



# Module Handbook Environmental Branding



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

## Lampiran

No.	Deskripsi
<input checked="" type="checkbox"/>	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. <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>
<input checked="" type="checkbox"/>	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. <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>
<input checked="" type="checkbox"/>	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. <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>
<input type="checkbox"/>	4. Mampu mengkaji dan mengaplikasikan teori dan prinsip desain komunikasi visual <i>Proficient in the examination and application of theories and principles within the realm of visual communication design.</i>
<input type="checkbox"/>	5. Mampu mengkaji dan mengaplikasikan ilmu dan media komunikasi <i>Competent in the exploration and application of knowledge about communication media.</i>
<input checked="" type="checkbox"/>	6. Mampu mengkaji dan mengaplikasikan ilmu sosial budaya yang terkait dengan desain komunikasi visual <i>Proficient in the examination and application of socio-cultural knowledge relevant to the field of visual communication design.</i>
<input type="checkbox"/>	7. Mampu mengkaji dan mengaplikasikan ilmu dan keterampilan menggambar, membuat sketsa, dan membuat prototipe <i>Competent in the examination and application of knowledge and skills in drawing, sketching, and prototyping.</i>
<input type="checkbox"/>	8. Mampu mengkaji dan mengaplikasikan kreatifitas dan design thinking <i>Proficient in the exploration and application of creativity and design thinking.</i>
<input type="checkbox"/>	9. Mampu mengkaji dan mengaplikasikan ilmu manajemen dan komunikasi marketing dalam bidang desain komunikasi visual <i>Competent in the examination and application of management and marketing communication knowledge within the domain of visual communication design.</i>
<input type="checkbox"/>	10. Mampu mengkaji dan mengaplikasikan ilmu riset desain untuk menghasilkan karya desain komunikasi visual yang komprehensif <i>Proficient in the exploration and application of design research knowledge to generate comprehensive visual communication design projects.</i>
<input type="checkbox"/>	11. Mampu mengkaji dan mengaplikasikan teknologi dan inovasi dalam desain komunikasi visual <i>Competent in the examination and application of technology and innovation within the context of visual communication design.</i>

Kurikulum:

Kurikulum 2018 S-1 Desain Komunikasi Visual

Tampilkan

Kode	Deskripsi CPMK	Pemetaan CPMK ke CPL				Bobot CPMK
		CPL 1	CPL 2	CPL 3	CPL 6	
CPMK-1	Mampu menguasai konsep dasar Branding Kawasan <i>Able to basic concepts of Environemntal Branding</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15%
CPMK-2	Mahasiswa mampu memiliki pengetahuan tentang kategori EGD dalam berbagai jenis tempat/ruang <i>Students are able to have knowledge about EGD categories in various types of places/spaces</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15%
CPMK-3	Mahasiswa mampu menganalisa Branding Kawasan <i>Students are able to analyze Regional Branding</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	20%
CPMK-4	Mahasiswa mampu membuat desain Branding Kawasan <i>Students are able to make Regional Branding designs</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	50%
<b>Total Bobot</b>		<b>33%</b>	<b>17%</b>	<b>17%</b>	<b>33%</b>	<b>100%</b>

**Rencana Asesmen & Evaluasi**

No.	Rencana Evaluasi	CPMK-1	CPMK-2	CPMK-3	CPMK-4	Total Bobot
1	Quiz 1 : Konsep Branding Kawasan <i>Quiz 1 : Konsep Branding Kawasan</i> Kognitif - Quiz   <i>Cognitive - Quiz</i>	15%	0%	0%	0%	15%
2	Quiz 2 : Konsep City Branding <i>Quiz 2 : Konsep City Branding</i> Studi Kasus   <i>Case Method</i>	0%	15%	0%	0%	15%
3	Analisa Studi Kasus Branding Kawasan <i>Analisa Studi Kasus Branding Kawasan</i> Studi Kasus   <i>Case Method</i>	0%	0%	20%	0%	20%
4	Rancangan Branding Kawasan <i>Brand Environent Design</i> Hasil proyek   <i>Team-based Project</i>	0%	0%	0%	50%	50%
<b>TOTAL</b>		<b>15%</b>	<b>15%</b>	<b>20%</b>	<b>50%</b>	<b>100%</b>
<i>Target</i>		<i>15%</i>	<i>15%</i>	<i>20%</i>	<i>50%</i>	<i>100%</i>

## RPS

Name of Study Program	Visual Communication Design
Course Name	Environmental Branding
Code	DV184605
Semester	6
credits	3 / 4,8 ECTS
Lecturer	Baroto Tavip

