Portfolio and project work on the Multimedia design programme at UCN 2019

Mathiesen, Lisbeth

Publication date: 2019


General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain.
- You may freely distribute the URL identifying the publication in the public portal.

Download policy
If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.
Portfolio- and project work on the Multimedia design programme at UCN 2019

Here you can read about how to work with portfolio and projects and get advice on group work, guidance etc.
# Table of Contents

1. Preface and reading guide .............................................................................................................. 3
2. Portfolio- and project work at the multimedia design programme ................................................ 4
   2.1 The purpose of portfolio ................................................................................................................. 4
   2.2 The purpose of project work ........................................................................................................... 4
3. Work and presentation portfolio .................................................................................................... 5
   3.1 Work portfolio ............................................................................................................................... 5
   3.1.1 Reflection in the work portfolio ................................................................................................ 5
   3.2 Presentation portfolio .................................................................................................................... 6
   3.2.1 Reflection on learning outcome ............................................................................................... 7
   3.2.2 Reflection on learning challenges ............................................................................................ 7
4. Problem-based project work – what is it? .................................................................................... 8
   4.1 Problem-based project work at the multimedia design programme .......................................... 10
5. The report and the report structure ............................................................................................... 11
   5.1 The front page .............................................................................................................................. 11
   5.2 Table of contents and number of pages ......................................................................................... 12
   5.3 Introduction ................................................................................................................................. 12
   5.4 Problem description ..................................................................................................................... 13
   5.5 Problem formulation .................................................................................................................... 14
   5.6 Research method .......................................................................................................................... 15
   5.7 Applied theory ............................................................................................................................. 17
   5.8 Analysis ......................................................................................................................................... 18
   5.9 Problem solution .......................................................................................................................... 19
   5.10 Conclusion .................................................................................................................................... 20
   5.11 Perspectivation............................................................................................................................. 21
   5.12 Process reflection ......................................................................................................................... 21
   5.13 Literature list ............................................................................................................................... 21
   5.14 Appendices ................................................................................................................................... 22
6. Formation of and cooperation in groups ...................................................................................... 23
   6.1 Study groups .................................................................................................................................. 23
   6.2 Project groups ............................................................................................................................... 23
   6.3 Roles in the group .......................................................................................................................... 24
   6.4 The Cooperation agreement ......................................................................................................... 25
   6.5 Calibrating your expectations - five questions for the process ................................................. 25
7. The supervisor and the role of the supervisor ............................................................................... 27
   7.1 Guidance during theme assignments ............................................................................................ 27
   7.2 Guidance during exam assignments ............................................................................................. 28
1. **Preface and reading guide**

As a new student at multimedia design, you will be introduced to different study forms, which all relate to our learning approach: Reflective Practice-Based Learning. In this guide you can read about, why and how you, individually and in study groups, will be working with portfolio in the programme; how and why you and your fellow students will be working with projects. In addition, you will get useful information and advice about well-functioning groups and cooperation and how to use guidance in the programme.

This document also introduces and determines a number of requirements and formalities to be complied with in relation to portfolio and project work, as well as a specific structure to be followed in a project report. The guide can be read from beginning to end, but you might get the most from reading the different sections as the need arises.

Start by reading section 2, which introduces the purpose of the two working methods. In section 3, you will get a more thorough introduction to the work and presentation portfolio and what to include. This section should be read immediately at the start of the study. Section 4 is about problem-based project work, which you should familiarise yourself with before you start working with projects from Theme 3 in the 1st semester. This also applies to Section 5, which presents the formal requirements for content and structure in a project report.

In section 6, you can read about different types of groups and about cooperation in study- and project groups. This section should also be read immediately after study start, together with section 7 about guidance. Section 8 on referencing sources is also something to familiarise yourself with early on, as it covers a number of requirements and formalities in connection with both written work and products on the program. Section 9 deals most with formatting of written work. Here again there are both requirements, but also good points to pick up if you want to impress the examiner and censor. Section 10 is about academic misconduct and plagiarism and how to avoid getting into a stupid situation. Finally, Section 11 deals with examinations and is relevant in this context. In the guide, we refer to four appendices you will find at the end of the guide.
2. **Portfolio- and project work at the multimedia design programme**

Portfolio and project work constitute the overall methods and techniques in the programme and are nested in the overall learning approach Reflective Practice-Based Learning.

2.1 **The purpose of portfolio**

“A portfolio is an important collection of [...] works, showing processes, strategies, progression, performances and working effort over a period of time. Each contribution in the portfolio contains a [...] self-evaluation reflection based on certain criteria” (Rossi & Schipper, 1997, cited in Madsen, 2014, p. 55, Mathiesen L., transl.).

The purpose of using portfolio in the program is above all to support your individual learning and skills development, in relation to each of the subjects, but also in relation to the interdisciplinary. You reinforce your learning processes and your ability to understand and put words on what you experience in education when you give yourself time for critical reflection. This way, you cognitively and emotionally process what you are experiencing, which means that you remember what you have learned better.

The purpose is also to educate your ability to reflect on what you learn and the way you learn. You must, therefore, broadly reflect on the experiences you make in the program. This implies both that you must learn to reflect on what is happening in practice, but also that you learn to relate reflectively to the implicit knowledge that occurs as you gain experience. This is, among other things, what theory contributes with. Portfolio is thus an important part of our learning approach: Reflective Practice-Based Learning (RPL), which you can read more about in your curriculum and semester plan (specifically for multimedia design), and on ucn.dk (generally for UCN).

2.2 **The purpose of project work**

The purpose of project work is that it leads to tangible solutions to practical problems to facilitate the ongoing requirement of competencies that are sought after in the business. At multimedia design, *problem-based project work* is also part of the learning approach Reflective Practice-Based Learning. You will be introduced to project work in the middle of the first semester and will, in a project group, solve tasks, which are often formulated in collaboration with a customer from a private or public organisation.

This form of work should both teach you to make links between theory and practice, and to be problem solving while also learning teamwork. Both theory, methods and 'toolbox' must be used in problem-based project work. That way you get to test your methodical and theoretical understanding in practice. At the same time, the work with producing multimedia productions will require you to reflect on what you do; Why you do it; And what you could have done differently, alone and with your group members.
3. **Work and presentation portfolio**

At the multimedia design program, we work with a portfolio in two different forms that are central to supporting your learning process; a work portfolio and a presentation portfolio. At the start of the study, you will receive a zip file that you need to unzip and put on your UCN OneDrive. It contains a folder structure for your portfolios.

Reflection is a key part of Reflective Practice-Based Learning. In everyday language we often use the word “reflection” synonymous with consideration. In Reflective Practice-Based Learning reflection is in particular tied to thinking – and the deliberate thought on the connection between theory and practice. Thus, reflection means, that you must think, and learn to think critically, upon your experiences.

“When a situation arises, which contains an obstacle or is confusing, the person, who finds himself in this situation can react in one or more ways. He can avoid the problem, quit the activity that lead to this situation and turn to something else. Or he can escape into fantasies, where he imagines being powerful or rich or in some way in possession of the means, that will make him able to overcome the obstacle. Or he can choose to relate actively to the situation. In this case he starts to reflect”. (Dewey, 2009 p. 91 cited in Helverskov Horn, Gyldendahl Jensen, Kjærgaard, Bech Lukassen, Sørensen, Valbak-Andersen, 2019. Mathiesen, L. transl.)

3.1 **Work portfolio**

The work portfolio is your most important tool to support your learning process and you will need material from it for your exams. Therefore, it is vital that you use your work portfolio actively throughout the entire program. The work portfolio is your personal tool, which only you have access to; your private tool! The work portfolio can contain all types of material or files that are relevant in your work with improving skills and knowledge. It can relate directly to the lectures, assignments and project work, but should also reflect other study-related activities and projects. Your portfolio must contain the following materials:

- Notes from lectures, reading and study group meetings
- Tasks, including Rubrics and other assignments
- Exercises you have completed
- Sketches, mock-ups, designs
- Analyses, etc.
- Other materials, e.g. pictures, blog posts, bookmarks and articles that inspire you
- Your own “products”, something you create in order to practice and become more skilful
- Selected material from the lectures
- Questions for lectures and guidance

3.1.1 **Reflection in the work portfolio**

In addition to materials, the work Portfolio must also contain your thoughts and reflections on your learning process. Once a week you must reflect in writing about your work and your learning. Writing your thoughts and reflections down is in itself a learning process that you continually improve by practicing. You can get help and guidance from your lecturers.
We expect that you spend at least 3 hours a week for written reflection.

