

Graphic Design and Multimedia Project

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TUE 10:00/11:50

Designing an experience about *love*

(Based on the original approach created by Anneke Coppoolse)

This course intends to challenge the student to look beyond the creation of artifacts and instead focus on concept development and the design of [interactive] experiences. Thus, in this Graphic Design and Multimedia Project session, the student must think far ahead of what is obvious and instead question how things are done. Ultimately, the purpose of the course is to conceive, design, and develop a highly conceptual design exhibition that communicates a specific theme through different small installations.

As a learning outcome, the student will:

- Formulate research questions
- Conduct research by relying on different design research methods
- Inform design decisions and solutions based on research findings
- Use methods of design thinking through the iterative design process.
- Apply the principles, techniques, and other skills acquired through their studies to design an experience.
- Communicate concepts and processes of design.

Project Brief

In this semester-long project, the student will look at the concept of *love* and how it is framed, defined, and understood through different human practices and history. As a conceptual project, the student has the challenge to imagine, question, and communicate their ideas to an audience. As a curated exhibition, and by finding ways to ask questions and present ideas rather than information, each student's contribution to the exhibition will lead their audience to consider and challenge notions about the exhibition's theme critically. Apart from the spatial restriction of this exhibition, the student is free to imagine and visualize their installation in any way they see fit.

Methodology

Depending on the class size, each student—or a team of two students— will select a subtheme and will design an experience that must encompass at least an interactive element and a printed element that the visitors of the experience can engage with. As a whole, the visitor to the exhibition will be able to engage with different perspectives to the exhibition's central theme.

Components of the exhibition:

- **An installation space.** Details about each student's space will be announced later in class, probably somewhere around the Faculty of Informatics building. This space must reflect the subtheme, and it is the area where the visitor will engage with the experience itself.
- **An interactive element** (not necessarily digital, although it can be bound to digital content) that people can engage with physically. This element can be something to play with, see, smell, touch, feel, or manipulate, among other forms of interaction.
- **A printed element** that people can take home as a souvenir or that is part of the experience itself. This element can be something to write on, read, send, fold, use to do something else, or use with something else, etc.

To submit

Along with the setup of the exhibition, the student—or pair of students— will submit a project report that includes the title of the installation, the concept outline, the list of content created and a rationale about it, and visual material that supports it. This report should not be more than two pages, and, as expected from a design student, it should be adequately presented (not simply a flat, boring Word file). The student must present also photographic record of their installation.

Subthemes

The subthemes listed below are possible approaches to the course's theme and are simply inspiration. The students are expected to find their own path to the exhibition's central theme.

- **Just love:** What is it? How do we define it? How is it experienced?
- **Love and eroticism:** Eroticism and sexuality as expressions of love. Does one depend on the other?
- **The science of love:** Reduced to simple chemical reactions, what are love's physiological and chemical manifestations?
- **Love and society:** What are the social expectations of love?
- **Cinematic love:** How does cinema understand and represents the concept of love?
- **Love in times of COVID:** What has changed in the way people love in the past two years? Is there a change in the way we love at all?
- **Love and literature:** Romantic novels, chaotic love affairs, and love through storytelling. How do writers imagine love?