication Design Design	4		2	2		60	90	5									PA
B-DSe-MDS-AKT Current topics in Media and Communication Design	4		2	2		60	90	5									PA
B-DSe-MDS-SPT Special Topics in Media and Communication Design									4		2	2		60	90	5	PA
B-DSe-STR-IND Interaction Design									3		2	1		45	105	5	PA
B-DSe-MDS-SID GUI									3		2	1		45	105	5	PA
B-DSe-STR-PPR Portfolio and Production									3		2	1		45	105	5	PA
Total	4		4	4		120	180	10	13		8	5		195	405	20	

CH = class hours, SH = study hours, ECTS = credit points according to the European Credit Transfer And Accumulation System
L = lecture, S = seminar, T = tutorial, W = workshop
m = oral exam, PA = project thesis, K = written exam (90 minutes) / = no exam (pass/fail), T non-academic support, Oonline module possible,
^Report (not graded), + consists of the bachelor thesis (80%) and an oral exam (20%), *modules can also be offered in other semesters, ~amount of course units may vary, #special prerequisites according to § 4 (5) of the examination regulations for the bachelor programme Design

Course Curriculum: Bachelor Programme Design

Module / Track Web Design	1st Semester								4th Semester								Exam
	Total	L	S	T	W	CH	SH	ECTS	Total	L	S	T	W	CH	SH	ECTS	
B-STGe-STR-GMP Basics of Coding [1T]	4	2		2		60	90	5									PA
B-DSe-MDN-GME Fundamentals of Media Design [2]	4		2	2		60	90	5									PA
B-STGe-STR-AIP Agile IT-Project Management [1]									3	1		2		45	105	5	PA
B-STGe-STR-ITS Information Security [1]									3	3				45	105	5	PA
B-STGe-STR-DBS Database Systems [1]									3	1		2		45	105	5	PA
B-DSe-MDN-SID GUI [2]									3		2	1		45	105	5	PA
Total	8	2	2	4		120	180	10	12	5	2	5		180	420	20	

CH = class hours, SH = study hours, ECTS = credit points according to the European Credit Transfer And Accumulation System
L = lecture, S = seminar, T = tutorial, W = workshop
m = oral exam, PA = project thesis, K = written exam (90 minutes) / = no exam (pass/fail), T non-academic support, Oonline module possible,
^Report (not graded), + consists of the bachelor thesis (80%) and an oral exam (20%), *modules can also be offered in other semesters, ~amount of course units may vary, #special prerequisites according to § 4 (5) of the examination regulations for the bachelor programme Design

Overview of competencies

Background information

For the reaccreditation of the B.A. study programmes, the German Council of Science and Humanities has suggested that the so-called "output orientation" of teaching should be given greater prominence. Both on the programme level and on the module level, the competencies must be more clearly assigned and systematically traceable. Central to this is the correct formulation of the learning outcomes.

Learning outcomes are statements about what a student knows, understands and is able to do/demonstrate after completing a learning process. Essentially, it describes which competencies students acquire during their studies. The reviewers evaluate the extent to which the objectives of the study programme and the learning outcomes of individual modules are coordinated. The qualification objectives of the study programme are transferred to the module level. In this case, not all fields of competency need to be addressed in each module, but in the overview (module catalogue), the previously formulated qualification objectives must be reflected in concrete form as learning outcomes of the modules. In order to ensure this, it is not only necessary to follow the guidelines for the preparation of the modules, but also to answer the following questions on competencies and objectives of the study programmes.

How do I formulate learning outcomes?

Before phrasing the learning outcomes, please try to figure out which knowledge and which skills the students are supposed to acquire during this module. Please follow the steps below:
1. Determine previous knowledge:
    - Pay attention to the semester the module takes place in compared to the rest of the students' studies
    - Realistic assessment of previous knowledge (max. 1 monograph or 3 essays for preparation)
2. Determine the contents:
    - List the contents/topics as bullet points
3. Determine competencies: Macromedia University distinguishes between the following competencies:
    - Professional skills (academic)
    - Professional skills (practical)
    - Methodological skills (academic)
    - Methdological skills (practical)
    - Social skills
    - Personal skills
4. Formulate the learning outcomes
    - Learning outcomes are based on the module contents, but they do not have to match in number
    - Choose an active verb from the table "Taxonomy of Verbs" that fits the learning outcome and the level of difficulty
    - For a 5 ECTS module choose approx. 8 learning outcomes (min. 5 – max. 10)
    - List the learning outcomes as bullet points
    - One active verb per learning outcomes (only the verbs from the table "Taxonomy of Verbs" are permitted)
    - Use simple and short descriptions that are easily understandable
    - Learning outcomes have to be phrased using a student's perspective
    - Learning outcomes should be located on all levels of the taxonomy (not just the lower levels)
5. Determine the levels for the individual learning outcomes: 1-6 (see table "Taxonomy of Verbs")
6. Type of Assessment:
    - The learning outcomes have to be examinable using the selected type of assessment

Formulate the learning outcomes according to the template below:

Introductory sentence: Upon completion of the module, students will be able to…	
+ [Active verb] (only from the table below)	+ describe
+ [Module content]	+ the individual steps of the research process
+ [Object] (if necessary for clarification)	+ (using their methodological skills)

Taxonomy of Verbs (please use only the verbs below!)

Level	Cognitive process/Verb	Example	Additional verbs
1) Remember Recall facts and basic concepts	Identify	Identify dates of important historical events	Write, define, reproduce, list, describe, label, recite, indicate, enumerate, name, draw, implement, sketch, narrate
	Recall	Recall dates of important historical events	
2) Understand Explain ideas or concepts	Interpret	Paraphrase important statements	Represent, describe, determine, demonstrate, discuss, formulate, locate, present, illustrate, transmit, repeat
	Exemplify	Name examples of styles of art	
	Classify	Classify descriptions or observations of disruptions	
	Summarise	Write a short summary	
	Infer	Derive a rule from various examples	
	Compare	Compare historical events to current situations	
	Explain	Explain the most important events in 18th century France	
3) Apply Use information in new situations	Execute	Calculate a mathematical function	Perform, calculate, use, find out, delete, fill in, enter, apply, solve, plan, illustrate, edit
	Implement	Determine to which cases Newton's second law is applicable	
4) Analyse Draw connections among ideas	Differentiate	Distinguish between relevant and irrelevant information in a mathematical text task	Test, contrast, compare, isolate, select, distinguish, juxtapose, criticise, analyse, determine, experiment, sort, examine, categorise
	Organise	Build an argumentation for or against a particular historical position using clues in a historical treatise	
	Attribute	Determine the point of view of an author of an essay based on their political orientation	
5) Evaluate Justify a stand or decision	Review	Determine whether a scientist's conclusion is plausible based on the data at hand	Argue, predict, choose, evaluate, reason, test, decide, criticise, grade, estimate, score, support, classify
	Assess	Decide which of two methods is better suited for solving a problem	
6) Create Produce new or original work	Generate	Formulate a hypothesis for an observable phenomenon	Assemble, collect, organise, construct, prepare, write, design, conclude, connect, design, assign, compile, deduce, develop
	Plan	Write an exposé for a paper/thesis	
	Produce	Build a biotope for certain species or for certain purposes	

Aspects that have to be kept in mind when writing a module description

In modules, as many different teaching and learning forms as possible should be provided in order to enable different learning processes and paths and to take different learning strategies into account. Different media experience and knowledge must be taken into account. Teaching and learning contents should be chosen in a gender-appropriate and gender-conscious manner. They should be based on the life-worlds of students and show different gender-neutral roles, address gender problems and contain a variety of gender-conscious perspectives.

Questions for quality management:

How strongly do the learning outcomes of the module contribute to the study programme's overall objectives? If the module is offered in more than one study programme, please fill in the table for ALL study relevant programmes!
(Scale 1-6: 1 = Competency plays a very minor role in this module, 6 = Competency plays a highly important role in this module)

	Prog.	Objective of the study programme	Relevance
1.	**All**	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	
2.	**All**	The ability to grasp complex tasks and develop creative and sustainable solutions	
3.	**All**	Self-reflection and judgment to continually grow personally in a dynamic international work environment	

	Prog.	Objective of the study programme	Relevance
1.	**DS**	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	
2.	**DS**	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	
3.	**DS**	Outstanding design skills and diverse reflection skills with high innovation potential.	

Which competencies are specifically addressed in the module? (Scale 1-6: 1 = Competency plays a very minor role in this module, 6 = Competency plays a highly important role in this module)

Competency	Role
K1: Professional skills (academic)	1-6
K2: Professional skills (practical)	
K3: Methodological skills (academic)	
K4: Methodological skills (practical)	
K5: Social skills	
K6: Personal skills	

A) Compulsory Modules

Language Proficiency and Cultural Sensitivity [Language Proficiency and Cultural Sensitivity]

Module Code: B-SQe-ALL-LPC

Learning Outcomes:	Upon completion of the module, students will be able to	Level[1]
	apply all four language competencies of the TOEFL exam with a higher scoring: reading, listening, speaking, writing.	3
	use TOEFL test taking strategies: active reading, targeted note taking, speaking under time pressure, writing detail-oriented outlines for academic essays, etc.	3
	recognise structures and question types in the TOEFL exam.	2
	applying templates and learned responses to all four exam sections.	3
	discuss research results by students.	2
	perform presentations in language competencies, in intercultural interaction, and culture-specific areas.	6
	identify potential risks in the study abroad experience.	5
	understand fundamentally the target culture by improved intercultural competence.	2
Course Contents	• Wide spectrum of factors affecting future study abroad: e.g. university semester abroad selection, survival skills (contacting the international office, finding an apartment, setting up a bank account, etc.) • Academic reading, writing, conversational skills, networking and interfacing in an international environment • Intercultural communications in order to raise the level of intercultural competencies • Intercultural topics relevant to study abroad: e.g. culture shock, stereotypes, team building, language barriers, oculesics, intercultural synergies, intercultural negotiation, networking, etc. • How to survive possible risks and unexpected circumstances when faced with challenges • Research various target cultures which they may be considering for their semester study abroad	

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	3
	Ability to comprehend complex tasks and develop creative and sustainable solutions	2
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	3
	Description	Relevance[1]

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[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

Objectives of the specific Study Programme	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	2
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	1
	Outstanding design skills and diverse reflection skills with high innovation potential.	1
Competencies	Type of competency	Role[1]
	K1: Academic knowledge	1
	K2: Knowledge in professional practice	1
	K3: Methodological skills (research)	1
	K4: Methodological skills (professional practice)	1
	K5: Social skills	6
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [60 CH / 90 SSH]	
Study Semester	1	
Type of Module	Compulsory Module	
Applicability	References to: Interculturelle Communication Projectmanagement Interdisciplinary Project	
Teaching Language	English	
Type of Assessment	Pass / no Pass	
Teaching and Learning Methods	Lecture [2 course units] / Tutorial [2 course units]	
Blended Learning		

[1] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

Essential Reading	Berdan, S. N., Goodman, A. E., & Taylor, C. (2013). A Student Guide to Study abroad. New York: Institute of International Education.
	Chaney, L. H., & Martin, J. S. (2014). Intercultural business communication. Upper Saddle River: Pearson.
	Official Guide To The Toefl Test With Dvd. (2017). New York: McGraw-Hill Education.
Further Reading	Bennett, M. (2013). Basic Concepts of Intercultural Communication: Paradigms, Principles, and Practices (2nd ed.). Boston: Intercultural Press.
	Harvey, C., & Allard, M. J. (2008). Understanding and Managing Diversity. Upper Saddle River: Pearson Education.
	Hofstede, G. J., Smith, D. M., & Hofstede, G. (2002). Exploring Culture: Exercises, Stories and Synthetic Cultures. Yarmouth: Intercultural Press.
	Lustig, M. W., Koester, J., & Halualani, R. (2017). Intercultural Competence (8th ed.). Hoboken: Pearson Educ.
	Martin, J. N., Nakayama, T. K., & Flores, L. A. (2001). Readings in Intercultural Communication: Experiences and Contexts (2002 edition). Boston: McGraw Hill.
	Matthiesen, S. J. (2014). Essential Words for the TOEFL (6 edition). New York: Barron's Educational Series.
	Murphy, R. (2015). English Grammar in Use Book with Answers and Interactive eBook: Self-Study Reference and Practice Book for Intermediate Learners of English (4th ed). Cambridge: Cambridge University Press.
	Sharpe, P. J. (2016). Barron's TOEFL iBT with CD-ROM and MP3 audio CDs, (15th ed.). New York: Barron's Educational Series.
	Ting-Toomey, S., Oetzel, J., & Oetzel, D. J. (2001). Managing Intercultural Conflict Effectively. Thousand Oaks: Sage Publications.
	Wilson, M. J. (2013). The Best College Student Survival Guide Ever Written. Independent Publishing Platform: CreateSpace.
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

Fotografie [Photography]

Module Code:B-DSe-ALL-FOT

Learning Outcomes	Upon completion of the module, students will be able to:	Level[1]
	recognise photography as an independent medium with its own regularities.	1
	explain branch-specific application areas of the photographic image.	2
	apply basic technical terms in theory and practice.	3
	carry out a photographic work based on classical models from the fields of applied or artistic photography.	3
	assign photo-historical developments in their basic features.	4
	experiment with different tasks in terms of image, form and story in the field of tension between content and form, as well as technical implementation.	4
	develop a photographic project, by taking into account and knowing the history of photography and photographic models.	6

