

# Graphic Journey

## 3 ECs - document & final interview

All learning objectives must be achieved. If one learning objective is not achieved, the project must be retaken.

Condition: You submit the document in Gradework, and you also ensure that it is available in the intended form (online or in print).

\* wherever we write he, she or they can also be read.

### 1. Critical Thinking & Contextualization

The ability to describe, analyze, problematize, position and criticize visual art and graphic design

LEARNING OBJECTIVES	PASS	FAIL	SCORE AND FEEDBACK
<i>The student demonstrates that he draws <b>inspiration</b> from various sources, such as: different forms of art, the graphic design industry and the world around him.</i>	<ul style="list-style-type: none"><li>• The student shows and describes how he finds inspiration when he gets stuck and when he starts working on an assignment.</li><li>• Various sources of inspiration are described and he shows visual examples.</li><li>• The student looks beyond Pinterest and the internet and uses the world as an inspiration source (by which we mean that you can be inspired by everything around you: music, nature, art, literature, poetry, colour, etc.).</li><li>• The student can describe which lessons/workshops have inspired him and why.</li></ul>	<ul style="list-style-type: none"><li>• The student hardly shows, if at all, how he finds inspiration when he gets stuck and can hardly describe this.</li><li>• Little or no sources of inspiration are described or there are too few visual examples.</li><li>• The student gets his inspiration mainly from Pinterest or other internet sources.</li><li>• The student cannot explain which lessons/workshops have inspired him.</li></ul>	
<i>The student shows that he has <b>immersed</b> himself in the field of graphic design and can show this in his document.</i>	<ul style="list-style-type: none"><li>• The student has studied the world of graphic design; the history, graphic designers, different aspects/directions and associated techniques.</li><li>• In addition to the material presented in class, the student has expanded his knowledge and experience by further immersing himself in the field. (fx extra tutorials)</li><li>• The student can describe and visually show what attracts him within graphic design, what not, and why.</li></ul>	<ul style="list-style-type: none"><li>• The student shows little or no evidence that he has studied the world of graphic design.</li><li>• The student has shown little effort to expand his knowledge and experience, beyond the material taught in class.</li><li>• The student is unable or hardly able to substantiate what appeals to him and what does not in the graphic field.</li></ul>	

### 3. Creating Capacity

*The skill to translate abstract concepts and ideas visually and apply high (technical) standards in design, in print and on the web.*

LEARNING OBJECTIVES	PASS	FAIL	SCORE AND FEEDBACK
<i>The student shows his own identity as a graphic designer in visually designed means and can clearly substantiate his ideas and choices.</i>	<ul style="list-style-type: none"><li>• The student shows his own identity as a graphic designer. The student describes who he is as a designer and gives a clear argumentation for visual choices that also refers to the knowledge gained in the various lessons (such as color psychology, visual language, photography, etc.).</li><li>• The student has designed visual identity elements that are in line with this (such as: logo, typography, colors and other identity carriers).</li></ul>	<ul style="list-style-type: none"><li>• The student hardly shows who he is as a graphic designer. The argumentation and acquired knowledge are missing or are barely explained.</li><li>• There are no or hardly any visual identity elements present.</li></ul>	

### 4. Presentation & Persuasion

*The skill to communicate with audiences, clients, graphic designers, advertising professionals, web designers and printers.*

LEARNING OBJECTIVES	PASS	FAIL	SCORE AND FEEDBACK
<i>The student creates an authentic document (book, website, journal, etc.) that fits his identity as a graphic designer.</i>	<ul style="list-style-type: none"><li>• The form of the submitted document is free, but is in line with the student's identity as a graphic designer and person.</li><li>• The document is structured and delivered professionally. This means that it contains a clear layout, the content is pleasantly readable and references to (literature) sources are clearly indicated.</li><li>• The document looks sound graphically (the use of color, typography, composition, resolution of images, etc. has been taken into account).</li></ul>	<ul style="list-style-type: none"><li>• The student submits a document that does not match his identity as a graphic designer and person.</li><li>• The document looks messy. There is no clear structure, the content is not sufficiently readable and there are few or no references to sources.</li><li>• The document does not look sound graphically (color use, typography, composition, resolution of images, etc.) has not been taken into account.</li></ul>	

## 5. Professional Practice

*The ability to demonstrate the professional awareness and preparation necessary to enter the design workspace.*

LEARNING OBJECTIVES	PASS	FAIL	SCORE AND FEEDBACK
<i>The student demonstrates that he has <b>developed in the field of graphic design, has a professional attitude and knows how to further apply his acquired knowledge.</b></i>	<ul style="list-style-type: none"><li>• The student shows his development and growth during the minor through visual and textual evidence.</li><li>• The student reflects on his personal and graphic growth during the minor. Where does he come from, what has he learned during his journey and where does he want to go.</li></ul>	<ul style="list-style-type: none"><li>• The student hardly shows his development and growth through visual and textual evidence.</li><li>• The student is unable to reflect on his personal and/or graphic growth in the document itself. He cannot properly substantiate where he comes from and where he wants to go.</li></ul>	
<i>The student shows <b>selfreflection</b> during the interim conversation with the coach and shows/describes how he developed himself afterwards</i>	<ul style="list-style-type: none"><li>• The student has had an interim conversation with one of the coaches and has added a summary of the conversation to his graphic journey on which he then reflects.</li><li>• The student demonstrates sufficient self-reflection on the interim conversation, but also on his own actions after the conversation and how he continued the minor after insights from the conversation.</li></ul>	<ul style="list-style-type: none"><li>• The student did not show up for an interim conversation and/or did not add a summary of the meeting in his graphic journey.</li><li>• The student shows little self-reflection in the meeting with the coach and does not reflect on his own actions after the meeting and how he continued the minor after insights from the meeting.</li></ul>	