The easiest way is for you to reflect in a document that you name and date and place in the work portfolio. You can find inspiration and use the following questions as a starting point:

- What have I done and worked with?
- What have I learned and how?
- What was easy? Why?
- What was harder? Why?
- Where am I in the process towards the goal - what can I and what can’t I do?
- Who can help me proceed?

You can also reflect upon your experience of being a student, your experiences with your fellow students and your lecturers. Here for example you can use the following questions as the starting point:

- What do I experience as a student at the program?
- What does it mean to be a student at this program?
- How does my cooperation with my fellow students work?
- How do I feel socially in my class?
- How is my relationship with my lecturers?

It is up to you how many pages you want to write, but we recommend that you do not write less than two standard pages per week. The form is up to you, but you should format your text with a good title, subtitles and possibly notes.

The materials and files you save in the work portfolio help to document your work and make your learning progress more visible for yourself through the study. The work portfolio thus contributes to the establishment of good study habits that are crucial to making the most of your studies. You must also extract selected materials from the work portfolio to the presentation portfolio in connection with evaluations.

### 3.2 Presentation portfolio

Your presentation portfolio you must share with the lecturers on the program via Canvas. You always get instructions on when, how and what to share. Unlike the work portfolio, it is therefore not private, but available to a limited group of people in the program. At the outset, your fellow students cannot see your presentation portfolio, but you may of course give your study group or others access to view it. During evaluations, your study or project group will be able to see some of your materials.

A presentation portfolio contains various materials that show products, processes and progressions (learning progress). There are both descriptive, documentary and reflective elements. In connection with your themes, you will receive specific information about which products and processes you need to document and deliver in your presentation portfolio. The reflections you make in your work portfolio can be a good starting point for the reflection you should deliver in your presentation portfolio. However, they are not identical! In your presentation portfolio, in

---

1. 2400 characters including spaces
addition to Rubrics and assignments, you must submit minimum one and maximum two pages of reflection, which must contain the following:

### 3.2.1 Reflection on learning outcome

- What did I find interesting and what really made sense to me in this theme (or semester)? It can be theory, method, task, specific lectures, exercises, etc. *Describe* at least two different things
- Why did it make sense to me - and why do I think it is important? *Analyse*
- How can I apply what I have learned in the future? *Reflect* on the above.

### 3.2.2 Reflection on learning challenges

- What has challenged me most professionally during this theme (or semester)? *Describe*!
- What can I do about it? *Analyse and reflect*!
- What have I learned about myself as a student during this theme (or semester)? *Reflect*!

Make sure to name and date your document. Give it a title and use subtitles to make it readable. NB! Do not write the questions into the document.

Presentation portfolio must always be submitted with a cover page. You will find a template in appendix 1.
4. **Problem-based project work – what is it?**

Learning based on solving real problems was used for the first time at the McMaster University in Canada. They discovered that medical students were not particularly good at applying their knowledge when confronted with real patients with actual medical problems. They began to work with patient cases, where the student had to identify relevant problem issues, examine them, and find causes and solutions. (Holgaard, Ryberg, Stegeager, Stentoft and Thomassen, 2014, p. 15).

Problem-based project work emerged as an answer to a real problem in the real world. And this is the core: by working with real problems and solving them, students are equipped for the working life that awaits them.

Problem-based project work is a tangible method, which both relates to the philosophy behind and principles for Reflective Practice-Based Learning. You will work with experiential learning where you both use your own experiences as a starting point and concurrently expand your understanding via action and by relating reflectively to the knowledge and insight, you obtain. When you work problem-based you will undoubtedly encounter challenges which also require critical reflection.

(Helverskov Horn et al., 2019. p. 14)

The core in this is that as students you experiment (in action) and both apply and gain experience in relation to Problem solution and the development of a product. The common experiences and challenges lead to new reflection and new observations. Based on that you start forming concepts about the practice, you work with and in which then can lead to new experiments – at an increasingly qualified level.

**Characteristics of problem-based project work**

Today, problem-based project work is used in many educational institutions. There is a great deal of literature on the subject. Here is an outline of some of the characteristics generally agreed upon:

- “Learning is organised around real and complex problems that link theory to practice
- The scientific work carried out by students is exemplary
- Knowledge is not something that is handed over - it is created in an active learning process
- A learning process that is based on the student’s active participation and involvement
- Learning takes place in groups (Holgaard et al., 2014., p. 19)
- Lecturers function as supervisors
• Students are responsible for the organisation of their own learning” (Holgaard et al., 2014., p. 19)

The starting point for the work will therefore be your wonder over the problem and your desire to solve it. Problem-based project work is an examination of something, how a practice-related problem can be resolved with the assistance of the subjects’ theories and methods. This means that a major and important part of your work consists of mapping the theories and methods that are relevant for precisely the problem that you need to solve.

**Exemplary and unique work**

Problem-based project work is both exemplary and unique. It is exemplary because you can transfer the knowledge from one problem issue to similar, but not identical, problem issues. If, for example, you do a user test in one project, you will gain knowledge and skills in precisely that discipline which you will be able to use in user tests in other contexts.

Project work is unique because the work with the individual project always requires a specific, relevant approach, where you will need to target your work and your search for knowledge towards precisely the problem that needs to be solved. This also means that project work will always lead on to something new. The project does not have the aim of explaining all the knowledge that you already have, it is aimed at generating new knowledge within a defined area (Nielsen, 2010, p. 29)

**Responsibility for your own learning**

Problem-based project work requires a lot of you as students. There will be no lecturer telling you precisely what to do, or what to read when you work with the problem.

The project group organises the work along the way and defines how the problem should be dealt with; including the literature and studies that can contribute towards clarifying on the problem. Clearly, the literature that your lecturer recommends will be sufficient in the first instance to do the first projects at Multimedia Design. But later on, we expect you to be able to search for, select and apply relevant literature.

**Groups perform better**

The reason why we value group work is because groups perform better than individuals do when it comes to solving complex problems. The discussions and exchange of experiences that take place in groups provide space for different kinds of knowledge and competences and cause common experiences and experiments. The group thus becomes both a professional and social learning space where you will learn together and with each other. Last, but not least, the group work reflects the working forms you will encounter in the practice of the profession.

**The lecturer as supervisor**

Because the group’s freedom to work independently is a cornerstone in problem-based project work, it also means that lecturers must occupy a different role and become supervisors, someone who can guide and ask questions, which stirs your thoughts and reflection. See the section on guidance.

Summing up, for students, problem-based project work means the following:
• You will be learning how you learn. This means that you will become aware of what you know (and how you know it), but also be able to identify what you do not know and need to find out about.

• You must develop interdisciplinary competencies by seeking knowledge that can be translated into specific skills, which can be applied to real problem issues. You must learn to build bridges between theory and practice and set common goals.

• Last, but not least, you must train your collaborative and communicative abilities, because the reality that awaits you expects it of you - and because you will get greater returns from your study life when you solve problems and create multimedia solutions in efficient and motivated groups (Holgaard et al., 2014; Nielsen, 2010)

4.1 Problem-based project work at the multimedia design programme

All projects start with the lecturers providing a project basis via Canvas, which includes a description of the assignment, learning objectives, requirements and a number of formalities for the assignment, including requirements for the scope of the report (number of standard pages), as well as specific requirements for the product.

The project basis for multimedia design is included in the theme plan. In the first projects, the project basis will be very tangible, and the tasks will be described in detail. In the later semesters, the project basis will be more open and sometimes only contain a description of formal requirements and learning objectives.

When you receive the project basis, it is very important that you read and understand all the points of the presentation. We recommend that each of you read the theme plan, make a short summary and discuss in groups. Subsequently, you can compare your notes in the group, discuss the themes with each other, and ask questions for your lecturers.