Course Contents	
	• Insights in the history of photography, as well as contemporary trends in photography;
	• Insights in the basics of analog and digital photography;
	• Study and practice of photo-technical applications in the photo studio;
	• Knowledge of basic technical terms and terminologies;
	• Analysis and evaluation of the interaction between the creation process and its photographic stylistic devices;

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	6
	Ability to comprehend complex tasks and develop creative and sustainable solutions	4
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	5

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	3
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	5

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

	Outstanding design skills and diverse reflection skills with high innovation potential.	4
Competencies	Type of competency	Role[1]
	K1: Academic knowledge	3
	K2: Knowledge in professional practice	4
	K3: Methodological skills (research)	4
	K4: Methodological skills (professional practice)	5
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	5
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [45 LVZ x 105 SSZ]	
Study Semester	1	
Type of Module	Compulsory Module	
Applicability	-	
Teaching Language	English	
Type of Assessment	Project Work	
Teaching and Learning Methods	Seminar [3 SWS]	
Blended Learning		
Essential Reading	Kemp, W. (2014). Geschichte der Fotografie. C.H.Beck.	
	Peter, J. (2009). Notizen zur Fototechnik. Vdf Hochschulverlag.	
Further Reading	DTH Hamburg (2006). The heartbeat of fashion - Werke aus der Sammlung F. C. Gundlach. Kerber Verlag.	
	Frank, R. (2008). The Americans". Steidl Verlag.	
	Geimer, P. (2014). Theorien der Fotografie zur Einführung. Junius.	
Journals	Photonews (Magazin),	
	https://photonews.de/blogbuch/,	

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[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

	https://www.fotomuseum.ch/en/explore/platform/
	https://www.fotomuseum.ch/de/explore/collection/
	http://www.americansuburbx.com/art-and-photography
	http://www.gute-aussichten.org (Junge deutsche Fotografie)
	https://bff.de/portfolios/ (Werbefotografie)
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

Innovation by Design [Innovation by Design]

Module Code: B-STGe-ALL-IBD

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	define professional associations, design institutions, work areas, designers and provide general evaluations of practical examples in media design.	1
	represent the types of knowledge and learning within creative processes.	2
	apply the basics of methodically based working in design thinking processes.	3
	represent ideas and concepts graphically and three-dimensionally in prototypes.	2
	transfer design theory as a support and argument to design practice.	2
	organise practices of reflective practice as a tool of discovery in everyday life of brainstorming and strategic innovation.	4
	analyse design practice apart from an isolated artistic creation.	5
Course Contents	• Introduction to self-image and professional images of media and communication design in contrast to other activities	
	• Design as a culture of knowledge; Knowledge for, about and through design	
	• Specification and distinction of fields: print, interface, UX, service and strategic design	
	• Design as a field of theory to support creative practice	
	• Design thinking process steps, particularly within research, brainstorming and prototyping	

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	3
	Ability to comprehend complex tasks and develop creative and sustainable solutions	3
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	4

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	5
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	3

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

	Outstanding design skills and diverse reflection skills with high innovation potential.	4
Competencies	Type of competency	Role[1]
	K1: Academic knowledge	3
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	4
	K4: Methodological skills (professional practice)	5
	K5: Social skills	3
	K6: Personal skills (e.g. reflection, organisation)	1
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [45 CH / 105 SH]	
Study Semester	1	
Type of Module	Compulsory Module	
Applicability	Management	
	References to:	
	Project Management, Marketing Management, Product and Price Policy, Campaigning and Multimedia, Online Service and E-Commerce, Fashion Trends and Design, Interdisciplinary Project, Orientation Project, Focus Project, Special Topics, Design Theory and Aesthetics, Information and Communication Design, Orientation Project, Current Topics in Design, Special Topics, Design Methods and Models, Bachelor Thesis	
Teaching Language	English	
Type of Assessment	Written Exam	
Teaching and Learning Methods	Lecture [2 course units] / Seminar [1course units]	
Essential Reading	Dark Horse Innovation (2017). Digital Innovation Playbook. The essential exercise book for founders, doers and managers, Murmann Publishers GmbH.	
	Pfeffer, F. (2014). To Do: Die neue Rolle der Gestaltung in einer veränderten Welt: Strategien | Werkzeuge | Geschäftsmodell, Schmidt, H., Mainz.	

[1] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

Further Reading	Dark Horse Innovation (2017). Digital Innovation Playbook. The essential exercise book for founders, doers and managers, Murmann Publishers GmbH
	Susan Yelavich, Barbara Adams (2014). Design as Future-Making. Bloomsbury Academic
Further Reading	Kobuss, J., Bretz, A. (2017). Erfolgreich als Designer – Designleistungen bewerten und kalkulieren, Birkhäuser.
	Kobuss, J., Bretz, A. (2017). Erfolgreich als Designer - Designbusiness gründen und entwickeln, Birkhäuser.
	Liedtka J., Ogilvie T., Brozensk R. (2014). Designing for Growth Field Book: A Step-by-Step Project, Columbia Business School Publishing.
	Maurya, A. (2012). Running Lean: Iterate from Plan A to a Plan That Works, O'Reilly and Associates.
	Sherwin, D. (2010). Creative Workshop: 80 Challenges to Sharpen Your Design Skills, HOW Books.
	Curedale, R. (2012). Design Methods 1: 200 ways to apply Design Thinking. Design Community College.
	Curedale, R. (2013). Design Methods 2: 200 more ways to apply Design Thinking. Design Community College.
	Ambrose / Harris (2010), Design Thinking: Fragestellung, Recherche, Ideenfindung, Prototyping, Auswahl, Ausführung, Feedback, Verlag: Stiebner.
	Osterwalder, A. / Pigneur, Y. / Wegberg, J.T.A. (2011), Business Model Generation: Ein Handbuch für Visionäre, Spielveränderer und Herausforderer. Frankfurt: Campus Verlag.
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

Illustration and Typography [Illustration und Typografie]

Module Code: B-DSe-ALL-IUT

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	list relevant typographers and examples from the history of graphic design/typography.	1
	repeat fundamentals of typography.	1
	classify typefaces.	2
	apply fonts, font styles and positionings according to their impact criteria.	3
	use specialist terminology to typography.	3
	illustratively experiment with words and sentences.	4
	experiment with the changing meaning of typography (division, rhythm, structure, symmetry and uniqueness).	4
	structurally organise letters, words and whole textframes in relation to their context.	6

Course Contents	
	• Overview of personalities, design offices and agencies with major impact on communication design/typography
	• Introduction to the history of writing and communication design, fundamentals of typography, current trends, logo design
	• Exploration of the impact of a letter, word or sentence on a surface
	• Basic typographic concepts and rules
	• Classification of scriptures
	• Font application and visual impact from the apprecation of different typefaces
	• Practical exercises: poster design, book cover design, CD cover design, logo design, letter or font design
	• Functional and expressive / illustrative typography
	• Practical typesetting exercises, kerning tests of a word

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	2
	Ability to comprehend complex tasks and develop creative and sustainable solutions	3
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	5
	Description	Relevance[1]

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[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

Objectives of the specific Study Programme	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	5
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	2
	Outstanding design skills and diverse reflection skills with high innovation potential.	3
Competencies	Type of competency	Role[1]
	K1: Academic knowledge	2
	K2: Knowledge in professional practice	4
	K3: Methodological skills (research)	2
	K4: Methodological skills (professional practice)	5
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	3
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [45 CH / 105 SH]	
Study Semester	1	
Type of Module	Compulsory Module	
Applicability	-	
Teaching Language	English	
Type of Assessment	Project Work	
Teaching and Learning Methods	Seminar [1 course units] / Tutorial [2 course units]	
Blended Learning		
Essential Reading	Sauthoff; Wendt & Willberg (2011). Schriften erkennen. Mainz: H. Schmidt Verlag.	
	Willberg, H.P. (2001). Wegweiser Schrift. Erste Hilfe im Umgang mit Schrift. Schmidt Hermann Verlag.	

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[1] Skala 1-6: 1 = Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

Further Reading	Friedl, F.; Ott, N. & Stein, B. (1998). Typografie - wann wer wie. Könemann Verlagsgesellschaft.
	Weingart, W. (2000). Weingart: Typography – Wege zur Typografie. Baden: Lars Müller Publishers.
	Kunz, W. (2000). Typography: Macro and Microaesthetics. Niggli Verlag.
	Willberg, H.P. & Forssman, F. (1997). Lesetypografie. Hermann Schmidt Verlag.
	Bosshard, H.R. (1996). Typografie Schrift Lesbarkeit. Sulgen: Niggli Verlag.
	Kapr, A. (1977). Gestalt & Funktion der Typografie. Dresden: VEB Verlag.
Journals, Internet Sources	https://www.typolexikon.de/
	https://www.slanted.de/
	https://www.typotheque.com/articles
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

History of Art and Design [Kunst- und Designgeschichte]

Module Code: B-DSe-ALL-KDG

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	represent development lines within epochs and time frames.	2
	name individuals, artists and paradigms of art and design history in terms of their relevance, techniques and motives.	1
	interpret history as a knowledge tool by means of image analysis.	2
	discover different practices of visualization, social relevance and institutional handling of works of art, images and signs.	3
	compare positions of historical formal repertoire (media, pictures, music, architectures, etc.).	4
	classify works of art and historical events in order to compare them with one another's own arguments.	5
	determine historical events from art and design with regard to current issues in design practice.	6
Course Contents	• Presenting a comprehensive overview of the origin and evolution of art and its reference systems and design since the beginning of the 19th century	
	• Foundations of art-, design history and image science	
	• History as a tool of knowledge for the development of creative pictorial practice	
	• Social-historical peripheries of pictorial motivation with references to politics, current affairs and economics	
	• Development and distinction between design and art since Enlightenment and Industrialization	

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	5
	Ability to comprehend complex tasks and develop creative and sustainable solutions	3
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	3

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	2
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	2

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

	Outstanding design skills and diverse reflection skills with high innovation potential.	6
Competencies	Type of competency	Role[1]
	K1: Academic knowledge	6
	K2: Knowledge in professional practice	2
	K3: Methodological skills (research)	5
	K4: Methodological skills (professional practice)	1
	K5: Social skills	1
	K6: Personal skills (e.g. reflection, organisation)	2
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [45 CH / 105 SH]	
Study Semester	1	
Type of Module	Compulsory Module	
Applicability	Connections to: Design Methods Aesthetics	
Teaching Language	English	
Type of Assessment	Written Exam	
Teaching and Learning Methods	Lecture [2 course units] / Seminar [1 course units] (also available as an Online-Seminar)	
Blended Learning		
Essential Reading	Partsch, S. (2014). Einführung in das Studium der Kunstgeschichte. Stuttgart: Reclam.	
	Breidenich, C. & Pohl, H.N. (2016). Creating Innovation: Worte, Bilder, Werkzeuge: Der neue Gestaltungsprozess für Unternehmen, Organisationen und Marken. Stiebner Verlag.	
	Schneider, B. (2008). Design. Eine Einführung. Entwurf im Sozialen, Kulturellen, Wirtschaftlichen Kontext. Basel: Birkhäuser Verlag.	
Further Reading	Burda, H. (2010). In medias res. Zehn Kapitel zum Iconic Turn. München: Wilhelm Fink Verlag.	

[1] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

Fiedler, J. & Feierabend, P. (2011). Bauhaus. Potsdam: H.F. Ullmann Publishing.

Walker, J. A. (1992). Designgeschichte. Perspektiven einer wissenschaftlichen Disziplin. München: Scaneg Verlag.

Müller, J. & Spitz, R. (2013). HfG Ulm: Kurze Geschichte der Hochschule für Gestaltung. Zürich: Müller.

Gombrich, E. (2002). Die Geschichte der Kunst. Berlin: Phaidon Verlag.

Selle, G. (2007). Geschichte des Design in Germanland (aktualisierte u. erweiterte Neuausgabe). Frankfurt: Campus Verlag.

Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

3D Modeling [3D Modeling]

Module Code: B-DSe-ALL-DDM

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	name historical developments in 3D modeling	1
	determine current trends in 3D visualization and their aesthetic impact	2
	demonstrate fundamental knowledge of three-dimensional design	2
	use a 3D program in a professional manner	3
	experiment with 3D tools	4
	evaluate the quality of a 3D project	5
	develop a simple 3D project	6

Course Contents	
	• Introduction to the historical development of 3D modeling
	• Basic techniques of 3D modeling
	• Overview of tools relevant to modeling
	• Mastery of various modeling techniques
	• Light direction, lightning and shadows
	• Materials and textures
	• Virtual cameras and camera work
	• Creating a simple animation

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	1
	Ability to comprehend complex tasks and develop creative and sustainable solutions	6
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	3

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	3
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	4
	Outstanding design skills and diverse reflection skills with high innovation potential.	4

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[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

Competencies	Type of competency	Role[1]
	K1: Academic knowledge	1
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	2
	K4: Methodological skills (professional practice)	5
	K5: Social skills	3
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [45 CH / 105 SH]	
Study Semester	1	
Type of Module	Compulsory Module	
Applicability	Connections to: Character Design and Environment Composition (IL) Narration / Storytelling (IL)	
Teaching Language	English	
Type of Assessment	Project Work	
Teaching and Learning Methods	Lecture [1 course units] / Tutorial [2 course units]	
Blended Learning		
Essential Reading	Von Koenigsmarck, A. (2000). Insiderbuch 3D-Design. Grundlagen der Gestaltung in der dritten Dimension. Midas Computer Verlag AG. Watt, A. (2001). 3D Computergrafik. Pearson Studium IT. Birn. J. (2015). Lighting & Rendering. Rodenburg Verlag.	
	Vaughan, W. (2011). Digital Modeling. New Riders. Vaughan, W. (2018). The Pushing Points Topology Workbook: Volume 01. CreateSpace Independent Publishing Platform.	
Further Reading	Asanger, A. (2017). Blender 2.7 Das Workshop-Buch zu Blender. Rheinwerk Design.	

