KHMELNYTSKYI NATIONAL UNIVERSITY

APPROVE
Dean of the Faculty of Information Technology
_____ Tetyana HOVORUSHCHENKO
Signature First name, Last name
_____ 2025

WORK PROGRAM OF THE ACADEMIC DISCIPLINE

Web design and graphic design
Name of discipline

Purpose of the Work Program	For educational programs of various specialties
Level of higher education	First (bachelor's)
Language of instruction	English
Volume of the discipline, ECTS credits	8
Discipline status	Selective
Faculty	Information technology
Chair	Computer Engineering and Information Systems

Form of education	Amount disciplines		Number of hours						Semester control form
			Classroom classes					Independent work (including IRS)	
	ECTS credits	Hours	Together	Lectures	Laboratory work	Practical classes	Seminar classes		pass fail test
D	8	240	96	32	32	32	-	144	+

The work program is based on the educational programs of bachelor's training and the standard of higher education in the specialty.

The work program was compiled by _____ Doctor of Technical Sciences, Professor Yelyzaveta HNATCHUK
Signature of author(s) Academic degree, academic title, Name, SURNAME of author(s)

Approved at the meeting of the Department of Computer Engineering and Information Systems___

Protocol of __18.08__ 2025___ No.__1_ Head of the Department _____ Olga PAVLOVA
Signature First name, Last name

The work program was reviewed and approved by the Academic Council of the Faculty of Information Technologies.

Head of the Academic Council of the Faculty _____ Tetyana HOVORUSHCHENKO
Signature First name, Last name

Khmelnytskyi 2025

3. Explanatory note

The discipline "Web Design and Graphic Design" belongs to the cycle of selective professional disciplines and is aimed at developing in students the knowledge, skills and abilities necessary for the development of aesthetically attractive, functional and user-friendly websites and graphic materials that meet modern market requirements. It provides mastery of the principles of design, composition, typography, color science, as well as tools for developing interactive and adaptive web solutions. In the process of studying the discipline, students acquire competencies in designing user experience (UX) and interfaces (UI), learn to use graphic editors (Figma, Canva, etc.), create web page layouts, logos, advertising materials and interactive prototypes. Considerable attention is paid to the aesthetics of visual solutions, compliance of design with the principles of usability, accessibility and brand identity. Mastering the discipline contributes to the development of creative thinking, visual literacy, the ability to visual communication and professional self-realization in the field of digital media. The practical component of training includes working with real or close to real projects, developing design systems, landing pages, banners, UI components.

The purpose of discipline.To provide higher education students with the theoretical knowledge and practical skills necessary to develop aesthetically appealing, functional, and user-friendly websites and graphic materials that meet modern market requirements.

Subject of the discipline.Methods, principles and tools of web design and graphic design, as well as technologies for creating interactive user interfaces, visual compositions, identity elements, advertising and information materials using specialized software (Figma, Canva, etc.).

Discipline objectives. Formation of practical skills in working with graphic and prototyping tools to create web interface mockups, illustrations, logos and visual identity; mastering web design technologies, including adaptability, interactivity, usability, visual hierarchy and design for different platforms (desktop, mobile, tablet); development of creative thinking and the ability to make informed design decisions based on user needs and business goals of the project; training in effective teamwork in the process of developing digital products - from researching ideas to presenting the finished design.

Learning outcomes.A student who has successfully completed the study of the discipline must: be able to find and process large amounts of information, use information resources and keep them up to date; acquire practical skills in working in a team, understanding their role in a specific project; be up-to-date with the latest technologies, tools, and trends in the field of web design; understand the technical and artistic principles of creating websites; be able to manage a web project, interact with the customer, manager, and art director; be able to work with a brief for creating a website; present their work to the customer; have the skills to use modern computer graphics programs to create design objects; know the specifics of the principles and methodology for classifying objects; know the methodologies for formulating modern requirements for building a design concept; analyze the patterns of the process of reflecting the spatial and objective environment through the prism of their own worldview.

4. Structure of credits of the discipline

Section (topic) name		Number of hours allocated to:		
	lectures	laboratory	practical classes	CRC
Topic 1. Introduction to web design and graphic design	10	6	10	40
Topic 2. A systematic approach to web design: from composition to adaptability	10	12	14	52
Topic 3. Systems thinking in design: from logo to UX/UI solutions	12	14	8	52
Total per semester:	**32**	**32**	**32**	**144**

5. Academic discipline program

5.1 Course content

Number lectures	List of lecture topics and their abstracts	Number hours
Topic 1. Introduction to web design and graphic design		
1	Introduction to the subject area. Basic concepts. References:[1, 2, 4, 6]	2
2	Color as a tool. Lit.:[2, 4, 12]	2
3	Working with color. Lit.:[2, 4, 12]	2
4	The concept of composition. Lit.:[2, 4, 12]	2
5	Typography. Font graphics. Lit.:[4, 8, 9, 13]	2
Topic 2. A systematic approach to web design: from composition to adaptability		
6	Composition tools for websites. References:[2, 3, 7, 10, 11, 15]	2
7	Anatomy of a website. References:[2, 3, 7, 10, 11, 15]	2
8	Dynamic and interactive elements. References:[2, 3, 7, 10, 11, 15]	2
9	Interface design and planning. References:[2, 3, 7, 10, 11, 15]	2
10	Interface testing. Adaptive design. References:[2, 3, 7, 10, 11, 15]	2
Topic 3. Systems thinking in design: from logo to UX/UI solutions		
11	Brand identity. Lit.:[1, 2, 4, 6]	2
12	How to create the right logo: rules and recommendations. Lit.:[1, 2, 4, 6]	2
13	Design research. References:[2, 3, 7, 10, 11, 15]	2
14	Gestalt principles in design. References:[2, 3, 7, 10, 11, 15]	2
15	UX/UI design trends. How to use innovation to achieve business goals. Lit.:[2, 3, 7, 10, 11, 15]	2
16	Artificial intelligence tools for designers. Redesigning digital products. Lit.:[2, 3, 7, 10, 11, 15]	2
	Total per semester:	**32**