In connection with the evaluation of theme assignments, the theme plan’s learning objectives and the specific assignment requirements plus your presentation portfolio will form the basis for discussion between the project group and the lecturers. Project work is the basis for almost all exams at the multimedia designer program.
5. **The report and the report structure**

The purpose of writing a project report is to document the development process and argue theoretically and / or empirically for the choices that the project team has taken. Project work includes both product and report and there is a clear purpose and consistency between both. You need to make products to test theory and method in practice and become a good practitioner. And you must write reports so that you, together with your group, demonstrate that it is based on neither luck, intuition nor coincidence that you are able to deliver a multimedia production, but based on knowledge, a number of conscious and reflected choices and a well-organised work-process. One can say that the work with the report should teach you to work on a reflected, systematic, theoretical and methodological basis. This is what is expected of you when you enter professional roles in the business.

In this section, we go through the elements that, according to the curriculum, are to be included in a report at the multimedia design programme - and the order in which they should appear.

We recommend that you store all group files for both report and product somewhere that is always available to everyone.

5.1 **The front page**

It is tempting to create an attractive and stylish front page for your project. Yet, it is more important that you, the administration, examiners, censors, lecturers and your fellow students are able to find the following mandatory information easily and clearly on your front page:

- Programme and place of study
- Semester and Class designation
- Title of project
- Name/s of supervisor/s
- Synopsis
- Full names of the project participants
- Scope: Number of standard pages, excluding appendices, noted as keystrokes incl. spaces and standard pages (e.g. 12000 keystrokes = 5 standard pages)
- Link to the solution
- Any user IDs and passwords
- May the report and product be made public?
- Date and signature of all participants

All the points above must be on the front page of all submissions. We have made a template for the front page and you will find it in appendix 2.

**Synopsis**

A synopsis must contain a brief (5-10 line) summary of your project, for example with an indication of who the customer is, what the product is, and which problem issue it seeks to solve.

**Scope and publication**

The curriculum will specify the length of an exam assignment and the scope of reports will always be indicated on the theme plan. Page numbers indicate the maximum and minimum
number of pages to be submitted. Failure to meet the requirements for length (either too short or too long) can cause rejection of the project.

With regard to “pages”, we mean standard pages of 2400 keystrokes including spaces. This means that it will not help to use a font size of 14 and double line spacing to fulfil the requirements regarding number of pages submitted.

2400 characters means keystrokes corresponding to the number of characters including spaces divided by 2400. Use the word count function in Word to count your words - remember to highlight what the function needs to count.

The scope only includes the production of the assignment. The title page, foreword, table of contents, illustrations, literature list, process reflection and appendices do not count. What is counted is the introduction, the Problem description, the Problem formulation, Research method, Applied theory, Analysis, Problem solution, Conclusion and possible Perspectives and notes (footnotes or endnotes).

You must consider whether your report and the product you produce can be made public. The report can be used as an example and inspiration for future students and be placed in the library, while the product can be used in marketing of the programme.

If your customer has demanded that the report be treated as confidential, this must be made clear on the front page. Make sure that your customer knows and accepts this.

In appendix 4 you will find an example of a confidentiality agreement.

5.2 Table of contents and number of pages

There must be a table of contents in the report and it is easiest if you use Word’s fonts to set the standards for headings and subtitles so that you can auto generate a table of contents. You could also make a report template containing the correct fonts, set standards for point size, etc. Remember to always put page numbers in your report. The report must be readable - not just on a screen, but also if it is printed, so make a test before you hand it in, and avoid strange fonts!

It is a good idea to create a tiered table of contents and please use numbers alongside chapter and section titles (as in this document). Do not use to many tiers, usually two are more than enough. You can have more in the report, but it is a question of clarity. A table of contents of three pages in a 15-page report is much too long!

5.3 Introduction

It could consist of a short presentation of the customer or the overall theme leading to the Problem description. The introduction establishes the subject and the framework for the project and must therefore provide the reader with a good first impression of your work. A good introduction is relevant and interesting for the reader.
5.4 Problem description

The problem area, problem issue, Problem description. In the literature on problem-based project work, you will encounter different names, all of which lead to the same thing. On the Multimedia Design programme at UCN we call this element a Problem description because this is where you describe the problems that lead to a problem formulation; that is the investigation question, which leads to an answer (conclusion) and a solution (your product).

You must thus move from choosing a problem area (and in the theme assignments this will often derive from the assignment description) to be able to describe a number of problem issues in a Problem description.

To get the best basis for solving the task, it is important that you spend a long time describing the problem. This includes a major pre-analysis in itself, where you often will be doing a lot of research to highlight the different problems. These may be problems that companies experience today. It could also be that the problems appear in a larger societal or cultural context.

A problem is basically something that you wonder about, something that you will not be able to provide an immediate answer to or something that cannot be solved with the existing knowledge in the group.

Different kinds of problems

One can generally distinguish between backward-looking and forward-looking problems. With backward-looking problems, the students’ starting point will be a wonder over something that deviates from the norm and something where the explanation is not obvious. One problem area could thus be if a company’s web shop fails to generate the forecast sales. The Problem description will consist of analysis, delimitation and narrowing in on the problem and finding the best - and for the group, most interesting - angle to the problem. The problem may result in both theoretical and practical problem formulations, where the aim may be to submit action instructions for the change of the web shop or SEO optimisation. Action instructions of this kind will be based on justifications and explanations of the lack of sales, which will have both a theoretical and empirical starting point.

With forward-looking problems, the starting point is often in the group attempting to solve a practical problem (with the aid of theory). A practical problem, which calls for a solution, could be that many students on the Multimedia Design programme find it difficult to write reports. This guide is one (of many) solutions to the problem.

Types of problems in multimedia design

In the Multimedia Design programme, you can work with both types of problems, but you will mostly encounter the forward-looking problem formulations, where there is a concrete solution to a problem in the form of a product - or perhaps descriptions for use if the solution cannot be created in practice. Imagine, for example, that you develop a concept for a multimedia solution that requires the use of technology that is not completely accessible yet. (Holgaard et al., 2014)

Regardless of which type of problem you are working with, it should be clear from the above that a problem attacks a knowledge gap. In this programme knowledge gaps are often associated with something that can/must “be reassessed, modified, altered, constructed or have new trade regulations written for it.” (Rienecker and Jørgensen, 2006, p.125).
We have found that the more detail you are able to describe problems in, the better basis you will have for finding a good, precise and focused problem formulation, which is the prerequisite for a good and relevant solution. There may thus be several interconnected problem issues that you will have to choose from and perhaps define.

In practice, an assignment will always have its starting point in an actual problem that someone will pay to have resolved. An approach to the Problem description could be the discussion that you can have with the collaborating company, and which will provide the project group with the opportunity to ask a question in the form of a problem formulation.

**Getting started with the problem analysis**

To get started with describing the problems, it is thus a good idea to ask yourselves and one another a series of questions based on the overall problem area.

- What is the problem? (there may be more than one)
- Who is it a problem for (it may be a problem for your client, their customers, for you, etc.)
- What context does the problem arise in?
- What makes the problem problematic?
- Why is the problem relevant (in professional terms - and in a practical context?)
- How should it be solved?
- What are the consequences of not solving it?
- How can your subjects be applied in the solution of the problem?

If you are finding it difficult to find a sensible and delimited problem formulation, it will often be because you have not described and evaluated all the problems.

When you work with the above, it is a good idea to continue grappling with the questions to get behind the problem. If you work thoroughly with the problem issue, then one of the advantages is that you will also start to consider at a very early point which theories and methods could be relevant and necessary for solving the problem.

Note that this section is called the Problem description and not the solution description! Don’t make undocumented claims in the Problem description. You should indicate possible causes for or consequences of the problems, but not solve them here.

### 5.5 Problem formulation

When the problems have been described in detail, it will be easier for you to formulate a problem formulation.

A problem formulation can be one main question with some lesser questions within a subject area that need to be answered. If the lesser questions are used, these must lead to an answer to the overall question.

A problem formulation can also be a statement of intent. For example, a problem formulation with this formula may be: “Focus for the project is how NN’s website can be redesigned so that it is targeted at user’s emotional needs. We will do this based on user-centred design and a focus on UX and the rhetorical appeal forms to place the experience aspect in the centre.” As you can see, this problem formulation hides a question and can also be rewritten as such.
The example indicates that a problem formulation both can and should have a thorough Problem description, leading up to it, as the above does not explain in any way why it is relevant to design the website - or why it is the user’s emotional needs that must be addressed. The Problem description is the basis for the problem formulation.