[1] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

Journals, Internet Sources	https://www.blender.org	
Recommended Room	Select an item	
Faculty Responsible for Module	Faculty of Creative Arts	
Exam Semester	[this information can be found in the syllabus for the module for each semester]	
Module Coordinator	[this information can be found in the syllabus for the module for each semester]	
Task	[this information can be found in the syllabus for the module for each semester]	
Units	1	[this information can be found in the syllabus for the module for each semester]
	…	

Academic Writing and Research [Wissenschaftliches Arbeiten]

Module Code: B-SQe-ALL-WAR

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	identify academic problems and tasks.	1
	explain the fundamentals of academic empirical work.	2
	illustrate the empirical research process.	2
	accurately interpret the quality and standards required within social sciences research.	2
	carry out academic literature research.	3
	implement a research question.	3
	design a suitable methodology to address a research question.	4
	develop a coherent discourse within the framework of a research project.	6
	organise an interdisciplinary, academic research project.	3
	evaluate constructive criticism concerning feedback on a research project.	5

Course Contents	
	• Fundamentals of empirical research in the social sciences, in particular regarding the research process and research methods
	• Academic writing and publishing based on the standards of the American Psychological Association (APA)
	• Methods of research and organising academic literature and rules for assessing the quality of scientific publications
	• Essential practical approaches for capturing, organising and solving scientific problems (mind mapping, creativity techniques, design thinking)
	• Exercises to understand important academic terms and quality metrics (such as validity, reliability, objectivity, representativeness, significance)
	• Lessons on how to derive research questions and hypotheses
	• Activities about how to create suitable and feasible study designs
	• Practice applying various methods of collecting data and preparing data analysis

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	5
	Ability to comprehend complex tasks and develop creative and sustainable solutions	5

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	3
Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	5
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	4
	Outstanding design skills and diverse reflection skills with high innovation potential.	3
Competencies	Type of competency	Role[2]
	K1: Academic knowledge	6
	K2: Knowledge in professional practice	2
	K3: Methodological skills (research)	5
	K4: Methodological skills (professional practice)	2
	K5: Social skills	1
	K6: Personal skills (e.g. reflection, organisation)	3
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [45 CH / 105 SH]	
Study Semester	2	
Type of Module	Compulsory Module	
Applicability	Connections to: Interdisciplinary Project Orientation Project Focus Project BA Thesis	
Teaching Language	English	
Type of Assessment	Project Work (Portfolio)	

[2] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

Teaching and Learning Methods	Lecture [1 course units] / Tutorial [2 course units]
Blended Learning	
Essential Reading	APA (2010). Publication Manual of the American Psychological Association. Sixth Edition. Washington: APA.
	Brosius, Koschel & Haas (2008). Methoden der empirischen Kommunikationsforschung. 4., überarbeitete und erweiterte Auflage. Wiesbaden: VS Verlag.
	Muratovski, G. (2016). Research for Designers: A Guide to Methods and Practice, Sage
	Muratovski, G. (2016). Research for Designers: A Guide to Methods and Practice, Sage
Further Reading	Mareis, Claudia (2011). Design als Wissenskultur. Interferenzen zwischen Design- und Wissensdiskursen seit 1960. Bielefeld: Transcript.
	Lewrick, M., Link, P. & Leifer, L. (2017). Das Design Thinking Playbook. DTPCommunity.
	Rustler, F. (2017). Rustler, F. (2016). Denkwerkzeuge der Kreativität und Innovation. 2. akt. u. erw. Aufl., Zürich: MIdas Management.
	Schnell, R., Hill, P. B. & Esser, E. (2008) Methoden der Empirischen Sozialforschung. 8. Auflage. Oldenbourg.
	Teetor, P. (2011). R Cookbook. O´Reilly.
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

Creative Tools analog/digital [Kreativwerkzeuge analog/digital]

Module Code: B-DSe-ALL-KAD

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	autonomously implement their software and technical skills to practical and technical applications.	2
	apply specific and advanced software skills.	3
	experiment with technical devices and software in an open-ended approach.	4
	critically evaluate their own working methods and results within the team.	5
	select specific technical applications and digital software for the implementation of own design concepts.	5
	assign the appropriate creative tools in order to carry out a design concept or an artistic project.	6

Course Contents	
	• webdevelopment
	• software intensive application with Adobe Creative Suite (Advanced)
	• Software intensive application, e.g. for VR 3D (Experienced) and / or 3D print and / or VR 3D glasses
	• screen printing and / or photographic technology (also analogue) in the photo studio (camera / light) and / or film techniques / film editing and / or sound design and / or large format printing and / or Arduino
	• Team work, mutual coaching

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	6
	Ability to comprehend complex tasks and develop creative and sustainable solutions	4
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	5

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	5
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	6

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[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

	Outstanding design skills and diverse reflection skills with high innovation potential.	4
Competencies	Type of competency	Role[1]
	K1: Academic knowledge	2
	K2: Knowledge in professional practice	6
	K3: Methodological skills (research)	2
	K4: Methodological skills (professional practice)	6
	K5: Social skills	5
	K6: Personal skills (e.g. reflection, organisation)	6
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [30 CH / 120 SH]	
Study Semester	2	
Type of Module	Compulsory Module	
Applicability	All courses in Design	
Teaching Language	English	
Type of Assessment	Project Work	
Teaching and Learning Methods	Seminar [2 course units] + non academical Support Seminar [2 course units]	
Blended Learning		
Essential Reading	Dunker, A. (2014). Die chinesische Sonne scheint immer von unten. UVK. Software Tutorials, Empfehlung durch den jeweiligen Dozenten	
Recommended Room	Select an item	
Faculty Responsible for Module	Faculty of Creative Arts	
Exam Semester	[this information can be found in the syllabus for the module for each semester]	
Module Coordinator	[this information can be found in the syllabus for the module for each semester]	

[1] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

Task	[this information can be found in the syllabus for the module for each semester]
Units	1	[this information can be found in the syllabus for the module for each semester]
	…	

Task   [this information can be found in the syllabus for the module for each semester]

Online Media [Online Medien]

Module Code: B-STGe-ALL-OLM

Learning Outcomes:	Upon completion of the module, students are able to:	Level[1]
	outline the characteristics of online media and its individual service types in comparison with other media types.	2
	practically apply working techniques and strategies that are specific to online media.	3
	compare online media services based on their theoretical and practical competencies.	4
	assess online media services with regard to quality and degree of innovation.	5
	atrategically, creatively and conceptually design the prototypes of a goaloriented editorial online product in collaborative group work (synergy effects of cross-disciplinary learning).	6
Course Contents	• Overview of communication channels and types of media products, which differentiate themselves online in Web 1.0 and Web 2.0 throughout the course of digitalisation and technological developments.	
	• Specific features, strengths and weaknesses of online media in comparison to other media	
	• Important basics of current online research (user behaviour, impact)	
	• Design of goal-oriented online services	
	• Fundamental potential and limits inherent in publishing on the web, with regard to different platforms, design, structuring, navigation, for instance.	
	• Introduction to the editorial creation of online media services and the principles surrounding online journalism	
	• Practising basic online journalistic working techniques	
	• Basic and up-to-date strategies and techniques specific to online media (including Content Management Systems, search engine optimisation, website usability)	
	• Project management, work organisation and work routines	
	• Observing innovative tendencies and trends	
General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	6
	Ability to comprehend complex tasks and develop creative and sustainable solutions	6
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	6

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	6
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	4
	Outstanding design skills and diverse reflection skills with high innovation potential.	3
Competencies	Type of competency	Role[2]
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	6
	K3: Methodological skills (research)	1
	K4: Methodological skills (professional practice)	6
	K5: Social skills	6
	K6: Personal skills (e.g. reflection, organisation)	6
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	Recommendation: Print Media Audiovisual Media	
Total workload	150 h [60 CH / 90 SH]	
Study Semester	2	
Type of Module	Compulsory Module	
Applicability	-	
Teaching Language	English	
Type of Assessment	Project Work (Portfolio)	
Teaching and Learning Methods	Workshop [4 course units]	
Blended Learning		

[2] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

Essential Reading	Hooffacker, Gabriele (2015). Online-Journalismus: Texten und Konzipieren für das Internet. Ein Handbuch für Ausbildung und Praxis (Journalistische Praxis) (4. Aufl.). Wiesbaden: Springer Fachmedien.
	Löffler, Miriam (2014). Think Content! Content-Strategie, Content-Marketing, Texten fürs Web. Bonn: Galileo Press.
	Sigler, Constanze (2010). Online-Medienmanagement: Grundlagen - Konzepte - Herausforderungen. Mit Praxisbeispielen und Fallstudien (German edition). Wiesbaden: Gabler.
Further Reading	Schwarzer, Bettina et al. (2013). Zeitungsverlage im digitalen Wandel: Aktuelle Entwicklungen auf dem deutschen Zeitungsmarkt (Online-Medien- Management). Baden-Baden: Nomos.
	Breyer-Mayländer, Thomas (2014). Vom Zeitungsverlag zum Medienhaus: Geschäftsmodelle in Zeiten der Medienkonvergenz. Wiesbaden: Springer.
	Küng, Lucy. *Innovators in Digital News* (RISJ Challenges Series). London & New York: I.B. Tauris.
	Küng, Lucy (2016). *Strategic Management in the Media: Theory to Practice* (2nd ed.) Los Angeles et al.:Sage.
	Erlhofer, Sebastian (2015). Suchmaschinen-Optimierung: Das umfassende Handbuch. Das SEO-Standardwerk im deutschsprachigen Raum. On- und Offpage-Optimierung für Google und Co (8. Aufl.). Bonn: Rheinwerk.
	Bradshaw, Paul (2017). The Online Journalism Handbook: Skills to survive and thrive in the digital age (2nd ed.) Abingdon: Taylor & Franci
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

Aesthetics [Ästhetik]

Module Code: B-DSe-ALL-AST

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	define different theoretical approaches to design and present development lines of design theory.	2
	name the respective radius of impact of design-theory-protagonists, as well as design practicioners, and designers from art and culture.	1
	summarise milestones and aesthetic principles from past and present (perception, cognition, epistemology, ...).	2
	perceive historical and contemporary trends from aesthetics as a source of inspiration for creative action.	2
	analyse the influence of aesthetic formats (media, images, music, language, etc.) on society and people.	4
	evaluate design theory in different fields such as social, service, interaction, experience design as well as in the contexts of digital transformation and design management.	5
	draw theoretical and aesthetic insights from current issues of heterogeneous design practices in the digital and connected world.	6
Course Contents	• Tendencies, intentions and positions of visual and media aesthetics and their historical development, especially in the fields of art, culture, pop and design • Deepening on aesthetic phenomena in the tension field between analogue image perception of contemporary globalization and digital transformation • Differentiation and symbiosis of artistic and cultural formats and configurations as a source of inspiration for creative practice • Development of design theory with approaches from semiotics and rhetorics with a focus on methods and process-oriented approaches in creative work • Intersections between design science and strategic innovation research for products, brand, service and organisational contexts	

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	6
	Ability to comprehend complex tasks and develop creative and sustainable solutions	3
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	5
	Description	Relevance[1]

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[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

Objectives of the specific Study Programme	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	5
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	2
	Outstanding design skills and diverse reflection skills with high innovation potential.	3
Competencies	Type of competency	Role[1]
	K1: Academic knowledge	6
	K2: Knowledge in professional practice	2
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	1
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [45 CH / 105 SH]	
Study Semester	2	
Type of Module	Compulsory Module	
Applicability	References to: Design and Media Theory	
Teaching Language	English	
Type of Assessment	Written Exam	
Teaching and Learning Methods	Lecture [2 course units] / Tutorial [1 course units] (als Online-Seminar möglich)	
Blended Learning		
Essential Reading	Schweppenhäuser, G. (2007). Ästhetik. Philosophische Grundlagen und Schlüsselbegriffe. Frankfurt a.M.: Campus Verlag.	

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

Schweppenhäuser, G. (2016). Medien: Theorie und Geschichte für Designer (Bibliothek für Designer). Avedition

Mareis, Claudia (2016). Theorien des Designs zur Einführung. Hamburg: Junius.

