



Module Handbook Design Method and Creativity Studies



Bachelor of Visual Communication Design Program
Faculty of Creative Design and Digital Business
Institut Teknologi Sepuluh Nopember

| No. | Description |
|-------------------------------------|--|
| <input type="checkbox"/> | <p>1. Mampu menunjukkan sikap dan karakter yang mencerminkan ketakwaan kepada Tuhan YME, berbudi pekerti luhur, peka dan peduli terhadap masalah sosial dan lingkungan, menghargai perbedaan budaya dan kemajemukan, menjunjung tinggi penegakan hukum, mendahulukan kepentingan bangsa dan masyarakat luas, melalui inovasi, kreatifitas, dan potensi lain yang dimiliki.</p> <p><i>Capable of exemplifying attitudes and virtues indicative of a profound commitment to the divine, possessing noble character, demonstrating sensitivity to and concern for social and environmental issues, exhibiting respect for cultural diversity and pluralism, upholding the principles of law enforcement, and prioritizing the welfare of the nation and broader community. This is achieved through the application of innovation, creativity, and leveraging the inherent potential possessed by oneself and others.</i></p> |
| <input type="checkbox"/> | <p>2. Mampu mengkaji dan memanfaatkan ilmu pengetahuan dan teknologi dalam rangka mengaplikasikannya pada bidang keahlian desain komunikasi visual, serta mampu mengambil keputusan secara tepat dari hasil kerja sendiri maupun kerja kelompok melalui pemikiran logis, kritis, sistematis dan inovatif.</p> <p><i>Proficient in the examination and application of scientific and technological principles for the enhancement of expertise in visual communication design. Capable of rendering judicious decisions based on individual and collaborative endeavors, employing logical, critical, systematic, and innovative thinking to interpret and utilize outcomes effectively.</i></p> |
| <input checked="" type="checkbox"/> | <p>3. Mampu mengelola pembelajaran diri sendiri, dan mengembangkan diri sebagai pribadi pembelajar sepanjang hayat untuk bersaing ditingkat nasional, maupun internasional, dalam rangka berkontribusi nyata untuk menyelesaikan masalah dengan memperhatikan prinsip keberlanjutan.</p> <p><i>Competent in self-directed learning management and committed to personal development as a lifelong learner, with the aim of remaining competitive at both national and international echelons. This pursuit is geared toward making substantive contributions to problem-solving endeavors, underscored by a dedicated adherence to sustainability principles.</i></p> |

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4. Mampu mengkaji dan mengaplikasikan teori dan prinsip desain komunikasi visual
Proficient in the examination and application of theories and principles within the realm of visual communication design.
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5. Mampu mengkaji dan mengaplikasikan ilmu dan media komunikasi
Competent in the exploration and application of knowledge about communication media.
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6. Mampu mengkaji dan mengaplikasikan ilmu sosial budaya yang terkait dengan desain komunikasi visual
Proficient in the examination and application of socio-cultural knowledge relevant to the field of visual communication design.
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7. Mampu mengkaji dan mengaplikasikan ilmu dan keterampilan menggambar, membuat sketsa, dan membuat prototipe
Competent in the examination and application of knowledge and skills in drawing, sketching, and prototyping.
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8. Mampu mengkaji dan mengaplikasikan kreatifitas dan design thinking
Proficient in the exploration and application of creativity and design thinking.
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- 9. Mampu mengkaji dan mengaplikasikan ilmu manajemen dan komunikasi marketing dalam bidang desain komunikasi visual
Competent in the examination and application of management and marketing communication knowledge within the domain of visual communication design.
- 10. Mampu mengkaji dan mengaplikasikan ilmu riset desain untuk menghasilkan karya desain komunikasi visual yang komprehensif
Proficient in the exploration and application of design research knowledge to generate comprehensive visual communication design projects.
- 11. Mampu mengkaji dan mengaplikasikan teknologi dan inovasi dalam desain komunikasi visual
Competent in the examination and application of technology and innovation within the context of visual communication design.

Curriculum:

Kurikulum 2018 S-1 Desain Komunikasi Visual ▾

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| Code | Description of CLO | Mapping of CLO to LO | | Weight of CLO |
|---------------------|--|-------------------------------------|-------------------------------------|---------------|
| | | LO 3 | LO 7 | |
| CLO-1 | <p>Mahasiswa mampu berpikir kreatif dengan melakukan rekonseptualisasi, intervensi, disruptsi, dan modifikasi terhadap sebuah obyek melalui pemahaman terhadap Object Thinking, Lateral Thinking, Challenge Assumption, dan Disruptive & Detournement.</p> <p><i>Students are able to think creatively by reconceptualizing, intervening, disrupting, and modifying an object through the understanding of Object Thinking, Lateral Thinking, Challenge Assumption, and Disruptive & Detournement.</i></p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 50% |
| CLO-2 | <p>Mahasiswa mampu memberikan solusi-solusi desain yang kreatif dengan cara mengimplementasikan prinsip-prinsip design thinking dalam pemecahan masalah.</p> <p><i>Students are able to provide creative design solutions by implementing the principles of design thinking in solving problems.</i></p> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 50% |
| Total Weight | | 50% | 50% | 100% |

| No. | Evaluation Plan | CLO-1 | CLO-2 | Total Weight |
|---------------|---|------------|------------|--------------|
| 1 | Forced Connections <i>Forced Connections</i> Kognitif - Tugas <i>Cognitive - Assignment</i> | 25% | 0% | 25% |
| 2 | Detournement <i>Detournement</i> Hasil proyek <i>Team-based Project</i> | 25% | 0% | 25% |
| 3 | Topik Project dan Empati <i>Project Topic and Empathy</i> Studi Kasus <i>Case Method</i> | 0% | 15% | 15% |
| 4 | Ideasi dan Prototype <i>Ideation and Prototype</i> Studi Kasus <i>Case Method</i> | 0% | 15% | 15% |
| 5 | Testing dan Presentasi Akhir <i>Testing and Final Presentation</i> Hasil proyek <i>Team-based Project</i> | 0% | 20% | 20% |
| TOTAL | | 50% | 50% | 100% |
| <i>Target</i> | | <i>50%</i> | <i>50%</i> | <i>100%</i> |