Study Materials	Applied Environmental Visual Communication Design	
Program Learning Outcome (PLO)	P.1	theoretical concepts about design (Design Theory) in general and at least one theoretical concept of visual communication design (Ecological Theory, Constructivism, Semiotics, Gestalt Theory, Cognitive Theory, or Huxley-lester Model) in depth;
	P.3	general concepts of social culture, ecology, and principles of environmental conservation;
	P.5	concepts, principles, methods and techniques of color application, composition (nirmana), design processes, photography and computer graphics;
	P.7	factual knowledge of design raw materials;
	P.8	general concepts, principles and techniques of effective communication;
	P.9	factual knowledge about the types and regulations of broadcasting, journalism and Electronic Information and Transactions, the latest technological developments in the field of visual communication design; And
	KK. 1	able to create printed and digital visual communication design works that have added value and aesthetics to overcome identity, mass communication and competition problems faced by stakeholders without causing public unrest and disturbing environmental sustainability;
	KK. 4	able to communicate alternative prototypes of visual communication design solutions independently or in groups in verbal, graphic, written and communicative models using manual or digital techniques based on a fixed choice of communication rules; And
KK. 5	able to start an independent business in the visual communications sector	
COURSE LEARNING OUTCOME (CLO)	M1	Students are able to have an understanding of the function, role and opportunities of EGD in creating identity/brand, communication in a particular space
	M 2	Students are able to have knowledge about EGD categories in various types of places/spaces
	M 3	Students are able to analyze EGD problems in general and specifically in various types of places/spaces
	M 4	Students are able to formulate a statement of the problem and objectives of EGD design
	M5	Students are able to evaluate the existing condition of EGD specifically related to aspects: function, aesthetics and communication
	M6	Students are able to plan EGD research activities
	M 7	Students are able to carry out and collect research data in a complete and systematic manner

Wee k	Lesson Learning Outcome (LLO)	Comprehensive Coverage of Learning Materials	Learning Methods	Estimated Time	Student Learning Experience	Criteria and Indicator Evaluation	Weight [%]
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1-2	Students have an understanding of the function, role and opportunities of XGD in creating visitor experiences	<b>Introduction to XGD (Graphic Design Experience)</b>	Face to face	TM = 300 BT = 300 BM = 360	<ul style="list-style-type: none"> <li>● Discussion</li> <li>● Assignment</li> </ul>		
			Assistance				
			Self-Study				
3-5	Students have knowledge of regional EGD design methods and processes	<b>Regional EGD</b>	Face to face	TM = 450 BT = 450 BM = 540	<ul style="list-style-type: none"> <li>● Studying</li> <li>● Assignment</li> <li>● Discussion</li> </ul>	<b>Assignment 1 :</b> Summary of Regional EGD Creative Concepts	20
			Assistance				
			Self-Study				
6-8	Students have knowledge of exhibition design methods and processes	<b>Design Exhibition (Visual Merchandise)</b>	Face to face	TM = 450 BT = 450 BM = 540	<ul style="list-style-type: none"> <li>● Studying</li> <li>● Assignment</li> <li>● Discussion</li> </ul>	<b>Assignment 2:</b> Design Exhibition Creative Concept Summary	20
			Assistance				
			Self-Study				
9-10	Students have knowledge of the application of light in an EGD	<b>Lighting design</b>	Face to face	TM = 300 BT = 300 BM = 360	<ul style="list-style-type: none"> <li>● Studying</li> <li>● Assignment</li> <li>● Discussion</li> </ul>	<b>Assignment 3:</b> Summary of the creative concept of Display Content	15
			Assistance				
			Self-Study				
11-12	Students have knowledge of the application of digital screens in an EGD	<b>Display design</b>	Face to face	TM = 300 BT = 300 BM = 360	<ul style="list-style-type: none"> <li>● Studying</li> <li>● Assignment</li> <li>● Discussion</li> </ul>	<b>Assignment 4:</b> Summary of the creative concept of Display Content	15
			Assistance				
			Self-Study				
13-14	Students have knowledge of implementing digital audio visual guides in a museum	<b>Audio Visual Guide</b>	Face to face	TM = 300 BT = 300 BM = 360	<ul style="list-style-type: none"> <li>● Studying</li> <li>● Assignment</li> <li>● Discussion</li> </ul>	<b>Assignment 5:</b> Summary of the creative concept of the Audio Visual guide	15
			Assistance				
			Self-Study				
15-16	Students have knowledge of the application of new media in an EGD	<b>New Media</b>	Face to face	TM = 300 BT = 300 BM = 360	<ul style="list-style-type: none"> <li>● Studying</li> <li>● Assignment</li> <li>● Discussion</li> </ul>	<b>Assignment 6:</b> <b>Summary of digital content creative concepts</b>	15
			Assistance				
			Self-Study				

## REFERENCES

1. Craig M. Berger (2005), Wayfinding: Designing and Implementing Graphic Navigational Systems, Page One,
2. Jie Zhou, Muzi Guan, Liying Wang, Zhe Gao (2011) Graphic Design in Architecture, Design Media Publishing Limited

3. Gibson, D (2009) *The Wayfinding Handbook : Information Design for Public Places*, Princeton Architectural Press
4. Yu, J. (2014) *Museum Display Design*, Design Media Publishing Limited.
5. Kim Baer, Jill Vacarra (2008) *Information Design Workbook: Graphic Approaches, Solutions, and Inspiration + 30 Case Studies*, Rockport