An example of a very imprecise and, ultimately, worthless problem formulation, is: “How can we create a digital user interface that fits the user’s?”. This problem formulation is way to open and does not become a compass the group can navigate by.

**The problem formulation - the project’s guideline**

Finally, the example indicates that a good problem formulation has a clear academic focus, which points towards the primary theories and methods for the Problem solution. In other words, the choices that you make regarding method, theory and empirical data must be based on the problem formulation. That way, the problem formulation will become the guide and rudder.

It is important that the group takes the time to produce a good problem formulation and throughout checks off the group’s work towards a problem formulation. The problem formulation is, as mentioned, your guide. Without a problem formulation, you will not know where you need to go, or even worse: you will not know when you have reached your goal. The project must be precisely your “Answer” to the problem that you have identified in the problem formulation.

But you must also regularly readdress the problem formulation to see whether it needs adjusting. The starting point is that you are “clueless” at the start of the project. (Holgaard et al., 2014). As you dig deeper into the project, you will doubtless be able to adjust your problem formulation based on the knowledge (theoretical and/or empirical) that you have amassed. This does not mean that the work with the problem formulation can be put off until you are in the middle of the project. That would be like driving blindfolded. What it does mean is that the problem formulation can, and should be adjusted continuously, but not changed fundamentally.

Note that you should not make a description of the solution in the problem formulation. However, you can create a delimitation of the assignment, for example: “the website will be limited to a functioning digital prototype” or “the work with SEO is delimited to technical and content related optimisation of the website. Analysis of effect lies after the publication and hence outside out the project period”.

It is always a good idea to talk to a supervisor regarding the problem formulation and to get feedback on it. But remember that it is your job to formulate the problem, not the supervisor’s.

### 5.6 Research method

Whereas the problem formulation determines what it is you want to examine, the research method determines how you want to organise your study and resolve the issue.

The Research method can also be called the procedure or method of investigation: it is a question of organising and conducting research on a systematic basis. The Research method includes the considerations that you need to make when you plan how to proceed in your project. In this context, the project should be seen as one long investigation. Where should you start? Which
knowledge to you need? Which theory should be included – and how will you e.g. find respondents for a qualitative survey, how you will analyse data, etc.? (Harboe, 2013).

The Research method is thus a description of and argumentation for which tasks you need to undertake to solve the problem step by step. It is a planning process undertaken in the beginning of the project.

“The Research method is the forward-looking methodological contexts that are required in a stringent production of knowledge; from the Problem formulation, to the choice and development of theoretical perspective and design of the empirical design, data gathering, and possible analytical techniques and approaches. The Research method is, in short, the methodical line of continuity in the project, which will ensure a systematic, precise, valid and reliable answer to the Problem formulation.” (Nielsen, 2010, p. 36).

The quotation above is accurate, but perhaps also a bit eccentric. Imagine that you are faced with the following: You need to trek from point A to point B in Norway. You have been given the coordinates for the points. You are not familiar with Norway, but you know that there are mountains, rivers, possibly snow, etc. But there are also obstacles that need to be overcome along the way.

To get through the route alive, it is a good idea to consider the research you will have to do to prepare yourselves more thoroughly. You must also consider which knowledge you need. Is it e.g. sufficient to rely on the GPS on your telephone or is it a good idea to know something about navigating with a compass? Are there methods that could be useful? Can any of you build a raft?

If you just dash off on the first ferry and plan as you go along, you will put yourselves at risk and may not complete the route. Or you may complete the route with a bad result and with a chaotic process behind you.

In many ways the Research method corresponds to a recipe. The list of ingredients corresponds to all the theories, methods and empirical data, which shall be used for Analysis and Problem solution. The recipe in itself describes how, and in which order, the ingredients must be added and applied. The Research method is thus the course of action for the project – the overall master plan for everything, which must be done, in order to reach your goal!

The Research method also expresses intent. It determines what you intend to do in the project and how you will do it. This means that your Research method functions as a promise: You promise to do something in a particular way in the Analysis and Problem solution – and this you must also do! Remember, also, that it is not enough that you describe what you aim to do. You must also argue for your choice of theory, method and data collection method.

Getting started on the Research method
To assist you with the work with the Research method, you can ask and answer the following questions:

- How do we get from the Problem formulation to the conclusion?
- What development model (project management model) will we be using?
- What theory do we need for Analysis and Problem solution?
- Which methods do we need for Analysis and Problem solution?
• What data do we need - how will we gather it?
• What are the respective advantages and disadvantages of the above?

The section on the Research method is written in the present or future tense, never in the past tense. This is something you are doing and will be doing. The form is “First - Then - Finally”. The work with establishing the Research method includes both research and literature searches. And as with the Problem formulation, it is important to get started straight away.

You must mention both theories, methods, data gathering and analysis methods you will be using, but you should wait to describe these until later. You must argue for the choice here though.

We recommend that there is an independent section on data gathering as a part of the Research method. Here you must write: what will you investigate empirically; which data gathering methods will you use (i.e. interview and collection of standard data); how will you investigate; how will you chose your respondents and how will you analyse data.

5.7 Applied theory

Throughout the project, you should take your starting point in theory. Partly the theory that you have obtained through your lectures, but also new theory, which can be applied to the solution of the task. In this section, you will present this theory - but you must not start to use it here. You will only start to apply theory and methods in your Analysis and Problem solution sections.

Applied theory is an explanation of what a theory is, with your own words and in your own understanding. You must therefore not just write down a description from one of your books or use page-long quotations.

In the first part of the programme we focus more on methods than theories. In practice this means that this section should also encompass a presentation of key, theory-based methods, i.e. methods for user tests, qualitative data collection or personas.

What is theory?
It would be fitting to write a few words here about what theory actually is. Nielsen (2010, p. 45) describes theory as “[...] knowledge expressed on an abstract level, which provides an explanation of one or several phenomena, and which is simultaneously open to testing or further investigation.” You have probably heard the anecdote of Newton seeing the apple falling to the ground and using it as inspiration for his theory of gravitation - or the law of gravity as it is more popularly called. A theory is not necessarily true but should be tested subsequently.

There is theory on all the subjects on the Multimedia Design programme. When studying design, there is e.g. a theory of how we perceive forms and figures, i.e. theory based on perception. When studying content production there is theory about how we are able to understand each other and exchange meaning with the assistance of signs.

A theory is thus usually an explanatory model. Something that supplies a consistent, well-argued and conceptually consistent explanation of a phenomenon (Harboe, 2013, p. 120 ff.) or a correlation of concepts. In plain English, one could say that a theory is a statement of how something relates to the world. If the theory is tested and “true” it can develop into a law (e.g. the law of
gravity). However, far from all theories can be sorted according to scientific criteria for what is true or false. This is especially the case with the human sciences.

**How to go about it!**
In “Applied Theory”, you will be presenting the theories and key methods that you will apply in Analysis and Problem solution. Present the theory in the order that it will be applied (e.g. your Research method).

The advantage of putting the theory together is that it provides an overview of the project as a whole - including the entire theory base.

**How little and how much?**
It can be tempting to write a lot to demonstrate one’s knowledge and insight. But “theory dropping” does not earn you points! It makes no sense to write four pages on visual hierarchy if we cannot see in the Problem solution that you have transferred this knowledge and applied it in practice.

NB! HTML5 and CSS3 are not theory, they are technologies!

### 5.8 Analysis
All project work and knowledge production depend on Analysis. Those of you who have attended high school will have learned a series of methods of analysis and models in subjects like English and Biological Sciences. In this programme, you will also be taught analytical methods for e.g. analysis of qualitative interviews, user tests and competitors.

The Analysis is a part of the initial work before the problem solution and a prerequisite for it. In the Analysis, you generate the knowledge, which together with the theory that you have chosen, will be used to solve the problem. A user group analysis e.g. is thus unavoidable in all projects. If you have not analysed and identified the users, you risk producing a website that fails to communicate with anyone either in its design or in communication. The user groups “everyone” or “anyone” do not exist!

We expect you to investigate, collect empirical data, analyse your data and use the knowledge that you gain in your solution to the problem. If, e.g. you conduct a qualitative interview, your data must be analysed in this section. If analyse a company’s digital strategy, then it must be introduced in this section. And if you collect standard data (data collected by others in a systematic way), those data must also be presented and analysed here.

