

Project description - Theme 1:

BRANDING – spring 2022

Education	Multimedia Design
Semester	2
Class	Ukmmd21c
Teachers in charge	<p>Hanne Skov Bertelsen (hsbe@iba.dk)</p> <p>Laila Nadine Villadsen Kjær (lnvk@iba.dk)</p> <p>Luise Lind Steenholt (llst@iba.dk)</p> <p>Morten Jul Petersen (mojp@iba.dk)</p> <p>Nicolas Kouroumtzis (niko@iba.dk)</p> <p>Rikke Domino Isaksen (rdis@iba.dk)</p>
Time period	<p>24/1 2022 – 1/4 2022</p> <p>NB: Hand-in 28/3 2022 -12.00 via Wiseflow</p>
Hand in: Time & form	See the Form and hand in section below
	The project is presented to 2-3 groups from the class on the date of the project presentations. See the Project program section below.
Language	English
Available material	All teaching materials
Subjects involved in the project	<p>Multimedia production 2</p> <ul style="list-style-type: none"> - Design and programming of digital user interfaces 2 - Design and programming of digital content 2
Assessment and feedback	<p>The project is part (1of 3) of the total portfolio on 2nd semester.</p> <p>The present project weighs 30% in the final assessment.</p> <p>Feedback is given by the teachers after the group's presentation of their solution on the date of the project presentations and feedback sessions.</p>
Mandatory / consequences if not passed	<p>If the files are not handed in before the deadline, you receive the grade -3 for the project.</p> <p>If the project does not pass (grades -3 or 00), it still weighs 30% in the final assessment.</p> <p>If the final assessment of the portfolio (all 3 projects) does not pass (grades -3 or 00), you fail the 2nd semester exam.</p>
Work form	In group of 3-5 students

Project program		
Date	Time	Activity
24.01	8:20	Semester start and Project kick-off
3.02.	According to time plan on Canvas	Go-NoGo meetings (15.min)
25.01. – 28.03.		Classes and Project work in parallel
28.03. (Friday)	12.00	Deadline for hand-in through Wiseflow
28.03. – 31.03		Presentation preparation
1.04.	9.10 – 14.50	Project presentation and evaluation

Project Description: MyMultimedia Inc.

Working with branding in a digital context

In this theme, you will be working with online branding. The starting point is an understanding of the concept of branding and how to translate it into concrete actions online. It is important that you can develop a **creative concept** and produce the **visual elements** that form part of a branding effort. In this project, the focus is on web and mobile interfaces, web banners and online video.

In groups, you are to **create a campaign** that will brand your own multimedia agency. Since you are a startup company, the campaign may be based on how you see yourself in one or two years. The target audience can be potential customers, but it can also be potential investors.

Based on an analysis of the current situation, you must produce a proposal for your **value proposition**, **brand position** and **core story**.

You are to develop a **visual concept** that will consist of 4 practical productions:

a responsive SEO optimized web site

3 animated web banners,

1 or more videos

1 large scale print, e.g. A poster, a roll-up or infographic

For this a communication brief and a design manual must be developed.

The hand-in consists of a synopsis, a brand analysis, a value proposition, a concept description, and SEO-analysis

Your initial ideas must be presented at a **“Go-NoGo”** meeting. It is suggested that you bring a Communication Brief, thoughts on brand position and USP, and sketches and moodboards.

Keywords:

B2B

Brand position and brand values

Visual identity and logo

Graphic design

Video and animation production

Software skills

SEO

Form and hand in

A paper with a maximum length of max. 4 pages (9.600 keystrokes) excl. Bibliography. The synopsis in to contain:

- The problem background (introducing the company, its goals, and its marketing challenge(s))
- A problem definition
- Brand analysis and USP
- Value Proposition
- Concept description
- SEO analysis
- List of literature

The documentation: *(in one zip-compressed folder)*

- Communication brief
- The design manual
- The practical productions:
 - The web page files
 - The 3 web banners
 - The video(s) (must be rendered with h. 264 or h. 265 codecs, in mp4 format)
 - The Largescale print in pdf (Physical version must be brought to the presentation)

The files are to be handed through Wiseflow before the deadline (see the project program)

Presentation

Each group presents the main aspects of their project in a 10 min. presentation.