RPS

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| Name of Study Program | Visual Communication Design |
| Course Name | Design Method and Creativity Studies |
| Code | DV184305 |
| Semester | 3 |
| credits | 3 / 4,8 ECTS |
| Lecturer | Nurina Orta |

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| Study Materials | | |
| Program Learning Outcome (PLO) | P.4 | methodology design in a way deep ; |
| | P.5 | concepts , principles , methods , and techniques application color , composition (nirmana) , design process , photography , and computers graphics ; |
| | P.6 | methods and techniques drawing and graphics (technique printing) ; |
| | P.8 | draft general , principles , and techniques communication effective ; |
| | KK. 2 | capable do research and exploration of ideas for set aim , goal communication , and prototyping solution design possible visual communication overcome problem identity , communication mass , and competition with consider aspect ethics , history , culture , consequences social , conservation environment , and applicable regulations ; |
| COURSE LEARNING OUTCOME (CLO) | M1 | Student capable think creatively, think imaginatively and be able communicate what has _ generated |
| | M2 | Student capable own skills in developing ideas through a creative but structured and measurable mindset to solve design problems, through the method of <i>generating ideas: brainstorming</i> |
| | M3 | Student capable solve design problems through creative, <i>out-of-the-box approaches</i> |

| Week | Lesson Learning Outcome (LLO) | Comprehensive Coverage of Learning Materials | Learning Methods | Estimate Time | Student Learning Experience | Criteria and Indicator Evaluation | Weight [%] |
|------|---|--|------------------|---------------|--|---|------------|
| 1-5 | Students understand the creative thinking process in design | Object Thinking: Why, mind mapping, identifying problems | Face to face | TM =480 | <ul style="list-style-type: none"> • Studying • Discussion • Assignment | Students are able to explain more comprehensively about Object Thinking and its implementation Assignment : Challenge Assumption and creative project: do 10 things with plastic bottles | 20% |
| | | | Assistance | BT=1200 | | | |
| | | | Self-Study | BM = 720 | | | |
| 6-8 | Able to design a Disruptive and Detournement | Disruptive and detournement : Brainstorming, Biomimicry, | Face to face | TM = 288 | <ul style="list-style-type: none"> • Studying • Discussion • Assignment | Students are able to develop and demonstrate the concept of Disruptive and Detournement | 20% |

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|-------|--|---|--------------|----------|--|---|-----|
| | | lateral thinking | | | | Assignment: create a Disruptive and detournement installation | |
| | | | Assistance | BT =720 | | | |
| | | | Self-Study | BM = 432 | | | |
| 9 | Able to explain and apply the SCAMPER technique in designing | SCAMPER Technique: Substitution Combination Adaptation Modification | Face to face | TM = 96 | <ul style="list-style-type: none"> • Studying • Discussion • Assignment | Students are able to explain scamper techniques as a way to find ideas in designing Assignment: Jack and Jill Problems - popular children's songs - nursery rhymes - regional children's songs A5/color format (Portfolio book) | 10% |
| | | | Assignment | BT =240 | | | |
| | | | Self-Study | BM = 144 | | | |
| 10 | Able to explain and apply the SCAMPER technique in designing | SCAMPER Technique: Other uses Elimination reverse | Face to face | TM =96 | <ul style="list-style-type: none"> • Studying • Discussion • Assignment | Students are able to explain scamper techniques as a way to find ideas in designing Assignment: Sound problems | 10% |
| | | | Assistance | BT =240 | | | |
| | | | Self-Study | BM = 144 | | | |
| 11-12 | Able to solve design problems with alternative methods | Alternative methods: Ethnophoto | Face to face | TM =192 | <ul style="list-style-type: none"> • Studying • Discussion • Assignment | Students are able to document places through still life photos that contain visual appeal, emotion, strong concepts and good photos Assignment: Ethnophoto to iconic places in Surabaya <ul style="list-style-type: none"> • Humans (Models) • Local Culture • Buildings, Landmarks (group assignment @ 5 people) | 20% |
| | | | Assistance | BT =480 | | | |
| | | | Self-Study | BM = 288 | | | |

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| 13-16 | Able to implement a business model concept that suits current needs | Creative Experience: Business model | Face to face | TM =384 | <ul style="list-style-type: none"> ● Studyi ng ● Discu ssion ● Assig nment | <p>Students can understand the process of creating a creative business</p> <p>Duties: create concepts and implement businesses that follow market trends</p> <p>Assignment: Implementation of business directly to the market</p> | 20% |
| | | | Assistance | BT =960 | | | |
| | | | Self-Study | BM = 576 | | | |

REFERENCES

- Adams, J. L. (2001). *Conceptual Blockbusting: A guide to better ideas (4th Edition ed.)*. Massachusetts : Perseus Publishing.
- Burleson, W. (2005). *Developing creativity, motivation, and cell -actualization with learning system. International Journal of Human-Computer Studies*, 63 , 436-451.
- Renanda , R. (2014). *Steal Creativity Designer* . Jakarta, Indonesia: Transmedia Pustaka.
- Wilde, J., & Wilde, R. (2000). *Visual Literacy: A Conceptual Approach to graphic Problem Solving Paperback*