**What is analysis?**
To analyse actually means to separate a whole into component parts and expose them to scrutiny. Den Danske Ordbog (The Danish Dictionary) defines the word as: “A thorough investigation and determination of a composite unit’s component parts and their relationships with a view to explaining a particular problem, a particular development, or the like.” (Det Danske Sprog- og Litteraturselskab)

In the Analysis, you will identify objects and concepts in what you are investigating and reveal how they stand in relation to other objects and concepts. In an analysis of quantitative data, you
may often e.g. examine correlations, i.e. how a quantity of data (e.g. the respondents’ educational backgrounds) stands in relation to a different data quantity (e.g. the respondents’ tendency to choose Facebook rather than Twitter)

**From analysis to synthesis and new knowledge**

Synthesis is based on the analysis. The synthesis is an ending, an interpretation. Based on this, you will be able to find explanations and explanatory models - or form new theories that you can use as argumentation for your problem solution.

The purpose of the Analysis section is thus to generate knowledge related specifically to your Problem formulation. In the problem solution, you will be combining this specific knowledge with more general knowledge, which the theory contributes. If you have done your investigations properly, and analysed your data consistently and methodically, then the interpretation, the conclusion you come to, will together with your theoretical foundation, provide evidence for the project’s contention: the final conclusion.

It is a good idea to place a sub-conclusion after each individual analysis and make a collective summing up at the end of the section: What have you found out? It helps both you and the reader. Also, remember that you should place the analyses in the order that you have specified in the Research method.

The overall summary of the Analysis, the conclusion, should be transferred to the solution and be identifiable in your practical product.

**5.9 Problem solution**

So far, you have worked with acquiring knowledge. The problem solution section is the project’s ultimate operational section. It is here that you will demonstrate that you can translate theory and empirical data to a concrete, useable solution - to your practice: a product.

The problem solution is thus a precise and well-argued account for what you do – on a tangible level; for example, from requirement specification to considerations about information architecture and content, sitemaps, wireframes, mockups, user test and including the presentation of coding a realisation of the final product. The activities mentioned are just some of those, which must be presented. There can be many more.

In the problem solution you will follow what you have established in the Research method. You must, in other words, *do what you have planned - and promised - to do!*

It is a very good idea to read your Research method before you start writing your Problem solution.

**A process towards a goal: the product**

The problem solution section can thus be regarded as a process with one goal: the finished solution. This must be so thorough that one need not, in principle, see the product, but will be able to get a clear idea of what you have created by reading the report. This means that the sections have to be both descriptive and argumentative. For example, you must not simply write that you are using a particular gestalt law or rules for composition; you need to argue for how you will be using it in the solution. You will find your ammunition in the theory and Analysis sections.
Your programme is visual in every sense of the word. We expect you to visualise your work and e.g. support the review and argumentation for the overall design process with images. It can also be a good idea to show what you have left out - and argue for it.

A common mistake is that students skim over the problem solution with a few scattered shots from the hip. Remember that it is here that you have an opportunity to demonstrate your independence and your capacity for critical reflection in and about your practice. It is here that you will really be demonstrating your understanding.

It may be difficult to find the right form for writing the problem solution. If you have worked well and thoroughly with the Research method, then the structure is already set in stone. You must go through everything, you promised in the Research method, and in that order.

The problem solution section should also reflect the development method, I work with. This does not mean that the whole section can be structured in relation to i.e. prototyping as a development process. Ideally, there are working processes that precede prototyping.

Divide the problem solution into small sections. Describe and argue, describe and argue. And the argumentation, well you will get that from your theory/method/data collection and Analysis!

Students are often confused about what to place in the Analysis section – and what in the problem solution. Remember that the purpose of the Analysis section is to create knowledge, which you must apply in the problem solution. The user-analysis will of course ALWAYS be placed there. But, let us say you are to redesign a website and analyse the information architecture or the design of the existing website, then these analyses will be placed in the Analysis section.

Overall, one can say that everything you do in the process of creating your own solution must be placed in the problem solution section. This also goes for user testing of your solution and analysis of the test, even though logically this should belong in the Analysis section. But if you user test an existing site in conjunction with creating a re-design, then that user test must be placed in the Analysis section, and not the problem solution. If in doubt, ask your lecturers!

5.10 Conclusion

The conclusion is a direct answer of the Problem formulation and should be treated and read as such. This is where you will sum up the results that the group has achieved during the process. If you have created sub-conclusions in your Analysis and Problem solution sections, it will be easier for you to sum up your results in the conclusion. A conclusion is a claim: this is how it is. Men the claim can only be true, if it rests on solid grounds.

These grounds must be collected from the knowledge you have produced, through Analysis and Problem solution. This means that nothing should be in here that has not been documented underway.

*You must never introduce something new in the conclusion.*

The conclusion must be short and concise, also in larger reports. A rule of thumb is that it should never be longer than one standard page. It is a good idea to copy your Problem formulation into the conclusion section, to ensure that you refer to it. Once you have written the conclusion, ask
someone else to read the following: your introduction, Problem description, Problem formulation and conclusion. Can he/she see the connection?

In the version that is submitted, the Problem formulation must naturally not be together with the conclusion, but the conclusion is strictly speaking the answer to the question that you asked in the Problem formulation. (Rienecker and Jørgensen, 2006).

The conclusion is number 2 on the list of what the supervisor and the external examiner will read. The Problem formulation is no. 1!

5.11 Perspectivation
Perspectivation in a project is when you rise up like a helicopter and look at the project from above. Which new opportunities has the project opened up for? Was there something that surprised you? What were the limitations that arose in the process? Was the idea as good as it seemed at the time? Limitations in relation to the customer and users can be mentioned. It may also be about what the next steps for customers could be, what should be developed, etc. The perspectivation could also be used to critically reflect upon your results.

Whereas all the sections up until now have been obligatory, this section is not compulsory. It does not have to be there, but it is often a good idea to include it.

5.12 Process reflection
In this section, you can assess how the work has gone in the group. You must reflect on your working process. The focus is not on the cooperation or lack of such in the group, but the academic and professional process.

We recommend that you make an overall assessment of the process, including: what went well and badly in the collaboration with the customer? What would you do differently if you had to start the project over? What should be redone? What was successful? And what is the most important thing that you got out of the work with the project, both good and bad.

The process reflection must be a critical reflection on your working process. You reflect on your professional learning and process in your concrete project work.

5.13 Literature list
You are required to disclose all your sources at all times. A source is any information you use - whether it is theory, websites, images, code, etc.

On the Multimedia Design programme, we use the Harvard method, or Harvard system of referencing. This means that there is a requirement as to how you refer to your sources (see section 8) and also a requirement as to how you set up your literature or reference list.

Anglia Ruskin’s university library has created an excellent guide to the Harvard reference system. It examines both how the source should be cited in the text and how different kinds of sources should be indicated on the reference list. You must use Anglia Ruskin’s guide in your work. It is a brilliant tool and reference work.
It is important that all sources, both books, websites, e-books, articles, videos and third-party code etc. are referenced correctly. It is also important that your literature and reference list is sorted alphabetically. The application of the Harvard method means that footnotes and endnotes are reserved for content - not literary references.

You will find the guide for referencing and creating literature list here:


5.14 Appendices

Appendices can be essential for censor’s and examiner’s understanding of your work. If you have carried out a qualitative interview, then the analysis of the interview and the conclusions with carefully selected quotes from your transcription of the interview must be in the report. Further documentation, such as transcripts of the whole interview, should be in an appendix. The appendix in this situation works as a documentation; that you have actually carried out the interview.

NOTE: The appendices do not count as a part of the official report, which is the basis of the assessment.

Appendices must be numbered and given a title, e.g. “Appendix 1 Cooperation agreement”. Ensure that you include the Appendix with the report so that the Appendices get page numbers and appear in the auto-generated table of contents.

The following could be in Appendices:

- Cooperation agreement
- The time plan (should be in the report, but could also be placed here)
- Material description - e.g. if you have received a lot of material from your customer
- User manuals
- Complete transcription of user tests, interviews or overview of standard data
- Source references and links
6. **Formation of and cooperation in groups**

There are several types of group work at multimedia designer. We distinguish overall between study groups and project groups and they have two different purposes.