Further Reading	Cahn, S. & Meskin, A. (Editors) (2007). Aesthetics: A Comprehensive Anthology. Wiley-Blackwell.
	Erlhoff, M. (2013). Theorie des Designs. Wilhelm Fink Verlag.
	Schneider, N. (1997). Geschichte der Ästhetik von der Aufklärung bis zur Postmoderne. Stuttgart: Reclam.
	Armstrong, H. (2016). Digital Design Theory: Readings from the Field. Princeton Architectural Press.
	Majetschak, S. (2007). Ästhetik zur Einführung. Hamburg: Junius.
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

Intercultural Communication [Intercultural Communication]

Module Code: B-SQe-ALL-IKK

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	recognise various aspects of culture and the possible areas of application.	1
	review important theories in specific management context.	1
	classify and explain intercultural differences based on the learned theories in management.	2
	summarise and compare concrete global intercultural differences.	2
	apply an intercultural subject to a simple cultural phenomenon in a management context.	3
	differentiate a real intercultural situation in a specific management context by means of a suitable theoretical approach and assign it in a suitable typology.	4
	evaluate the possibilities and limitations of a foreign or self-conducted intercultural analysis and to critically review their possible own cultural "bias".	5
	plan and assemble a small independent intercultural analysis related to aspecific management context in a world region or a specific country, also in the form of a proper scientific paper.	6

Course Contents	• Foundations of cultural contexts and theories (global culture, national culture, culture and ethnicity, subcultures, corporate culture, etc.)
	• Significance of intercultural communication and intercultural management (culture as an important management topic)
	• Cultural theories and theories of cultural changes (key concepts for the analysis of culture and cultures) including methodological considerations
	• Cultural aspects of communication (influence of culture on communication and the role of communication within culture)
	• Role and typologies of culture in the context of management (globalization, international companies, diversity, corporate culture, etc., Hofstede, Trompenaars et al.)
	• Social, cultural and political aspects of important world regions (Latin America, subregions of Asia, Africa, Arab world, Europe, Anglo-Saxon countries)
	• Importance of culture in specific management contexts: marketing and advertising, PR and corporate communications, innovation, organisation and leadership.

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	6

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

	Ability to comprehend complex tasks and develop creative and sustainable solutions	3
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	6
Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	3
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	5
	Outstanding design skills and diverse reflection skills with high innovation potential.	3
Competencies	Type of competency	Role[2]
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	3
	K3: Methodological skills (research)	6
	K4: Methodological skills (professional practice)	4
	K5: Social skills	3
	K6: Personal skills (e.g. reflection, organisation)	1
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [45 CH/ 105 SH]	
Study Semester	3	
Type of Module	Compulsory Module	
Applicability	References to: Academic Writing and Research Fundamentals of Business Administration Marketing Media Economics and Media Politics Media and Communication Theories Strategy, Organisation and Leadership	

[2] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

	Current Topics
	Advanced Methods
	Bachelor Thesis
Teaching Language	English
Type of Assessment	Project Work
Teaching and Learning Methods	Lecture [1 course units] / Seminar [2 course units]
Blended Learning	
Essential Reading	Deresky, H. (2014). International Management. Managing Across Borders and Cultures. Text and Cases (8th edition). London: Pearson.
Further Reading	Cambie, S. & Ooi, Y.-M. (2009). International Communications Strategy. Developmentsin Cross-Cultural Communication, PR and SocialMedia. London & Philadelphia (PA): Kogan Page.
	Hall, E. T. (1976). BeyondCulture. New York: Anchor Books.
	Hofstede, G. (2010). Culturesand Organizations. Software oftheMind (3rd edition). New York: McGraw-Hill.
	Lewis, R. D. (2005). WhenCulturesCollide: LeadingAcrossCultures. Leading, Teamworkingand Managing acrosstheGlobe. London: Nicholas BrealeyPublishing.
	Samovar, L.A., Porter, R.E. & McDaniel, R.E. (2012). InterculturalCommunication. A Reader (13th edition). Stamford (CT): WadsworthCengageLearning.
	Sriramesh, K. & Vercic, D. (2011). Culture and Public Relations. Links and Implications. Abingdon& New York: Routledge.
	Trompenaars, F. & Hampden-Turner, C. (1997). Riding the Waves of Culture. Understanding Cultural Diversity in Business (2nd edition). London: Nicholas BrealeyPublishing.
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

Project Management [Project Management]

Module Code: B-SQe-ALL-PMM

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	describe international standards and procedures.	2
	formulate specific (SMART) project goals.	2
	analyse the respective project environment/stakeholder.	4
	apply relevant project management tools and methods, such as the creation of schedules and project plans, milestones and work packages.	3
	apply the principles of resource planning, risk management, and project controlling.	3
	understand why good project culture is characterized by trusting cooperation and diverse networking in the team, allowing mistakes and learning.	2
	solve conflicts that arise in a project team.	5
	determine how projects can ensure sustainability and value creation in organisations.	4
	derive a form of project management specific to their study programme/field.	6
	critically analyse leadership in teams.	4

Course Contents	
	• Introduction to (agile) project management, definition of important terms (Kanban, Scrum, ...), international standards, literature, process models
	• Project goals and project benefits, project environment
	• Organisational structures in projects, programs and portfolios
	• Task planning and scheduling, determination of milestones
	• Team organisation, conflict management, project management
	• Expense estimation methods
	• Risk management
	• Change management
	• Quality management
	• Project completion phase; Project evaluation, completion of the project organisation, dissolution of the project team, lessons learned
	• Trends in project management

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	5

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[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

	Ability to comprehend complex tasks and develop creative and sustainable solutions	6
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	6
Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	5
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	6
	Outstanding design skills and diverse reflection skills with high innovation potential.	6
Competencies	Type of competency	Role[2]
	K1: Academic knowledge	3
	K2: Knowledge in professional practice	6
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	6
	K5: Social skills	6
	K6: Personal skills (e.g. reflection, organisation)	6
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	Recommendations: general school education First practical project experience from first semester study projects	
Total workload	150 h [45 CH / 105 SH]	
Study Semester	3	
Type of Module	Compulsory Module	
Applicability	References to: Interdisciplinary Project Orientation project Focus project	

[2] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

	Internship Semester
	Student's Initiative
	Entrepreneurship
	Bachelor Thesis
Teaching Language	English
Type of Assessment	Written Exam
Teaching and Learning Methods	Lecture [1 course units] / Tutorial [2 course units]
Blended Learning	
Essential Reading	Cleland, D. & Ireland, L. (2010). Project Managers Portable Handbook (3rd ed.). New York (N.Y.): McGraw-Hill Professional.
	Kloppenborg, T. (2011). Contemporary Project Management (2nd ed.). Mason (OH): South-Western Cengage Learning.
Further Reading	International Project Management Association (2015). Individual Competence Baseline for Project, Programme & Portfolio Management. (4.0 th Version). Nijkerk, The Netherlands.
	Project Management Institute (2013). A guide to the Project Management Body of Knowledge. PMBOK Guide. An American National Standard. (5.th Version). Pennsylvania.
	Kerzner, H. (2017). Project management: a systems approach to planning, scheduling, and controlling (12.th Version). Hoboken, NJ: John Wiley & Sons, Inc.
	Web:
	https://www.pmi.org/
	http://www.ipma.world/
	http://pmworldlibrary.net/
	http://hbr.org/search/Case%20Studies/0
	http://agilemanifesto.org/iso/de/manifesto.html
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

Visual and Motion Design [Visual and Motion Design]

Module Code: B-DSe-ALL-VMD

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	describe the role of a corporate identity for a company and its culture	2
	analyse strategic desisions of companies and their impact on the brand	4
	develop a tailored brand strategy with the help of a research;	6
	develop a visual identity for a particular strategy;	6
	design various communication intersections (images, sound and video) in the context of a visual language;	6
	design the guidelines of a CI.	6
Course Contents	Corporate Identity and Corporate Culture	
	Structure and strategy in companies	
	Design and Brand strategy	
	Elements of a corporate identity	
	Designing a visual identity	
	Logo and print design, online appearance	
	Motion and sound design	
	Guideline design	

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	2
	Ability to comprehend complex tasks and develop creative and sustainable solutions	5
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	3

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	3
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	5
	Outstanding design skills and diverse reflection skills with high innovation potential.	2

Competencies	Type of competency	Role[2]

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[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

[2] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

	K1: Academic knowledge	2
	K2: Knowledge in professional practice	6
	K3: Methodological skills (research)	2
	K4: Methodological skills (professional practice)	5
	K5: Social skills	1
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [45 CH / 105 SH]	
Study Semester	3	
Type of Module	Compulsory Module	
Applicability	References to: Fundamentals Screen and Interface Design	
Teaching Language	English	
Type of Assessment	Project Work	
Teaching and Learning Methods	Seminar [3 course units]	
Blended Learning		
Essential Reading	Wheeler, Alina, (2013). Designing brand identity: an essential guide for the whole branding team. Wiley	
Further Reacing	Budelmann, Kevin & Yang, Kim (2010). Brand identity essentials: 100 principles for designing logos and buidling brands. Rockport Publ.	
Recommended Room	Select an item	
Faculty Responsible for Module	Faculty of Creative Arts	
Exam Semester	[this information can be found in the syllabus for the module for each semester]	
Module Coordinator	[this information can be found in the syllabus for the module for each semester]	
Task	[this information can be found in the syllabus for the module for each semester]	
Units	1 [this information can be found in the syllabus for the module for each semester]	

…

Interaction and Interface Design [Interaction and Interface Design]

Module Code: B-DSe-ALL-IID

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	identify important phases of media development as well as technological principles;	1
	explain the principles of interaction and animation, based on methodological knowledge;	2
	explain the meaning of conventions and "affordances" in the context of interactive projects;	2
	apply the User Centered Design process in design projects;	3
	illustrate statements in layouts and to connect them with interaction;	6
	plan basic narrative projects;	6
	visually and hypermedially organise information;	6
	evaluate English-language project reconciliations;	5
	derive time-independent design solutions from English learning material.	6
Course Contents	• Principles of animation and interaction; • User-centered design process, Heuristics; • Creative and conceptual basics in interaction design, symbol language, color theory, typography; • Technical components, screen resolution, interaction elements, CSS • Visual mood boards, typography, look and feel • Implementation of interactive prototypes	
General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	4
	Ability to comprehend complex tasks and develop creative and sustainable solutions	5
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	4
Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	5

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	5
	Outstanding design skills and diverse reflection skills with high innovation potential.	5
Competencies	Type of competency	Role[1]
	K1: Academic knowledge	3
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	4
	K4: Methodological skills (professional practice)	5
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	5
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h 60 CH / 90 SH]	
Study Semester	3	
Type of Module	Compulsory Module	
Applicability	References to: Animation Fundamentals of GUI	
Teaching Language	English	
Type of Assessment	Project Work	
Teaching and Learning Methods	Seminar [4 course units]	
Blended Learning		
Essential Reading	Buxton, B., Kaufmann, M., Greenberg, S., Carpendale, S. & Marquardt, N. (2012). Sketching User Experiences: The Workbook. Oxford: Elsevier Ltd. McKay, E. N. & Kaufmann, M. (2013). Ui is Communication: How to Design Intuitive, User Centered Interfaces by Focusing on Effective Communication. Morgan Kaufmann.	

[1] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

Further Reading	Fling, B. (2009). Mobile Design and Development: Practical Concepts and Techniques for Creating Mobile Sites and Web Apps. O'Reilly Media.
	Curedale, R. (2012/2013). Design Methods 1/Design Methods 2: 200 ways to apply Design Thinking. Design Community College.
	Tim B. & Barry K. (2009). Change by Design. How design thinking can transform organizations and inspire innovation. New York, NY: Harper Collins Publishers.
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

Interdisciplinary Project [Interdisziplinäres Projekt]

Module Code: B-DSe-ALL-IDP

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	recognise project risks.	1
	determine conflict resolution strategies.	2
	work in interdisciplinary teams with students from other disciplines.	4
	assess problematic areas.	5
	develop individual professional skills in a broader environment.	6
	generate practice-oriented, holistically conceived projects.	6

Course Contents	
	• Creation of project documentation or project work
	• Coaching of the project team
	• Theme of the projects according to individual or group-specific interests
	• Formation of the project Organisation (team, processes, meetings etc.)
	• Development of concept and specification
	• Concrete realization and project implementation
	• Presentation of the project results

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	4
	Ability to comprehend complex tasks and develop creative and sustainable solutions	6
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	5

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	4
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	5
	Outstanding design skills and diverse reflection skills with high innovation potential.	5

Competencies	Type of competency	Role[1]

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[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create
[1] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

	K1: Academic knowledge	5
	K2: Knowledge in professional practice	6
	K3: Methodological skills (research)	2
	K4: Methodological skills (professional practice)	2
	K5: Social skills	6
	K6: Personal skills (e.g. reflection, organisation)	5
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	10	
Prerequisites/ Recommendations	None	
Total workload	300 h [75 CH/ 225 SH]	
Study Semester	3	
Type of Module	Compulsory Module	
Applicability	References to: Project Management Focus Project Orientation Project	
Teaching Language	English	
Type of Assessment	Project Work	
Teaching and Learning Methods	Workshop [5 course units]	
Blended Learning		
Essential Reading	INSTITUTE, P. M. (Ed.). (2005). A Guide To The Project Management Body Of Knowledge: Official German Translation. Project Management Inst. Schelle, H. (2014). Projekte zum Erfolg führen Projektmanagement systematisch und kompakt. Dtv. Scheurer, S., Bea, F. X., & Hesselmann, S. (2014). Praxis der Projektplanung - Projektmanagement konkret. Konstanz: UVK.	
Further Reading	Defila, R., Giulio, A. D., & Scheuermann, M. (2006). Forschungsverbundmanagement: Handbuch für die Gestaltung inter- und transdisziplinärer Projekte. Zürich: Vdf Hochschulverlag AG an der ETH. Fickermann, D., & Fuchs, H. (Eds.). (2016). Bildungsforschung - disziplinäre Zugänge: Fragestellungen, Methoden und Ergebnisse. Münster: Waxmann. Frodeman, R., Klein, J. T., & Pacheco, R. C. (Eds.). (2017). The Oxford handbook of interdisciplinarity. Oxford: Oxford University Press.	