Assessment criteria

In connection with the assessment, we look at the following in the project:

	insufficient	sufficient	average	excellent
The problem definition	The problem definition is missing or is not related to the present project description	The problem definition is present, but too long and/or ambiguous or not formulated as a question	The problem definition is formulated as a question and is related to the present project description, though not exhaustive in relation to the project.	The project definition is limited to 1-2 sentences, unambiguous and based on the project description. It is exhaustive in relation to the project and focus on the problem and not the solution – it relates to Laswell's model of communication.
The company description	The situation that the company is in is not described and there is no SWOT analysis – the SWOT analysis is not related to the project description, the problem definition, and the company facts.	A company description has been made but a lot of information is missing, and the SWOT analysis is not completely related to the project description, the problem definition, and the company facts	The company description describes the company in an overall fashion and the SWOT analysis is related to the project description, the problem definition, and the company facts.	The company description contains information about the size, stakeholders, competitive situation, challenges in relation the task, current target group and a description of the company's surroundings. The SWOT analysis relates well to the project description, the problem definition, and the company facts.
The choice of literature, theories, and methods	There is no literature list and/or the theory and method choices does not relate well to the assignment.	Not all the literature listed in the literature list is used actively and some terms, theory and methods are used incorrectly.	The literature is used actively, and the terms, theory and methods are generally used correctly	The literature is relevant and actively used, and terms, theory and methods are well chosen and used correctly
Brand identity and core story	The description of the company values, symbols and stories are missing	There is a description of the company values, symbols, and stories, but no interpretation	There is an overall description of the company values, symbols and stories, and a somewhat superficial interpretation has been made.	The company values, symbols and narratives are well described and interpreted.
Value proposition	The value proposition is missing	Value proposition is unclear	The value proposition is clear and precise	The value proposition is clear and precise and relates well to the task at hand.
The concept	The concept is not described or There is no connection between the concept and the company's identity and values or There is no correlation between the visual representation and the identity	The concept is not defined in relation to the target group or The visual identity does not cover the representation or There is no clear connection between the concept and the company	The concept is based on the identity of the company, and there is a connection between the concept and the company	The concept is based on the identity of the company, and there is a connection between the concept and the company. The company's values are reflected in the concept, which is clearly defined in relation to the target group. The visual representation is compatible with the company's self-perception and the concept contains a high degree of innovation, is based on the company brief, and surprises and spreads joy and fascination.
The connection between the practical productions (important)	One or more of the 4 practical productions is missing or	The 4 practical productions are present but are not very well connected. Documentation of the choices made in connection with the productions is limited	The 4 practical productions are connected but differ slightly in expression. Documentation made in connection with the productions is ok, but not exhaustive	There is a clear red thread between the three productions and the design manual, and the documentation provided is exhaustive.

	The 4 productions have no visible connection			
WOW-factor	The concept is seen before and therefore not unique. It has no WOW-factor.	The concept has been seen before but has some innovative elements	The concept is not completely innovative but has some interesting, innovative elements.	The concept is bold, compelling, and multi-layered. In other words, it has a WOW-factor.
The use of onsite/offsite SEO	SEO is not implemented	Only limited SEO is implemented	SEO is implemented and documented in the project.	SEO is well implemented and well documented in the project.
.				

Learning outcome and competences obtained

From the Curriculum:

Learning objectives for Design and programming of digital user interfaces 2

Knowledge

The student has acquired:

- An understanding of the company's external environment, including its stakeholders, and the company's
- resource base.
- Knowledge of relevant theories, tools and methods for the design and programming of digital user experience, and the ability to account for the choice of tools and methods based on practice.

Learning objectives for Design and programming of digital content 2

Knowledge

The student has acquired:

- Knowledge of the methods and theories applied in the profession for complex digital content production.
- An understanding of the relationship between the business models used and complex digital content production.
- An understanding of the technologies used to store and exchange data, and the ability to account for the choice of technologies based on practice.

Learning objectives for Design and programming of digital user interfaces 2

Skills

The student has acquired the skills needed to:

- Assess and argue in favour of the value-adding elements in solutions for digital user interfaces
- Select and argue in favour of the choice of key theories, tools, and methods for the design of complex digital user interfaces.
- Apply and document key design processes in complex digital media productions and communicate them to stakeholders from the digital media industry.
- Assess and apply a user-centred method in connection with a digital media production.

Learning objectives for Design and programming of digital content 2

Skills

The student has acquired the skills needed to:

- Apply and combine forms of expression for the design and production of digital experiences on selected
- media platforms.
- Assess and process given visual material to ensure consistency in a digital media production
- Apply key technologies for handling and displaying digital content
- Apply key technologies, methods and formats for exchanging and presenting data.

Learning objectives for Design and programming of digital user interfaces 2

Competencies

The student has acquired the competencies needed to:

- Acquire new knowledge and skills within the programming and design of complex user-centred user interfaces.

Learning objectives for Design and programming of digital content 2

Competencies

The student has acquired the competencies needed to:

- Acquire new knowledge and skills within the design and production of complex digital content.