6.1 **Study groups**

In the study group, the goal is to support each other and to help each other understand what you are working on in the education. As a main rule, the study group does not have a common task to solve or a project to be done. In connection with lectures, however, you will often work together on a concrete assignment.

In the study group, you should first and foremost help each other learn and support each other in doing what you should each do in relation to your work and presentation portfolio. This also means that the study group should sit and work together, when working on individual assignments, in order to help each other.

At the beginning of the programme, your lecturers will place you in a group. It may seem a bit strange that you are not able to choose a group yourself right from the start. But first of all, we have found that it provides a feeling of security not to have this responsibility at the beginning of the programme with so many other things to get used to and think about. Secondly, we value highly that you work together with a variety of students and that you get to know many of your fellow students before you start the process of forming groups yourselves.

6.2 **Project groups**

The project group has a common task and the group is defined by the fact that it should aim at delivering a project in the best possible way. This also means that the group members are mutually obligated; both professionally and socially.

There are several ways of forming groups, but not one correct method. The most important prerequisite for a successful group collaboration is that you consider what you want to get out of it and try to find students who have the same academic ambitions and goals as you have, but also share your attitude towards work and–not least–towards collaboration. There must be a focus on both the assignment and the wellbeing of the group.

**Social groups**

We often find that the social relationships and the group’s wellbeing are most important in the formation of groups. It is naturally very important for the collaboration that you get along with one another. On the other hand, a group that functions well socially can also develop into a “social group”, in which the members of the group are very good at talking with each other and taking care of one another, but not very good at getting work done. Everyone is fine, but nobody is learning enough! (Holgaard et al., 2014, pp.89-110).

**Efficient, but cold groups**

Conversely, groups formed solely based on professional ambitions without considering the importance of social relationships and how the collaboration will work; develop into “efficient but
cold groups”. The lack of focus on the social dimension means that not enough energy, pleasure and joy is generated. And these are very important parameters for a good result.

Efficient groups
An efficient group is one that has a focus on the assignment and setting common goals, but also focus on the social functioning of the group and ensuring that there is space for having fun together. You do not need to be good friends or see each other in your leisure time to be able to function well and energise one another. This energy can be translated into work and efficient groups can get completely high from being “in flow”.

Dysfunctional groups
Unfortunately, “dysfunctional groups” can also be formed. One of the most common reasons for the non-functioning of a group is a failure to talk about what the assignment is about and how to work towards a common goal. This may give rise to conflicts that are so serious that the group has to be disbanded (ibid.)

Remember that you can always ask your class coordinator for help and guidance if you end up in a group that does not function. But also remember that it is your responsibility to communicate properly with your group members and articulate the problems and conflicts that arise before they escalate and become unmanageable for you and your group.

6.3 Roles in the group
A role is something that you can assume responsibility for and withdraw from again. But roles can also be something that you can get stuck in. A role can provide you with indispensable support, but it can also become a straitjacket.

Make sure that you don’t get lumped in a particular professional or social role. If you are really good at designing, it may be tempting to be the “designer” in every project. It means that you will develop your skills. Conversely, it may also mean that you do not develop skills in other areas because you do not get an opportunity to immerse yourself in them and challenge yourself.

Talk about roles and the division of labour
We often find that students unwittingly become stuck in roles that they are unable to escape from. But it is essential that you all consider what is important for you to learn, both in the short term as well as the long term. It is important that you do not set the product above your own learning. It may, however, be a good idea for the one who is an “expert” to sit down together with someone who is less skilled in a specific academic field. By doing so, you will learn from each other.

You will obviously always want to hand in an end product that is as good as possible. If the group members have to do something that is not within their core area of expertise, then the result may be less than satisfactory. Conversely, it may mean that you will learn something that will enable to deliver even better later on. Remember that your lecturers’ focus is on you becoming more skilled and developing both professionally, personally and socially, and this is much more important than slick products! The multimedia designer’s strength is interdisciplinarity.
6.4 The Cooperation agreement

It is important that all the group’s participants have the same expectations of the group work before you really get started. It is also important that you establish clear rules for the collaboration in terms of delegation of responsibility, meeting rules, disputes, and rights to the product you develop and so on. As mentioned previously, it is also a matter of role delegation.

We often think that others think precisely the same way that we do. Most communication difficulties do not arise over what has been said, but rather over everything that is not said. If you do not talk about your collaboration before you get started, you risk that unnecessary conflicts will arise because you have not articulated your expectations; both in regard to how you should work, when you should work, what your common goals are with the work, and how you will act if a social or professional conflict arises in the group.

That is why it is important, and a clear expectation, that you sit down together at the start of the project and create a cooperation agreement. You can and should do the same in the study groups.

6.5 Calibrating your expectations - five questions for the process

Holgaard et al. (2014) recommend that the calibration of expectations is based on five questions:

1. Who are we and why are we here?

This is about getting to know each other on a more personal level than just gender and age. For example, why have we chosen to do this programme? What have we done before and can we give an example of a previous collaboration that worked well and explain why it worked?

2. What can we do, want to do and are able to do?

Do you each have academic and/or personal and social skills that can help the group? What would you each like to get better at? If, for example, you already know a lot about communication, should you develop that skill further or perhaps focus on getting better at something else? Should you delegate tasks according to what the group is are good at - or should you help each other to get better at new skills?

3. How far are we willing to go?

Is it all systems go without regard for weekends, handball games, dates, time at the bar on a Friday evening and picking up children in the nursery? It is important to talk about what you are willing to put into the work, both in relation to time resources and flexibility. You may have different commitments in the form of family, study job, or something else, which mean that you may have to leave at 16.00 some days. It is important to talk about these things so that frustrations do not arise over one or several group members’ work efforts. Conversely, the commitment to the group and to work must also be weighted. The goal is to achieve a balance between study life and the rest of your life, because otherwise you will lose the desire and motivation to study along the way.

4. What do we believe characterises a good group?
Here it is important to talk about values. A value could, for example, be that you ensure that everyone has a say and is heard. But it may also be necessary to be more specific. How will you ensure that everyone has a say and is heard? Another value could be that you all provide constructive criticism. Again, you should consider and put into words what this means for each of you, so that it does not just become an empty cliché.

5. How do we think the group should work?

It is important to clarify the work process. This could be things like meeting times, the length of the working day, how and when you work, what to do if you get ill, what to do if you are delayed, the standards and typography you will be using, who will take minutes in meetings etc. If the group decides that some of the work can be done at home, then there should be clear rules for what is expected of each of you. You must also talk about how you allocate work, and whether you will always be working on the same things.

Talk about how you will address conflicts if they arise. As mentioned, conflicts often arise due to a failure to articulate your expectations and make clear agreements. But even when one has done this, conflicts can arise, and this is not necessarily a bad thing. A good conflict resolution process where you take the bull by the horns and resolve things together can strengthen the solidarity in the group. In addition, it is important to distinguish between disagreements and conflicts. It is precisely by disagreeing - the group members’ varying attitudes and insights - that new knowledge and awareness arises. Creative processes are nurtured by diversity and the courage to disagree!

From expectation calibration to cooperation agreements

The joint work on these issues must be in the form of a written cooperation agreement in relation to study groups and project work. During a project, it is important that you return to your cooperation agreement and, if necessary, adjust it and check whether you actually comply with your agreements. It is important that you make a deal that is realistic and that you involve a supervisor or class coordinator if, in spite of a good agreement, you cannot get the cooperation to work.

In Appendix 3 you will find a template that you can use for the cooperation agreement.
7. **The supervisor and the role of the supervisor**

When you work with assignments, portfolio and projects, you will often need guidance. Even though it is clear to you what needs to be done, you may still need some advice on the process itself. Guidance is an important and necessary process in learning, even when you believe everything is running smoothly.

When you work with assignment, project or preparation you must therefore assess whether there is a need for an academic or process-related guidance. It will often be both. You can get help for professional problems from the individual subject lecturers. But all your lecturers can help you in relation to both portfolio and project work, both in relation to process, method and content.

**What is guidance?**

Constructive guidance is an interaction between you and your supervisor. On the one hand it is you who will be working with assignments, portfolio and projects and are thus in the centre. It is your process of acknowledgement and your levels of expertise and interest that are the basis for the guidance. On the other hand, the supervisor is an experienced counsellor, who has worked with similar problem issues before. A good supervisor can foresee pitfalls and guide you in how to tackle your project.