Jungert, M., Romfeld, E., Sukopp, T., & Voigt, U. (Eds.). (2013). Interdisziplinarität Theorie, Praxis, Probleme. Darmstadt: Wiss. Buchges.

Meier, M. (2007). Projektmanagement. Stuttgart: Schäffer-Poeschel.

Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

Orientation Project [Orientierungsprojekt]

Module Code: B-DSe-ALL-OTP

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	formulate questions and objectives.	2
	if necessary, present the project to a cooperation partner and coordinate with it.	2
	justify the relevance of the topic.	5
	execute organization, strategy management and process handling within an "In-Time" implementation.	3
	use knowledge from own experiences and self-made misjudgments in previous projects for the optimization of the work processes.	3
	Reflectively present recognizable improvments in processing.	2
	critically asses the creative quality of the project.	5

Course Contents	
	• Students independently develop a project.
	• As part of the orientation project, the students are taught the scientific instruments of their respective course (basics, methods and techniques) and practiced on the basis of a concrete research project.
	• The students learn to apply the knowledge conveyed in previous courses and within the framework of the project and to link it with it.
	• Coordinate the project to the needs of a cooperation partner Present the results.

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	3
	Ability to comprehend complex tasks and develop creative and sustainable solutions	5
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	4

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	3
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	5
	Outstanding design skills and diverse reflection skills with high innovation potential.	5

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

Competencies	Type of competency	Role[2]
	K1: Academic knowledge	2
	K2: Knowledge in professional practice	6
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	1
	K5: Social skills	3
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	10	
Prerequisites/ Recommendations	None	
Total workload	300 h [75 CH/ 225 SH]	
Study Semester	4	
Type of Module	Compulsory Module	
Applicability	References to: Focus Project Advanced Research Methods Bachelor Thesis	
Teaching Language	English	
Type of Assessment	Project Work	
Teaching and Learning Methods	Workshop [5 course units]	
Blended Learning		
Essential Reading	Beck, Klaus (2017). Kommunikationswissenschaften (5. Aufl.). Stuttgart: UTB. Diekmann, Andreas (2009) Empirische Sozialforschung. Grundlagen, Methoden, Anwendungen (20., vollständig überarbeitete und erweiterte Neuauflage). Reinbek: Rowohlt.	
Further Reading	depends on the chosen project	
Recommended Room	Select an item	

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[2] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

Faculty Responsible for Module	Faculty of Creative Arts	
Exam Semester	[this information can be found in the syllabus for the module for each semester]	
Module Coordinator	[this information can be found in the syllabus for the module for each semester]	
Task	[this information can be found in the syllabus for the module for each semester]	
Units	1	[this information can be found in the syllabus for the module for each semester]
	…	

Design and Media Theory [Design- und Medientheorie]

Module Code: B-DSe-ALL-DMT

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	comprehend relevant design and media theories.	2
	apply principles of media communication and their effects to their own current problems.	3
	evaluate theory as support for design practice, as well as perceive them as a coherenet whole.	5
	criticise entrepreneurial and market-oriented contexts under the focus of a heterogeneous design concept.	5
	derive media communication from the perspective of social trends, current challenges and requirements.	6

Course Contents	
	• Students should get to know communication and media models in the tension fields between cultures and societies
	• Presentation and text analysis from media history, with a focus on theories of multimedia networking
	• Design as a knowledge-culture in the tension field between methods, processes and technical production methods
	• International design discourse and learning since the 1960s up to the time of the digital transformation
	• Design and media, reflecting their multiple dimensions in terms of space, urbanity, society, subcultures, entertainment, politics, management, ethics, diversity, culture and art
	• Design, media and their characteristics within digital networking and the related technical megatrends alongside their social effects
	• Design strategy and innovation. Design Management in companies. Integration of design thinking and acting in business processes

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	6
	Ability to comprehend complex tasks and develop creative and sustainable solutions	3
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	4

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	6

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	3
	Outstanding design skills and diverse reflection skills with high innovation potential.	4
Competencies	Type of competency	Role[1]
	K1: Academic knowledge	6
	K2: Knowledge in professional practice	2
	K3: Methodological skills (research)	5
	K4: Methodological skills (professional practice)	3
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	3
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [45 CH / 105 SH]	
Study Semester	5	
Type of Module	Compulsory Module	
Applicability	Connections to: Innovation by Design History of Art and Design Aesthetics	
Teaching Language	English	
Type of Assessment	Written Exam	
Teaching and Learning Methods	Lecture [2 course units] / Turorial [1 course units]	
Blended Learning		
Essential Reading	Mareis, C. (2016). Theorien des Designs zur Einführung. Junius Hamburg. Schweppenhäuser, G. (2016). Medien: Theorie und Geschichte für Designer. Avedition.	

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[1] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

	Armstrong, H. (2016). Digital Design Theory: Readings from the Field. Princeton Architectural Press.
	Brett, M.(2012). Reading Media Theory: Thinkers, Approaches and Contexts. Routledge; 2 edition.
Further Reading	von Borries, F. (2016) Weltentwerfen: Eine politische Designtheorie. edition suhrkamp.
	Armstrong, H. (2016). Digital Design Theory: Readings from the Field. Princeton Architectural Press.
	Geissbuhler, S. (2017). Graphic Design Discourse. Princeton Architectural Press.
	Mareis, C. (2011). Design als Wissenskultur: Interferenzen zwischen Design- und Wissensdiskursen seit 1960 (Studien zur visuellen Kultur). Transcript.
	Breuer, G. (2018). Design: Texte zur Geschichte und Theorie. Reclam, Philipp, jun. GmbH, Verlag
Journals/Internet Sources	https://www.jstor.org/journal/designissues
	https://www.dgpuk.de/de/publikationen-der-fg.html
	https://www.dgpuk.de/de/literaturempfehlungen.html
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

Focus Project [Fokusprojekt]

Module Code: B-DSe-ALL-FKP

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	recognise topics derived from a practical question / presentation (for example by a cooperation partner).	2
	distinguish between relevant and irrelevant information within the identified topics.	4
	derive scientific questions for the topics.	2
	formulate exact scientific objectives for questions (research questions /hypotheses).	6
	select appropriate scientific methods to achieve the objective.	4
	apply scientific methods in a practical way.	3
	analyse one's own results critically.	5
	present one's own results in a structured manner.	2
	organise the course of the teaching project in the group in a targeted manner.	6

Course Contents	
	• Interdisciplinary teaching project in a demanding academic format
	• Processing of practical questions on topics of the media industry / media management
	• Research question preferably via cooperation partners of the university from the media industry
	• Embedding a topic in a scientific context
	• Independent application of scientific methodology courses (see prerequisites)
	• Presentation of the results produced

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	4
	Ability to comprehend complex tasks and develop creative and sustainable solutions	6
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	5

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	5

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	6
	Outstanding design skills and diverse reflection skills with high innovation potential.	6
Competencies	Type of competency	Role[1]
	K1: Academic knowledge	1
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	5
	K4: Methodological skills (professional practice)	6
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	3
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	10	
Prerequisites/ Recommendations	Prerequisite according to § 4 section 5 of the Study and Examination Regulations: Academic Writing and Research	
Total workload	300 h [75 CH/ 225 SH]	
Study Semester	5	
Type of Module	Compulsory Module	
Applicability	Connections to: InterdisciplinaryProjec t Orientation Project Project Management	
Teaching Language	English	
Type of Assessment	Project Work	
Teaching and Learning Methods	Workshop [5 course units]	
Blended Learning		
Essential Reading	Theisen, M. R. (2013). Wissenschaftliches Arbeiten. Technik - Methodik – Form (16. Aufl.). München: Vahlen. Radziwill, N. (2016). Statistics (The Easier Way) with R: an informal text on applied statistics (5th Revision). San Francisco, CA: Lapis Lucera.	

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[1] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

	Weitere Literatur abhängig vom gewählten Thema
Further Reading	Chris Anderson (2016): TED Talks. Die Kunst der öffentlichen Rede. Das offizielle Handbuch. Frankfurt am Main: S. Fischer Verlag,
	Weitere Literatur abhängig vom gewählten Thema
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

Digital Technologies [Digital Technologies]

Module Code: B-STGe-ALL-DTG

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	discuss current and future digital technologies.	1
	explain the basics of computer science.	2
	define the history and development of computer languages and their fields of application.	1
	understand the function and benefits of software and its application areas.	2
	describe the creative process of computer-based working and designing.	2
	understand networks and data handling for design processes and digital publishing.	2
	comprehend the relationships between developments in digital technologies and innovation and creativity.	2
	analyse the impact of digital technologies on existing business models.	4
	use data science methods to design new ideas and innovations.	3
	develop user-oriented decisions regarding the application of digital technologies in the business environment.	6
	assess solutions to current problems related to digital technologies.	5
	general impact and potential risks and benefits of digital technologies for business and society.	4
	collaborate together as a team to develop a simple app for iOS or Android.	6

Course Contents	• Technical and aesthetic aspects of computer science
	• Topics and case studies on topics such as blockchain, artificial intelligence and IT infrastructures
	• Importance and Development of the Internet of Things (IoT) and Sensor Technologies (e.g., Quantified Self)
	• Fundamentals of Coding and Software Development as well as the API Economy
	• Design Research Methods and Techniques
	• Current topics and trends in the field of digital media and their significance in the historical context
	• Creativity, innovation and change as fundamental concepts in business and society

	Description	Relevance[1]

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

General Objectives of all BA Programmes	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	6
	Ability to comprehend complex tasks and develop creative and sustainable solutions	6
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	4
Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	6
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	5
	Outstanding design skills and diverse reflection skills with high innovation potential.	6
Competencies	Type of competency	Role[2]
	K1: Academic knowledge	2
	K2: Knowledge in professional practice	6
	K3: Methodological skills (research)	2
	K4: Methodological skills (professional practice)	6
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [45 CH / 105 SH]	
Study Semester	5	
Type of Module	Compulsory Module	
Applicability	References to: Student Initiative Entrepreneurship Self Managament	

[2] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

	Advanced Research Methods Management
	BA Seminar
Teaching Language	English
Type of Assessment	Project Work
Teaching and Learning Methods	Lecture [1 course unit] / Seminar [2 course units]
Blended Learning	
Essential Reading	Arrasjid, J. Y., Gabryjelski, M. & McCain, C. (2016). IT Architect: Foundation in the Art of Infrastructure Design: A Practical Guide for IT Architects. New Hampshire: IT Architect Resource
	Hare, K. (2017). Computer Science Principles: The Foundational Concepts of Computer Science. Yellow Dart Publishing
	Weinman, J. (2015). Digital Disciplines: Attaining Market Leadership via the Cloud, Big Data, Social Mobile, and the Internet of Things. Wiley
Further Reading	Cristal, G. (2014). Ad Serving Technology: Understand the Marketing Revelation that Commercialized the Internet. Gregory Cristal.
	Drescher, D. (2017). Blockchain Basics: A Non-Technical Introduction in 25 Steps. Frankfurt am Main: Apress.
	Norman, A. T. (2016). Hacking. Computer Hacking Beginners Guide.
	Provost, F & Fawcett, T. (2013). Data Science for Business: What you need to know about data mining and data-analytical thinking. O'Reilly.
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

User Experience Design [User Experience Design]

Module Code: B-DSe-STR-UED

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	identify important phases of media development, technological and behavioral-psychological principles, as well as current features and trends.	1
	strategically and conceptually derive interactive solutions for "problems", by methodically involving design thinking, aligned with user centered design.	6
	develop digital products in the context of brand and business strategies, by implementing creative methods at every stage of the design process.	3
	contrast different conceptual solutions for digital and interactive services/products.	4
	sort contents, interactions and functions for interactive solutions in wireframes and structure layouts according to design criteria of usability	4
	design an interactive application (website / app), based on a specific problem or task, by using project management skills.	6
	compile the final results from the collected insights in the form of a visual prototype (individually or in groups).	6

Course Contents	
	• Review of previous developments, as well as current and future trends ininteraction and interface design; Fundamentals of visual perception, cognitionand human behavior patterns;
	• Creative and conceptual basics as well as characteristics of interaction, joy of use, user-centered design, usability, visual design; Heuristics and vocabulary in the context of interaction and interface design;
	• Vision and mission statement, problem-formulation and design challenge; Target Group Definition, Persona;
	• Methodological knowledge: User Journey, Customer Touch Points, Use Cases, Information Architecture (Sitemaps), Interaction Concepts considering user needs;
	• Wireframes, visual mood boards, typography, CSS, definition of look and feel
	• Development of interactive prototypes

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	4
	Ability to comprehend complex tasks and develop creative and sustainable solutions	5
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	4

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[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	5
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	5
	Outstanding design skills and diverse reflection skills with high innovation potential.	5
Competencies	Type of competency	Role[2]
	K1: Academic knowledge	3
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	4
	K4: Methodological skills (professional practice)	5
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	5
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [45 CH / 105 SH]	
Study Semester	5	
Type of Module	Compulsory Elective Module	
Applicability	References to: Design and Media Theory	
Teaching Language	English	
Type of Assessment	Project Work	
Teaching and Learning Methods	Lecture [1 course units] / Tutorial [2 course units]	
Blended Learning		
Essential Reading	Buxton, B., Kaufmann, M. & Greenberg, S. & Carpendale, S. & Marquardt, N. (2012). Sketching User Experiences: The Workbook. Oxford: Elsevier LTD.	

[2] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

	Moser, C. (2012). User Experience Design: Mit erlebniszentrierter Softwareentwicklung zu Produkten, die begeistern. X.media.press. Heidelberg: Springer.
Further Reading	McKay, E. N. & Kaufmann, M. (2013). Ui is Communication: How to Design Intuitive, User Centered Interfaces by Focusing on Effective Communication. Oxford: Elsevier LTD.
	Moggridge, B. (2006). Designing Interactions. West Sussex: University Press Group Ltd.
	Stapelkamp, T. (2010). Interaction- und Interfacedesign: Web-, Game-, Produkt- und Servicedesign. Springer.
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

VFX, Motion Design [VFX, Motion Design]

Module Code: B-STGe-STR-VMD

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	comprehend aesthetics and techniques of VFX.	2
	critically and historically classify aesthetics and techniques of the VFX.	5
	develop own ideas for a communication plan with VFX.	6
	present own designs.	2
	plan a production pipeline for a VFX project.	6
	carry out the implementation of a VFX project.	3

Course Contents	
	• The historical development of visual and special effects in film and television, the history of silent films up to present times, techniques development, etc.;
	• Development of new media and channels (e.g., VR, AR);
	• Exercises on techniques (such as modeling, surfaces and materials, lighting, rendering, animation, motion capture, compositing);
	• The aesthetics of illusion and simulation in VFX and SFX.

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	5
	Ability to comprehend complex tasks and develop creative and sustainable solutions	6
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	4

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	4
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	5
	Outstanding design skills and diverse reflection skills with high innovation potential.	6

Competencies	Type of competency	Role[2]
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	6

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create
[2] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

	K3: Methodological skills (research)	2
	K4: Methodological skills (professional practice)	6
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	Recommendation: Visual and Motion Design	
Total workload	150 h [45CH / 105 SH]	
Study Semester	5	
Type of Module	Compulsory Elective Module	
Applicability	References to: Fundamentals Animation & Modeling	
Teaching Language	English	
Type of Assessment	Project Work	
Teaching and Learning Methods	Lecture [1 course units] / Tutorial [2 course units]	
Blended Learning		
Essential Reading	Dunlop, R. (2014). Production Pipeline Fundamentals for Film and Games. Taylor & Francis Ltd.	
	Gress, J. (2014). [digital] Visual Effects and Compositing. New Riders.	
	Okun, J. A. (Herausgeber) & Zwerman, S. (Herausgeber) (2. Auflage: 2014). The VES Handbook of Visual Effects: Industry Standard VFX Practices and Procedures. Taylor & Francis Ltd.	
Further Reading	Brinkman, R. (2008). The Art and Science of Digital Compositing. Techniques for Visual Effects, Animation and Motion Graphics. San Francisco: Morgan Kaufmann Series.	
	Flückiger, B. (2008). Visual Effects. Filmbilder aus dem Computer. Marburg: Schüren Verlag.	
	Ringler, M. (2009). Die Digitalisierung Hollywoods. Zu Kohärenz von Ökonomie-, Technik- und Ästhetikgeschichte und der Rolle von Industrial Light & Magic. Konstanz: UVK Verlagsgesellschaft.	
	Sawicki, M. (2007). Filming the Fantastic. A Guide to Visual Effects Cinematography. Oxford: Butterworth Heinemann.	
	Solomon, M. (2010). Disappearing Tricks. Silent Films, Houdini and the New Magic of the Twentieth Century. Champaign: University of Illinois Press.	

Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

Communication Skills [Kommunikationskompetenzen]

Module Code: B-SQe-ALL-KMK

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	present relevant content.	2
	differentiate between important and less important contents of a communication situation.	4
	summarise essential contents.	2
	apply the dramaturgy of rhetorical means.	3
	justify the developed analytical and creative solutions.	5
	express linguistic fluency, body language and persuasive power.	5
	demonstrate social competence.	2
	develop convincing presentation content.	6
	judge creative solutions respectfully and make good decisions according to the situation.	4
Course Contents	• Foundations of rhetoric (in terms of voice, language, body language, dramaturgy, memorization) • Introduction to Presentation Technology (applied to customers, clients, supervisors, fellow students) • Development of social skills for everyday working life • Introduction to moderation and negotiation techniques	

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	2
	Ability to comprehend complex tasks and develop creative and sustainable solutions	4
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	5

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	1
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	2

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

	Outstanding design skills and diverse reflection skills with high innovation potential.	2
Competencies	Type of competency	Role[1]
	K1: Academic knowledge	3
	K2: Knowledge in professional practice	4
	K3: Methodological skills (research)	1
	K4: Methodological skills (professional practice)	6
	K5: Social skills	6
	K6: Personal skills (e.g. reflection, organisation)	5
Module Length	3 Semester	
When Offered	Semester 2/4/5	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [45 CH/ 105 SH]	
Study Semester	5	
Type of Module	Compulsory Module	
Applicability	All BA Disciplines	
	References to: Intercultural Communication Interdisciplinary Project Orientation Project Focus Project Bachelor Thesis (oral exam)	
Teaching Language	English	
Type of Assessment	Oral Exam	
Teaching and Learning Methods	Workshop [3 course units]	
Blended Learning		
Essential Reading	Chris Anderson (2016): TED Talks. Die Kunst der öffentlichen Rede. Das offizielle Handbuch. Frankfurt am Main: S. Fischer Verlag,	

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[1] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

	Argyle, M. (2005). Körpersprache und Kommunikation. Das Handbuch zur Nonverbalen Kommunikation (9. Aufl.). Paderborn: Junfermann.
Further Reading	Bernstein, D. (1993). Die Kunst der Präsentation: Wie Sie einen Vortrag ausarbeiten und überzeugend darbieten (3. Aufl.). Frankfurt am Main: Campus. Bischoff, I. (2007). Körpersprache und Gestik trainieren. Auftreten in beruflichen Situationen. Ein Arbeitshandbuch. Weinheim: Beltz.
	Bruno, T. & Adamczyk, G. (2010). Körpersprache. Planegg: Haufe. Dürrschmidt, P. et al. (2009). Methodensammlung für Trainerinnen und Trainer (5. Aufl.). Bonn: managerSeminare.
	Hertlein, M. (2003). Präsentieren – Vom Text zum Bild. Reinbek bei Hamburg: Rowohlt.
	Mehrmann, E. (2002). Schneller zum Ziel durch klare Kommunikation. Profitipps für den beruflichen Alltag. Nürnberg: BW Verlag. Meyer, M. & Schlotthauer, T. (2009). Elevator Pitching in Wiesbaden. Wiesbaden: Gabler.
	Nöllke, C. (2006). Präsentieren. Freiburg: Haufe. Pabst-Weinschenk, M. (2000). Reden im Studium. Ein Trainingsprogramm. Darmstadt: Wissenschaftliche Buchgesellschaft.
	Schulz von Thun, F. (1981). Miteinander reden (Bd. 1). Reinbek bei Hamburg: Rowohlt.
	Schulz von Thun, F. (1989). Miteinander reden (Bd. 2). Reinbek bei Hamburg: Rowohlt.
	Thiele, A. (2008). Argumentieren unter Stress (4. Aufl.). München: dtv. Thiele, A. (2007). Präsentieren Sie einfach. Frankfurt am Main: Frankfurter Allgem. Buch.

Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

Student Initiative [Studentische Initiative]

Module Code: B-STGe-ALL-SIT

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	independently develop a suitable project idea.	6
	compile an interdisciplinary team.	6
	independently carry out literature and material research.	3
	formulate problems in interdisciplinary projects.	2
	develop solutions for challenges in interdisciplinary project management.	6
	develop a comprehensive and coherent reasoning regarding the usefulness of a project.	6
	apply their own abilities and strengths in interdisciplinary projects.	3
	critically assess the importance of project results.	5
	analyse the long-term effects of your own project.	4
	develop a unique perspective.	6

Course Contents	- Foundations of project management - Project specific tools und methods - Pitching and presentation techniques - Project evaluation

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	6
	Ability to comprehend complex tasks and develop creative and sustainable solutions	6
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	6

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	4
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	4
	Outstanding design skills and diverse reflection skills with high innovation potential.	4

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[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

Competencies	Type of competency	Role[1]
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	6
	K3: Methodological skills (research)	4
	K4: Methodological skills (professional practice)	6
	K5: Social skills	6
	K6: Personal skills (e.g. reflection, organisation)	6
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [support depending on the project]	
Study Semester	6	
Type of Module	Compulsory Module	
Applicability	All B.A. Degrees References to: Academic Writing and Research Empirical Research and Statistics Digital Technologies Project Management Communication Skills Entrepreneurship	
Teaching Language	English	
Type of Assessment	Project Work	
Teaching and Learning Methods	No teaching, just individual support	
Blended Learning		
Essential Reading	Kerzner, H. (2017). Project management: a systems approach to planning, scheduling, and controlling. 12.th Version. Hoboken, NJ: John Wiley & Sons, Inc. Lewrick, M, Link, P., Leifer, L. & Langensand, N. (2017). Das Design Thinking Playbook: Mit traditionellen, aktuellen und zukünftigen Erfolgsfaktoren. Vahlen.	

[1] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

Further Reading	International Project Management Association (2015). Individual Competence Baseline for Project, Programme & Portfolio Management. 4.0 th Version, Nijkerk, The Netherlands.
	Cleland, David, Ireland, Lewis, (2010): Project Managers Portable Handbook (3rd ed.), New York (N.Y.): McGraw-Hill Professional.
	Jungert, M., Romfeld, E. Sukopp, T. & Voigt, U. (2013). Interdisziplinarität: Theorie, Praxis, Probleme. Darmsatdt: WBG.
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

Internship Semester [Praxismodul]

Module Code: B-DSe-ALL-PRA

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	apply the knowledge and abilities acquired from the study course and respective study and practice fields.	3
	select the most suitable from a variety of methods, as learned within the study.	4
	develop specific goals and plans for later employment.	6
	evaluate the tasks performed within the internship semester as well as the skills acquired from the internship (in the form of an internship report).	5
	describe the company/agency in which the internship takes place as well as rate own contribution.	2
	tasks in a professional environment; work in a team.	3
Course Contents	• Internship in a company / agency (at least 20 weeks) • Internship report (Requirements see guidelines for internship module…)	
General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	6
	Ability to comprehend complex tasks and develop creative and sustainable solutions	6
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	6
Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	6
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	6
	Outstanding design skills and diverse reflection skills with high innovation potential.	6
Competencies	Type of competency	Role[1]
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	6

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create
[1] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

	K3: Methodological skills (research)	4
	K4: Methodological skills (professional practice)	6
	K5: Social skills	6
	K6: Personal skills (e.g. reflection, organisation)	6
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	20	
Prerequisites/ Recommendations	None	
Total workload	600 h (0 SWS / 600 h SH)	
Study Semester	6	
Type of Module	Compulsory Module	
Applicability	For all B.A. Degrees References to: Project Management Interdisciplinary Project Orientation Project Focus Project This module also has references to the introduction modules of the chosen field of study	
Teaching Language	English	
Type of Assessment	Pass/no pass (internship report)	
Teaching and Learning Methods	Experience in a company (at least 20 weeks)	
Blended Learning		
Essential Reading	depends on the research question	
Further Reading	depends on the research question	
Recommended Room	Select an item	
Faculty Responsible for Module	Faculty of Creative Arts	
Exam Semester	[this information can be found in the syllabus for the module for each semester]	

Module Coordinator	[this information can be found in the syllabus for the module for each semester]	
Task	[this information can be found in the syllabus for the module for each semester]	
Units	1	[this information can be found in the syllabus for the module for each semester]
	…	

Entrepreneurship [Existenzgründung]

Module Code: B-SQ-ALL-EXG

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	transfer the essence of entrepreneurial activity and the need for lifelonglearning to a sustainable personal career.	2
	self-critically examine the possibilities of one's own professional development regarding personal motivation and resilience.	4
	develop and present a business or product idea in a convincing manner.	3
	plan possible cooperation in a well-founded way with potential contractors, employers or financiers.	6
	assess the specifics of setting up a business, in particular the associated processes as well as the opportunities and risks.	5
	independently develop a "business plan" considering all relevant economic and legal aspects.	6
	compare business models as well as success and failure of companies with economic, organisational and content-related factors.	4

Course Contents	
	• Preparation for the application phase after graduation and a possible business start-up as a career entry
	• Introduction to the topics start-up culture, entrepreneurial mentality and independent action
	• Representation and sales presentation ("pitch") to various stakeholders
	• Creation of a business plan for an own company
	• Possibilities of financing, promotion and risk capital

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	3
	Ability to comprehend complex tasks and develop creative and sustainable solutions	4
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	6

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	3
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	5

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

	Outstanding design skills and diverse reflection skills with high innovation potential.	6
Competencies	Type of competency	Role[1]
	K1: Academic knowledge	2
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	6
	K5: Social skills	3
	K6: Personal skills (e.g. reflection, organisation)	6
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [45 CH / 105 SH]	
Study Semester	7	
Type of Module	Compulsory Module	
Applicability	References to: Business Planning Project Management	
Teaching Language	English	
Type of Assessment	Oral Exam	
Teaching and Learning Methods	Lecture [1 course units] / Tutorial [2 course units]	
Blended Learning		
Essential Reading	Arnold, J. (2013). Existenzgründung – Business Plan und Chancen (3. Aufl.). Uvis-Verlag Bonnemeier, S. (2014). Praxisratgeber Existenzgründung. Erfolgreich starten und auf Kurs bleiben. München: dtv. Hesse, J. & Schrader, H.C. (2015). Das große Hesse/Schrader Bewerbungshandbuch. Alles, was Sie für ein erfolgreiches Berufsleben wissen müssen. Stark Verlag.	
Further Reading	Kawasaki, Guy (2015). The Art of the Start 2.0: The Time-Tested, Battle-HardenedGuide for Anyone Starting Anything. Portfolio Penguin.	