In other words, it is clearly you who are the dynamic force in the interaction with the supervisor. It is you, and not your supervisor, who must come up with a solution. The supervisor can provide a proposal for the solution of your problem issue, but it is always the group who will be the initiator and who the supervisor will be able to relate to. The supervisor’s most important role is thus to ask the questions that will help you to reflect on a possible solution to the problem - or seek out literature that can support the work.

It is important for your learning that you make use of your supervisors, both in relation to the professional work, the process and the understanding of the work. Not just when you have gotten stuck with the work or disagree, but also when there are doubts and subtopics that have to be discussed.

Do not ask the same question of several supervisors. You will probably get as many answers as the number of times that you ask. It is more important that you ask about the core issue than getting several different opinions.

7.1 **Guidance during theme assignments**

When you work with solving a theme assignment, all your lecturers on the theme will function as supervisors. In most themes, lecturing will take place in all the subjects on the programme and you will thus be well covered academically. Time is allocated in connection with each and every lecture, so there is no reason not to ask the questions you want answered.

In the beginning, your lecturers will take the initiative to provide all the groups with guidance and teach them the value of using this guidance. But as you move through the programme, we expect you to take the lead; that the guidance will take place at your own initiative - and that you have thought carefully about what you want to get out of the guidance.
7.2 Guidance during exam assignments

For exam assignments, you will be assigned a supervisor and there will be a timeframe for the guidance. This will be described in the introduction to the exam: the exam plan. You will be assigned a supervisor based on the assignment that you select, and it is your responsibility to get the most out of the guidance, including getting a time booked for your guidance. Set up meetings in due time. Request guidance per email and ask your supervisor for a time.

You should make an agenda for the guidance. Be careful in your formulation of the questions and know what it is that you want to know. Do not expect the supervisor to solve the problems for you. You will get good advice and as the name suggests guidance.

If you want the supervisor to look at something prior to the guidance session, this must be agreed and clarified in terms of what you are asking for a response to. Please forward any material in due time to allow the supervisor time for review before the meeting. Do not expect your supervisor to read your whole project before submission or go through every single wireframe.
8. Referencing sources

It is absolutely essential that you indicate the sources in your project every time you use something from a source, whether you do so as a paraphrase (a textual review of something), a summary (a condensation of information) or a quote (direct quote of a passage). It is also essential that you quote sources on an ongoing basis in the text and never in the footnotes or endnotes.

On this programme, we use, as mentioned under the literature list, the Harvard system of referencing. There are several reference systems, which differ substantially in how the information is presented, but not in what is presented.

You must state your sources to show the reader that you can work independently and acquire knowledge by yourself. You must also state your sources to demonstrate academic honesty, i.e. do not allow other’s words, thoughts and work to be presented as your own (plagiarism). You must state your sources to give the external examiner and supervisor the opportunity to check your sources and perhaps seek the knowledge that you have, which they do not. Last, but not least, you must state your sources to provide evidence for your claim/s.

Which sources should always be referenced?

- Quotes, paraphrases and references to literature (books, magazines, articles, etc.)
- Arguments, opinions and attitudes that have been presented by others, e.g. the daily press
- Statistics
- Images and photographs
- Code that you have not written yourself, e.g. frameworks, plugins etc.
- Video
- Websites and web sources generally
- Open source must also be indicated (Rienecker and Jørgensen, 2006).

Which sources do not need to be referenced?

You do not (always) need to indicate your own observations but beware of the value that you attach to them. Your own experiences or observations can thus be an excellent starting point for the work and the introduction but are rarely valid in the argumentation in the solution of the assignment.

It is thus permissible to refer to general knowledge, that is something that is widely accepted, without stating your sources, if this is a matter of general knowledge and not empty phrases like “a picture is worth a thousand words”, a truism that does not stand up to closer scrutiny.

How does one reference one’s sources?

Throughout the text means that the source references are a separate part of the text. An example: Communication studies are not an unambiguous discipline (Fiske, 1990, pp.1-2)

The source is stated and the surname, year of publication and page numbers are cited. P stands for pagina (page) and pp. for several pages.

Another method of stating the above is as follows: According to Fiske (1990, pp. 1-2), communication studies is not an unambiguous discipline.
Several authors
If there are several authors, name them all. Except: If there are four authors or more, they should all be cited the first time. After this, just cite the first followed by et al. (this means “and others”). A reference to the below will be, for the first reference: (Holgaard, Rygaard, Stegeager, Stentoft and Thomassen, 2014.). For the second reference just (Holgaard et al., 2014).


Other kinds of sources and ibid.
We often see that students cite website sources on an ongoing basis in the text by putting in a very long link such as: http://libweb.anglia.ac.uk/referencing/harvard.htm

Please, really, don’t do this. Websites should be cited in one particular way in the reference list and equally when they are referred to repeatedly in the text.

For all types of source, bookmark Anglia Ruskin’s (2019) guide and use it as an online reference work. You will find all kinds of sources here, from websites to YouTube videos, gramophone records and Google Earth.

You may have noticed that we have referred several times in this guide to (ibid.). Ibid refers to the latest cited source. If, in other words, you refer to the same source twice or more in a row, you can use ibid. the second and any subsequent times, but only if it is only one work you are referring to.

Note that Anglia Ruskin’s otherwise excellent guide advises you not to use ibid. Harvard University Press, a division of Harvard University; on the other hand, allows it, so we do too!
9. **Form, appearance and formulation**

First impressions are important. In the report, you will be partly demonstrating your abilities as designers. Conversely, the content is one of the most important things in your project.

In accordance with the curriculum, spelling and formulation will be assessed in your final exam project. It will be a bit too late in the process to pay attention to this. You will thus find that it is something that your lecturers will have an opinion about and you should do so as well.

Use the spelling and grammar checks and proofread - or get an outsider to do so. This applies not only to the report exclusively. We do not wish to see solutions (Multimedia productions), which are full of misspelling or poorly formulated. You cannot deliverer that to a customer!

We are aware that there are students who are challenged by varying degrees of dyslexia. If you know that you have a challenge here, then please let your group members know. It is not the responsibility of individuals that the report is fluent and with correct spellings, it is a joint responsibility. Contact the central study advisor to hear about aids available for dyslexics.

**Layout and formatting of report**

Since we use digital submission on Multimedia Design, you will not submit a printed and bound report. You must, however, set up report as if it were going to be printed and bound. Regard your report as a product. It should be both functional and user friendly, but it should also look “delicious”!

It is e.g. a good idea to use the page header and footer for breadcrumbs so that the reader can always find where they are in the report (i.e. which section they are currently reading). You must also ensure there is a binding margin in the file that you submit, so that the external examiner and supervisor can print and bind the report. You must, in other words, have the same attitude to user-friendliness and readability that you would in relation to any multimedia product.

Ensure that you use the same typography and page numbering throughout. Everything that you submit must be furnished with a clear sender.

And remember to make a test print so that you can see whether your design and setup works on paper. Please also remember that your lecturers must read a vast number of pages and thus may need to print and bind your report. Make it look good and do not spread 2000 words on 2000 pages. Paper is valuable – for the environment too!

**Formatting – generic advice**

As a rule of thumb, the following page layout will work: Top: 2,5-3 cm. Left margin: 2,5 cm. Right margin: 2 cm. and Bottom: 2-2,5 cm. Line spacing minimum 1,15 or 14 pkt. (as in this guide).

Copy text should be aligned to the left. Sections must be numbers according to the mandatory report structure. You might use 3 levels in relation to sections and subsections, but ONLY 2 levels in the table of contents (again: as in this guide).

It is allowed to use both landscape and portrait in relation to page layout. If you use landscape, then please pay attention to the fact that the number of columns will affect the readability.
If you have any doubts regarding layouting your report, then speak to your lecturers and get feedback on what you are doing. Alternatively, visit the library! Thick books have been written on the subjects of typography and layout – also in relation to printed materials.