[1] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

Ries, E. (2011). The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation To Create Radically Successful Businesses. New York: Crown Business.

Fink, C., Vogelsang, E. & Baumann, M. (2016). Existenzgründung und Businessplan: Ein Leitfaden für erfolgreiche Start-ups (4. Aufl.). Erich Schmidt Verlag.

Hofert, S. (2012). Praxisbuch für Freiberufler: Alles, was Sie wissen müssen, um erfolgreich zu sein (Dein Business) (7. Aufl.). GABAL.

Horowitz, B. (2014). The Hard Thing About Hard Things: Building a Business When There Are No Easy. HarperBusiness.

Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

Bachelor Concept [Bachelor Konzept]

Module Code: B-DSe-ALL-BKO

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	describe historical and current design discourses.	2
	interpret key protagonists from design theory and research, as well as their key messages.	2
	apply principles of scientific work to own current problems.	3
	assign science and research as support for own design practice.	4
	examine entrepreneurial and market-oriented contexts under the focus of science and research in design.	5
	assign and apply methods and processes of innovative creation to different design challenges.	6
	formulate own research topics and hypotheses.	6
Course Contents	• Design science and research, their communities, publications, congresses and platforms	
	• Important representatives and their works in design theory and research	
	• Methods and models for strategic innovation	
	• Importance and impact of historical and current design discourses	
	• Intersection points of design as an epistemological discipline to economy, politics, society and culture	
	• Current trends in digital transformation	
	• Design in entreprsies, the management of creative potential	
	• Dimensions of reflexive practices and their cognitive values	
General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	6
	Ability to comprehend complex tasks and develop creative and sustainable solutions	5
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	5
Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	6

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	5
	Outstanding design skills and diverse reflection skills with high innovation potential.	5
Competencies	Type of competency	Role[1]
	K1: Academic knowledge	6
	K2: Knowledge in professional practice	3
	K3: Methodological skills (research)	6
	K4: Methodological skills (professional practice)	4
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	5
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	10	
Prerequisites/ Recommendations	None	
Total workload	300 h [60 CH / 240 SH]	
Study Semester	7	
Type of Module	Compulsory Module	
Applicability	References to: Academic Writing and Research Design- und Medientheorie	
Teaching Language	English	
Type of Assessment	Oral Exam (Poster Presentation)	
Teaching and Learning Methods	Lecture [2 course units] / Seminar [2 course units]	
Blended Learning		
Essential Reading	Muratovski, G. (2016). Research for Designers: A Guide to Methods and Practice, Sage	
	Mareis, Claudia (2011). Design als Wissenskultur. Interferenzen zwischen Design- und Wissensdiskursen seit 1960. Bielefeld: Transcript.	

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[1] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

Further Reading	Joost/Bredies/Christensen/Conradi/Unteidig (Hrsg) (2016). Design as Research: Positions, Arguments, Perspectives. Birkhäuser.
	Romero-Tejedor, Felicidad & Jonas, Wolfgang (2010). Positionen zur Designwissenschaft. Kassel: University Press.
	David Hands (2018). Design Management: The Essential Handbook, Kogan Page Limited
	Brandes, Erlhoff, Schemmann (2009). Designtheorie und Designforschung (Design studieren, Band 3152), UTB.
	Mareis, Claudia, Joost, Gesche & Kimpel, Kora (Hrsg) (2010). Entwerfen - Wissen – Produzieren. Designforschung im Anwendungskontext. Bielefeld: Transcript.
	Margolin, Victor & Buchanan, Richard (1996). The Idea of Design (Design Issues Reader). Mit Press.
Journals/Inernet Sources	https://www.jstor.org/journal/designissues
	http://revistas.unisinos.br/index.php/sdrj/issue/archive
	https://www.dmi.org/page/Publications
	Lindberg, T.S. (2013). DESIGN-THINKING-DISKURSE Bestimmung, Themen, Entwicklungen, Dissertation an der wirtschafts- und sozialwissenschaftlichen Fakultät der Universität Potsdam. Download: http://d-nb.info/1048223701/34
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]

Bachelor Seminar [Bachelor Seminar]

Module Code: B-DSe-ALL-BSE

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	decide on procedures in the context of scientific work.	5
	independently formulate creative tasks.	6
	Implement solutions.	3
	apply the visual languages in a creative sense.	3
	estimate the effort required to create a creative work.	5
	develop this work in a specific time frame.	6
	evaluate the result of the carried out research.	5

Course Contents	• Practical proof of the creative ability and the conceptual implementation ability
	• Written presentation of the topic and the scientific method
	• Application and documentation of the relevant methods chosen in the work

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	5
	Ability to comprehend complex tasks and develop creative and sustainable solutions	6
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	6

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	6
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	6
	Outstanding design skills and diverse reflection skills with high innovation potential.	5

Competencies	Type of competency	Role[2]
	K1: Academic knowledge	6
	K2: Knowledge in professional practice	5

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create
[2] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

	K3: Methodological skills (research)	6
	K4: Methodological skills (professional practice)	5
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	6
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	15	
Prerequisites/ Recommendations	Registration requirements for the Bachelor's thesis (§ 10 para. 3 ASPO / § 6 para. 2 SPO)	
Total workload	450 h [30CH / 420 SH]	
Study Semester	7	
Type of Module	Compulsory Module	
Applicability	References to: Academic Writing and Research Focusprojekt Further connections depend on the field of study and the chosen topic of the bachelor thesis	
Teaching Language	English	
Type of Assessment	Bachelor Thesis (80%), Oral Exam (20%)	
Teaching and Learning Methods	Individual Consultations (Workshop [2 SWS])	
Blended Learning		
Essential Reading	Depending on subject and research question	
Furher Reading	Depending on subject and research question	
Recommended Room	Select an item	
Faculty Responsible for Module	Faculty of Creative Arts	
Exam Semester	[this information can be found in the syllabus for the module for each semester]	
Module Coordinator	[this information can be found in the syllabus for the module for each semester]	
Task	[this information can be found in the syllabus for the module for each semester]	
Units	1 [this information can be found in the syllabus for the module for each semester]	

Track: Media and Communication Design

Fundamentals of Media Design [Grundlagen Mediendesign]

Module Code: B-DSe-MDN-GME

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	have an understanding of the professional image of the designer and the role of design as an innovative and integral part of digitization.	2
	apply design-, creative methods and processes used in agencies in a result-oriented way.	2
	formulate insights generated by design as general design knowledge.	2
	present results comprehensibly and convincingly.	2
	use design skills and design knowledge in a media-adequate manner.	3
	plan a strategic approach within a team.	3
	analyse a task in terms of its strategic approach.	4
	effectively evaluate a solution approach according to design criteria within a team.	5
	assess the effectiveness of a design solution by using scientific methods.	5
	create innovative and results-oriented solutions for both specific problems and an overall project.	6

Course Contents	
	• Deepen the skills acquired in the first semester as a cross-media and interdisciplinary implementation
	• The professional image of designers and typical processes and procedures in agencies (Briefing, Rebriefing, Pitches, etc.)
	• Design as a discipline, methodical thinking and learning in design in process-oriented steps
	• Design as an epistemological activity
	• Problem definition, research, brainstorming, prototyping and implementation based on case studies and current challenges
	• Teamwork and work sharing for complex design tasks
	• Human Centered Design, Testing and Empirical Methods in Design
	• Design concepts, idea development and correction loops as part of a creative work process
	• Design practice not as an artistically isolated activity but as an integrated way of thinking and acting in complex problems
	• Creative methods (e.g. Design Thinking) as a method and a goal-oriented approach

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	4

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

	Ability to comprehend complex tasks and develop creative and sustainable solutions	4
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	4
Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	4
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	4
	Outstanding design skills and diverse reflection skills with high innovation potential.	6
Competencies	Type of competency	Role[2]
	K1: Academic knowledge	2
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	2
	K4: Methodological skills (professional practice)	5
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	3
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [60 CH / 90 SH]	
Study Semester	2	
Type of Module	Compulsory Elective Module	
Applicability	References to: Interdisciplinary Project	
Teaching Language	English	
Type of Assessment	Project Work	

[2] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

Teaching and Learning Methods	Seminar [2 course units] / Tutorial [2 course units]
Blended Learning	
Essential Reading	Lewrick, Michael (2018). Das Design Thinking Playbook: Mit traditionellen, aktuellen und zukünftigen Erfolgsfaktoren. Vahlen.
	Rodatz, Christoph & Smolarski, Pierre (Hrsg.) (2018) Was ist Public Interest Design? - Beiträge zur Gestaltung öffentlicher Interessen. transcript Verlag. Digitale Version: https://www.transcript-verlag.de/media/pdf/7d/bb/75/oa9783839445761.pdf
Required Reading	Sachs, Angeli (Hrsg.) (2018) Social Design - Participation and Empowerment. Museum für Gestaltung Zürich, Lars Müller Publishers.
	Sagmeister, Stefan & Walsch, Jessica (2018). Beauty. Phaidon.
Further Reading	Ambrose, Gavin & Harris, Paul (2010). Design Thinking: Fragestellung, Recherche, Ideenfindung, Prototyping, Auswahl, Ausführung, Feedback. Stiebner.
	De Bono, Edward (2010). De Bonos neue Denkschule. Kreativer Denken, effektiver arbeiten, mehr erreichen. München: Mvg Verlag.
	Cross, Nigel (2011). Design Thinking. Understanding how Designers Think and Work. Berg Publishers.
	Curedale, Robert (2012). Design Methods 1: 200 ways to apply Design Thinking. Design Community College.
	Curedale, Robert (2013). Design Methods 2: 200 more ways to apply Design Thinking. Design Community College.
	Kelley, Tom (2001). The Art of Innovation: Lessons in Creativity from IDEO, America's Leading Design Firm. Currency.
	Kelley, David & Kelley, Tom (2015). Creative Confidence: Unleashing the Creative Potential within Us All. Harper Collins.
	Kelley, Tom & Littman, Jonathan (2005). The Ten Faces of Innovation. Crown Business.
	Lockwood, Thomas (2009). Design Thinking: Integrating Innovation, Customer Experience and Brand Value. NY: Allworth Press.
	Osterwalder, Alexander, Pigneur, Yves & Wegberg, J.T.A. (2011). Business Model Generation: Ein Handbuch für Visionäre, Spielveränderer und Herausforderer. Frankfurt: Campus Verlag.
	Pricken, Mario & Klell, Christine (2010). Kribbeln im Kopf. Schmidt Hermann Verlag. ISBN-13: 978-3874397971
	IDEO Method Cards: App: http://itunes.apple.com/us/app/ideo-method-cards/id340233007?mt=8 Karten: http://www.stoutbooks.com/cgi-bin/stoutbooks.cgi/61457.html
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]

Module Coordinator	[this information can be found in the syllabus for the module for each semester]	
Task	[this information can be found in the syllabus for the module for each semester]	
Units	1	[this information can be found in the syllabus for the module for each semester]

Current Topics in Media Design [Aktuelle Themen im Mediendesign]

Module Code: B-DSe-MDN-AKT

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	name current trends in media design.	1
	formulate media design for innovative communication in entrepreneurial contexts.	2
	plan to create multimedia communication design in current media configurations.	3
	explore interfaces and challenges from social, economic, political and cultural dimensions.	4
	review methods for a current media design project.	5
	create a current media design project.	6

Course Contents	
	• Students learn about media design in the context of current challenges, such as accessibility, diversity, user-centeredness, mindfulness, participation, ethics, open innovation, sharing economy, maker culture, etc.
	• Media design and its practical implementation as multimedia communication for companies, brands and services (Best Practice Cases)
	• Media Design and its intersections to artistic practice (Best Practice Cases)
	• Discussions and field trips in groups and teams
	• Research, prototyping and evaluation of own or team-based projects with current references
	• Presentation, documentation and reflection of own or team-based projects with up-to-date references

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	5
	Ability to comprehend complex tasks and develop creative and sustainable solutions	3
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	2

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	2
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	5

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

	Outstanding design skills and diverse reflection skills with high innovation potential.	4
Competencies	Type of competency	Role[1]
	K1: Academic knowledge	2
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	2
	K4: Methodological skills (professional practice)	5
	K5: Social skills	3
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [60CH / 90 SH]	
Study Semester	2	
Type of Module	Compulsory Elective Module	
Applicability	-	
Teaching Language	English	
Type of Assessment	Project Work	
Teaching and Learning Methods	Seminar [2 course units] / Tutorial [2 course units]	
Blended Learning		
Essential Reading	Yelavich, S., Adams, B. (2014). Design as Future-Making, Bloomsbury Academic	
	Tharp, B. & Tharp, S. (2019). Discursive Design: Critical, Speculative, and Alternative, MIT Press Ltd	
Further Reading	Dunne, Anthony & Raby, Fiona (2013). Speculative Everything: Design, Fiction, and Social Dreaming. The Mit Press	
	Schrader, M.; Martens, V. (2018). Digital Fix - Fix Digital. Wie wir die digitale Welt von Grund auf erneuern können, Next Factory Ottensen	
Journals, Internet Sources	https://medium.com/topic/design	
	https://dis.art/browse-all	

[1] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

	https://www.nextnature.net/
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

Special Topics in Media Design [Spezielle Themen im Mediendesign]

Module Code: B-DSe-MDN-SPT

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	determine trends in photography/motion picture and their aesthetic impact.	3
	compare technical and aesthetic innovations in visual communication.	2
	assess interfaces and challenges of social, economic, political and cultural dimensions in the context of media design.	5
	estimate suitable research methods for specific questions in media design.	5
	comprehensively plan a media design thematic area, with its specific design requirements.	6
	put together a media design project with different project stages.	6

Course Contents	
	• Students learn about media design in a variety of contemporary and historical contexts, including multimedia storytelling, generative infographics, interactive room scenarios, big data, IoT, AI, 3D printing, virtual and augmented reality, ubiquitous computing, and more
	• Focus on special trends and best cases in media design
	• Conception and design of complex visual solutions
	• Discussions and field trips in groups and teams
	• Research, prototyping and evaluation of own or team-based projects in a specific thematic area of media design under conceptual, methodological and design aspects
	• Presentation, documentation and reflection of own or team-based projects

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	5
	Ability to comprehend complex tasks and develop creative and sustainable solutions	6
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	3

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	3
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	6

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

	Outstanding design skills and diverse reflection skills with high innovation potential.	4
Competencies	Type of competency	Role[1]
	K1: Academic knowledge	3
	K2: Knowledge in professional practice	6
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	6
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	5
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [60 CH / 90 SH]	
Study Semester	4	
Type of Module	Cumpulsory Elective Module	
Applicability	References to: Current Topics	
Teaching Language	English	
Type of Assessment	Project Work	
Teaching and Learning Methods	Seminar [2 course units] / Tutorial [2 course units]	
Blended Learning		
Essential Reading	Dabner, D. (2017). Graphic Design School: "A Foundation Course for Graphic Designers Working in Print, Moving Image and Digital Media", Thames & Hudson; Auflage: 6th revised edition Schrader, M. (2017). Transformationale Produkte: Der Code von digitalen Produkten, die unseren Alltag erobern und die Wirtschaft revolutionieren, Next Factory Ottensen	
Further Reading	Groß, B.; Bohnacker, H.; Laub, J.; Lazzeroni, C. (2018). Generative Gestaltung: Creative Coding im Web Entwerfen, Programmieren und Visualisieren mit Javascript. Verlag Hermann Schmidt Jackson, P. (2018). Muster im Rapport: Die Grundlagen für Design, Mode und Architektur, Haupt Verlag	

[1] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

	Spies, M.; Wenger, K. (2018). Branded Interactions: Lebendige Markenerlebnisse für eine neue Zeit. Verlag Hermann Schmidt
Journals, Internet Sources	https://processing.org/ https://www.slanted.de/
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

Interaction Design [Interaction Design]

Module Code: B-DSe-STR-IND

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	create an interactive product with animated elements based on a given problem definition and user needs.	6
	determine the information architecture for it.	4
	develop user scenarios.	6
	visually illustrate the appearance of the interactive product.	3
	develop an interactive prototype.	6
	determine current technologies for an executable version.	4
	convincingly present an adequate solution.	2

Course Contents	
	• Perceive problems as a briefing and re-brief,
	• Propose, discuss and vote scenarios within an iterative process,
	• Derive information architectures,
	• Create visual mood boards, define visual and interactive guidelines, navigation concepts, flexible grids,
	• Use prototyping tools like Adobe XD / Sketch to create designs for different devices,
	• Build mockups and function prototypes,
	• CSS, HTML Standards, Responsive Design, Adaptive Design, Breakpoints, Media Queries, View Ports.

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	4
	Ability to comprehend complex tasks and develop creative and sustainable solutions	5
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	4

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	3
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	5
	Outstanding design skills and diverse reflection skills with high innovation potential.	5

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

Competencies	Type of competency	Role[1]
	K1: Academic knowledge	2
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	2
	K4: Methodological skills (professional practice)	4
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	5
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	None	
Total workload	150 h [45 CH / 105 SH]	
Study Semester	4	
Type of Module	Compulsory Elective Module	
Applicability	Connections to: Interaction- and Interfacedesign (Onlinemodul), Screen/Interfacedesign, User Experience Design	
Teaching Language	English	
Type of Assessment	Project Work	
Teaching and Learning Methods	Seminar [2 course units] / Tutorial [1 course units]	
Blended Learning		
Essential Reading	Jacobsen, J. & Meyer, L. (2017). Praxisbuch Usability und UX: Was jeder wissen sollte, der Websites und Apps entwickelt - bewährte Methoden praxisnah erklärt. Rheinwerk, Computing, Auflage: 1	
	Ertel, A. (2017) Responsive Webdesign: Konzepte, Techniken, Praxisbeispiele. Rheinwerk, Computing, 3. Auflage	
Further Reading	Buxton, B. & Kaufmann, M. & Greenberg, S. & Carpendale, S. & Marquardt, N.(2012). Sketching User Experiences: The Workbook. Oxford: Elsevier LTD.	
	McKay, E. N. & Kaufmann, Morgan (2013). Ui is Communication: How to Design Intuitive, User Centered Interfaces by Focusing on Effective Communication. Oxford: Elsevier LTD.	
	Semmler, J. ((2016). App-Design: Alles zu Gestaltung, Usability und User Experience - Apps für iOS, Android sowie Webapps - Von der Idee zum fertigen Design. Rheinwerk Design; Auflage: 1	

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[1] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

	Moser, C. (2012). User Experience Design: Mit erlebniszentrierter Softwareentwicklung zu Produkten, die begeistern. X.media.press. Heidelberg: Springer.
	Stapelkamp, T. (2010). Interaction- und Interfacedesign: Web-, Game-, Produkt- und Servicedesign
Journals/Internet Sources	Magazine: t3n digital pioneers, page https://t3n.de http//:www.page-online.de https://www.webdesignernews.com https://blog.prototypr.io https://www.uxbooth.com
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

Screen-/Interfacedesign [Screen-/Interfacedesign]

Module Code: B-DSe-MDN-SID

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	name important stations in the development of screen design/user interface design.	1
	discuss the relevance and diversity of screen design/user interface design vs. related disciplines.	2
	explain the fundamental structural differences between different time-based media and resulting design requirements and approaches.	2
	illustrate linear and interactive graphical user interface workflows in order to illustrate and understand their requirements.	3
	design and depict methods of screen design / user interface design.	3
	differentiate between content elements and user interface modules, in terms of interdependencies and priorities.	4
	evaluate basic aspects of operator guidance in terms of efficiency, effectiveness, and ease-of-use.	5
	independently develop the visual design of a low-complex interactive application in a media-oriented way and under consideration of specific design requirements.	6

Course Contents	
	• The development of screen design/user interface design and the technical classification of adjacent disciplines.
	• Overview of different device types, screen formats, operating options and application areas.
	• Basic design aspects and approaches in the design of time-based media, as well as current trends in context-based design solutions.
	• Presentation techniques for sequential and interactive processes, methodologies in iterative user-interface-designs.
	• Basics in usability.
	• Introduction to industry-specific software and workflows in concept and visual design of linear and interactive screen media.

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	4
	Ability to comprehend complex tasks and develop creative and sustainable solutions	5
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	3
	Description	Relevance[1]

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[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

Objectives of the specific Study Programme	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	6
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	5
	Outstanding design skills and diverse reflection skills with high innovation potential.	4
Competencies	Type of competency	Role[1]
	K1: Academic knowledge	2
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	1
	K4: Methodological skills (professional practice)	6
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	1
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	Recommendation: Formal Theory of Design	
Total workload	150 h [45CH / 105 SH]	
Study Semester	4	
Type of Module	Compulsory Elective Module	
Applicability	Connections to: Interaction / Interface Design	
Teaching Language	English	
Type of Assessment	Project Work	
Teaching and Learning Methods	Seminar [2 course units] / Tutorial [1 course units]	
Blended Learning		
Essential Reading	Goodwin, K. (2009). *Designing for the Digital Age.* John Wiley & Sons.	
	Tidwell, J. (2011). Designing Interfaces: Patterns for Effective Interaction Desig". O'Reilly.	

[1] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

Further Reading	Cooper, A., Reimann, R. & Cronin, D. (2014). *About Face 3*. John Wiley & Sons.
	Raskin, J. (2000). The Humane Interface. New Directions for Designing Interactive Systems. Addison-Wesley Longman.
	Wigdor, D. & Wixon, D. (2011). Brave NUI World: Designing Natural User Interfaces for Touch and Gesture. Morgan Kaufmann.
	Spies, M. (2012). *Branded Interactions*. Mainz: Verlag Hermann Schmidt.
	Zillgens, C. (2012). Responsive Webdesign: Reaktionsfähige Websites gestalten und umsetzen. Carl Hanser Verlag.
	Lehtimaki, J. (2012). *Smashing Android UI*. John Wiley & Sons.
	Albert, M. (2016). Besseres Mobile-App-Design. Optimale Usability für iOS und Android. Entwickler Press.
Recommended Room	Select an item
Faculty Responsible for Module	Faculty of Creative Arts
Exam Semester	[this information can be found in the syllabus for the module for each semester]
Module Coordinator	[this information can be found in the syllabus for the module for each semester]
Task	[this information can be found in the syllabus for the module for each semester]
Units	1 [this information can be found in the syllabus for the module for each semester]
	…

Portfolio and Production [Portfolio und Production]

Module Code: B-DSe-STR-PPR

Learning Outcomes:	Upon completion of the module, students are able to	Level[1]
	transfer creative and typographic knowledge and the acquired image competence to technical production processes.	2
	apply trends from digital communication behavior in the creative industry.	3
	assign own work in an industry-appropriate and topic-related presentation form.	4
	critically evaluate own working methods and results.	5
	decide on the adequate application option for the implementation of a certain design concept.	5
	design visual concepts for a portfolio / publication, website or exhibition for the presentation of own work – target group orientated also with regard to internship application.	6

Course Contents	
	• Layout design with text and image for a website, portfolio, publication, artist book or exhibition in physical or 3D space
	• Reflection of own work, also within a team
	• Process definition in phases
	• Training of decision-making and time-economic work
	• PR in social media
	• Knowledge about communicative tasks and web application development
	• Rules and guiding principles of successful, sector-appropriate self presentation

General Objectives of all BA Programmes	Description	Relevance[1]
	Understanding the relationships and challenges of a multicultural, mobile and digital economy and society	5
	Ability to comprehend complex tasks and develop creative and sustainable solutions	4
	Self-reflection and judgment enabling continuous personal growth in a dynamic, international working world	6

Objectives of the specific Study Programme	Description	Relevance[1]
	Advanced knowledge of current and established design theories and methods, as well as their effects on analog media and communication situations in digital transformation.	4
	Advanced skills to design and produce design projects in media, economic and social contexts as well as to evaluate and develop them from an entrepreneurial perspective.	6

[1] Scale of 1-6: 1 = Recall (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Evaluate, 6 = Create

	Outstanding design skills and diverse reflection skills with high innovation potential.	5
Competencies	Type of competency	Role[1]
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	6
	K3: Methodological skills (research)	4
	K4: Methodological skills (professional practice)	5
	K5: Social skills	6
	K6: Personal skills (e.g. reflection, organisation)	6
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5	
Prerequisites/ Recommendations	Recommendation: Creative Tools analog/digital	
Total workload	150 h [45 CH / x 105 SH]	
Study Semester	4	
Type of Module	Compulsory Module	
Applicability	All Courses in Design	
Teaching Language	English	
Type of Assessment	Project Work	
Teaching and Learning Methods	Seminar [2 course units] / Tutorial [1 course units]	
Blended Learning		
Essential Reading	Atelier Brückner (2002). form follows content. Ludwigsburg: avedition. Weinberg, U. (2015). Network Thinking. Murmann Verlag.	
Recommended Room	Select an item	
Faculty Responsible for Module	Faculty of Creative Arts	
Exam Semester	[this information can be found in the syllabus for the module for each semester]	
Module Coordinator	[this information can be found in the syllabus for the module for each semester]	

[1] Scale of 1-6: 1 = Form of competence plays a very subordinate role, 6 = Form of competence plays a prominent role

Task	[this information can be found in the syllabus for the module for each semester]	
Units	1	[this information can be found in the syllabus for the module for each semester]
	…	

Task [this information can be found in the syllabus for the module for each semester]

1

Track: Web Design

for the current syllabus please use the german module catalog