Since you are to submit digitally, you must name your files. Please name files smart, with title, class and group number. When a lecturer downloads 10 reports from Wiseflow, which are all cleverly named “report”, it does make the sorting and reading a bit more heavy than necessary!
10. Academic misconduct and plagiarism

In UNC’s exam regulations you will find a thorough section about Academic misconduct. Amongst other things, the text reads:

“Academic misconduct at exams in the form of plagiarism includes instances where a written assignment, a multimedia production and other physical or electronic products, in full or in part, appear to have been made by the examinee(s) themselves, even though the assignment

• includes identical or near-identical wording of other people's statements or works where the text is not marked by quotation marks, italics, indentation or any other clear indication with a reference to the source; see the institution's written work requirements;

• includes substantial sections of text that are so similar to another work in wording etc. that on comparison it is clear that the sections could not have been written without the use of the other work;

• includes the use of the words or ideas of others without giving due credit to the sources; and/or

• reuses text and/or central ideas from their own previously assessed works without observing the stipulations in sections 1 and 3.” (UCN, 2018, p. 35)

This means that you must not use programs or parts of script code from the internet, books, or other students’ published works, other people’s design, images from the internet or from books etc.- without a clear source reference. This does not mean that you must avoid using knowledge that others have contributed with - they must just be source referenced. We all stand on the shoulders of those who came before us.

At least as important is that you understand what you are doing. If you use stock images under a student license, then you as a group must have a detailed insight into whether you are allowed to do so. Note! It is not permissible to use image material and other things that are not open source unless you have a license to do so.

We must emphasise that you may not copy parts of previous assignments, even if you are one of the authors of the assignment. An assignment is unique and must only be submitted once! Self-plagiarism is also plagiarism. Furthermore, you must pay attention to the extent of quotations. Quotes must be short and used to make a point. Your theory sections neither can nor should consist of 50% quotes!

Last, but not least, you must produce your own product. At Multimedia Design, we have seen some sad examples of students using design- and code-templates for their exam projects – without referencing the source. That is also plagiarism and it can result in eviction from an exam and, in very severe cases, from the programme.

The issue with using this kind of templates, even if you have referenced the source, is that the product cannot be assessed as an independent work you have produced on your own. Not only will you learn too little – but a submission like that, for an exam will also most likely result in a low or failed grade.
11. The Exam

11.1 Product and access to product

It is your responsibility to ensure, that your product is available online, to censor too! If your product is something that cannot be accessed with a browser, you must inform us of this and take certain precautions. You must not expect that the censor can/will install anything on his/her computer.

In accordance with the guidelines from the external examiners board, you can expect an external examiner to have access to the internet and be able read Word and PDF files. You cannot expect your external examiner to have the same software installed that you have used throughout your programme. This means that you may not attach files and images that need to be opened in e.g. Photoshop, After Effects or the like.

11.2 The presentation

It is important that you have prepared yourself thoroughly prior to the presentation. It is a good opportunity to strengthen some of the weaker points, and it is a unique opportunity to take the sting out of any errors or omissions.

The presentation itself should not be seen as a defence, more an explanation and a look ahead.

Prepare a series of presentations for the group, in which each group member gets an opportunity to say something new in relation to what has been submitted. Something new could relate to this: What have you done between the submission and the exam? What have you corrected or tested? What is the customer/user feedback? Avoid situations in which several group participants present the same thing as it is likely that you will be assessed negatively. Coordinate your presentations.

There is no shame in admitting to weaknesses or deficiencies in the work submitted because these can have many causes. Something new can also consist of corrections or additions in relation to the submitted. It is fine if you, due to time restrictions, have discarded some sections, but make sure you don’t dismiss mistakes and deficiencies with the excuse that you did not have enough time. It will not work and will only lead to irritation as it is usually due to bad planning.

Avoid allowing the presentation to become a reading/repetition of what is in the report. It has been read and understood; otherwise the examiners will have further questions for you later.

Be thorough in keeping to the time allocated to you. It would be a shame to have to leave the room with a whole lot of interesting points on your program.

If you need special equipment for the presentation, be sure it has been tested and everything works before the presentation.

11.3 The examination

After the presentation, which is entirely yours to organise, follows the examination, where it is the examiner that sets the agenda. An exam differs significantly from an evaluation of a theme
assignment. The evaluation often takes the form of a dialogue and discussion between the group and the lecturers. Here, your learning is in focus and the purpose is to provide you with constructive feedback and points of focus for future study activities.

The exam, on the other hand, is aimed at assessing what you have learned. That is, the knowledge, skills and competencies that you have acquired. The exam is thus much more like an interview, in which the examiner sets the questions and you answer.

Your supervisor will always be your examiner. And the starting point is that you should have a fair exam. The lecturers, who function as exam supervisors, are all experienced and you can be certain that they want the best for you. It is however also their task to test whether you have achieved the learning objectives for the exam itself, which are defined in the curriculum so that the censor and examiner can assess where you lie on the grade scale.

### 11.4 Assessment

The basis for the assessment is formulated in the curriculum. After the exam the external examiner and the examiner will vote. You will be called into the exam room again and be given your grade with a brief explanation.
12. **Literature and reference list**


13. Appendices

13.1 Appendix 1 – Template for Presentation portfolio front page

University College of Northern Denmark

Sofiendalsvej 60, 9200 Aalborg SV

Presentation portfolio

Full name: Alice Stevens
Student number: 1234567
Class: mmdi0918
Semester and theme: Sem2 Tema2

Link to OneDrive:

hyperlink to presentation portfolio

Rubric: JavaScript:


Full name: Alice Stevens
Date: ___________________
Signature: ___________________
13.2 Appendix 2 – Template for a Project front page

University College of Northern Denmark

Programme: Multimedia Design
Semester and class: 2nd semester, mmdi0918
Project name: Dream Multimedia A/S
Supervisor: Morten Jensen

Synopsis: The project examines how Dream Multimedia’s current website can be optimised through a complete redesign, focusing on content production and mobile optimisation.

Scope: 70.826 keystrokes with spaces (29.5 standard pages)

Product link: http://www.dreammultimedia.dk/version1
Product login: Username: admin
Password: admin1234

This project may be made public.

Full name: Date: Signature:
Alice Stevens
Jānis Balodis
Sofia Todorova
Tamás Szabó
### 13.3 Appendix 3 – Template for a Cooperation agreement

<table>
<thead>
<tr>
<th>Cooperation agreement, Multimedia Design</th>
<th>Class and group number</th>
</tr>
</thead>
</table>

**TARGET:** What is the group’s joint target with this project?  
Which knowledge, skills and competencies do we want to develop together?  
Which personal, academic, and social skills do we want to work with individually?

**EXPECTATIONS:** What do we expect of one another with regard to turning up for lectures, participation in group work, work hours and time, etc.

**VALUES:** What values are we emphasising and how will we ensure that we retain our focus on them?

**HOW SHOULD THE GROUP WORK:** Which rules do we agree can help us reach our target and fulfil our expectations?  
What can we and must we - and what should we and must we not?

**CONFLICT RESOLUTION AND CONSEQUENCES:** How will we address and resolve conflicts?  
How will we enforce the rules that we have agreed together and what will the consequences of breaking them be?

We share these goals, expectations, values and rules and agree on how to enforce them.

| Name and signature | Name and signature | Name and signature |
13.4 **Appendix 4 - Confidentiality agreement**

Including an example of a confidentiality agreement that you can fill in and sign if your assignment supervisor thinks it is necessary

Confidentiality agreement

Between the company:

and

The student

In connection with the student’s work with the project on ____________________________ semester ____________________________

The student will in the course of their contact with the company become acquainted with confidential information. To prevent this information getting into the hands of a third party, we agree to the following:

All knowledge of the company and its representatives that the student gains access to during the contract period is confidential. This applies in particular to knowledge of products, production methods, businesses, targets, and strategies.

Knowledge of the company that the student gains access to in their own studies and the like without contact to the company is not included in the confidentiality agreement.

Before the project is handed in to UCN, the company can require a review alone with the purpose of ensuring that parts of the project do not contain confidential information. The company’s review should normally be completed within a week.

The company is entitled to a copy of the project.

At UCN the project will be dealt with by the administration, the supervisors, and the external examiner. UCN’s employees are covered by confidentiality under the Public Administration Act and the Criminal Code.

The company can use the project internally if the student agrees to this

The company has the right, if this is agreed with the student, to publicise the project or parts of it.

Place and date: Place and date:

(The student) (The company)