5.2 Content of practical classes

No. n/a	Practical lesson topic	Number hours
1	UI design and UX design Lit.:[2, 3, 7, 10, 11, 14, 15]	2
2	The concept of a wireframe. Working with a wireframe. Lit.:[2, 3, 7, 10, 11, 15]	4
3	Font pair. Working with font pairs. Lit.:[4, 8, 9, 13]	4
4	Brief for logo development. Logo creation Lit.:[4, 8, 9, 13]	6
5	Text as a component of web design Lit.:[4, 8, 9, 13]	2
6	Research and analysis of brand books. Creation of a brand book concept. Creation of a brand	6

	book. References:[2, 3, 7, 10, 11, 15]	
7	Packaging design. Lit.:[2, 3, 7, 10, 11, 15]	2
8	Business card design. Lit.:[2, 3, 7, 10, 11, 15]	2
9	Sticker packs for brands. Lit.:[2, 3, 7, 10, 11, 15]	2
10	Adapting to the trends and requirements of the modern digital environment. Lit.:[1, 2, 4, 6]	2
	Total per semester	**32**

5.3 Laboratory content

No. n/a	Laboratory lesson topic	Number hours
1	Getting to know the Figma editor. Working with the Figma editor Lit.:[2, 3, 7, 10, 11, 14, 15]	8
2	Creating a moodboard for an upcoming project. Brief for website design development Lit.:[2, 3, 7, 10, 11, 14, 15]	8
3	Creating wireframes for a future project Lit.:[2, 3, 7, 10, 11, 14, 15]	8
4	Working on your own project Lit.:[2, 3, 7, 10, 11, 14, 15]	8
	Together:	32

5.3 Content of independent (including individual) work of a higher education student

Independent work of students of all forms of education consists in systematic study of program material from relevant sources of information, preparation for practical classes, laboratory work and testing. Students have access to the department's page in the Modular Learning Environment, where the Working Program of the discipline and the necessary materials for its educational and methodological support and control of learning results are posted.

Number week	Type of independent work	Number of hours
1-2	Study of lecture material. Preparation for LR1 and PZ1. Preparation for the defense of LR1.	16
3-4	Studying lecture material. Preparation for LR2 and PZ2. Preparation for the defense of LR2.	16
5-6	Study of lecture material. Preparation for LR3 and PZ3. Preparation for LR3 defense	16
7-8	Studying lecture material. Preparation for LR4 and PZ4. Preparation for the defense of LR4.	16
9-10	Study of lecture material. Preparation for LR5 and PZ5. Preparation for defense of LR5	16
11-12	Studying lecture material. Preparation for LR6 and PZ6. Preparation for the defense of LR6.	16
13-14	Study of lecture material. Preparation for LR7 and PZ7. Preparation for the defense of LR7.	16
15	Study of lecture material. Preparation for LR8 and PZ8. Preparation for LR8 defense	16
16	Studying lecture material. Preparing for PZ9.	6
17	Studying lecture material. Preparing for PZ10 and testing.	10
	Together:	**144**

***Notes*:** LR – laboratory work, software– practical lesson.

6. Technologies and teaching methods

The process of learning in the discipline is based on the use of traditional and modern technologies and teaching methods, in particular: lectures (using visualization methods, problem-based and interactive learning, motivational techniques, information and communication technologies); practical classes (using instruction, demonstration, solving typical and applied problems, case analysis, situational tasks, discussion elements etc.); laboratory classes: using project methods, training exercises, analysis of problem situations, explanations, discussions, etc.; independent work (study of theoretical material, preparation for practical and laboratory work, final control), using information and computer technologies and distance learning technologies.

7. Control methods

Current control is carried out during classroom practical and laboratory classes, as well as on the days of control events established by the work program and schedule of the educational process, including using the Modular Learning Environment. The following methods of current control are used:

– evaluation of work results in practical classes (surveying theoretical material, solving problems, participating in discussing situations);

– evaluation of the results of laboratory work defense;

– test control of the assimilation of theoretical material on the topics.

The final semester grade is given based on the results of current control. A higher education applicant who has scored less than 60 percent of the maximum score in any type of academic work is considered to have academic debt. Academic debt from semester control is eliminated during the examination session or according to the schedule established by the dean's office in accordance with the "Regulations on Control and Evaluation of Learning Results of Higher Education Applicants at KhNU".

8. Discipline Policy

The policy of the academic discipline is generally determined by the system of requirements for a higher education applicant, which are stipulated by the current regulations of the University on the organization and educational and methodological support of the educational process. In particular, passing a safety briefing; attending classes on the discipline is mandatory. For objective reasons (confirmed by documents), theoretical training in agreement with the lecturer may take place online. Successful mastery of the discipline and the formation of professional competencies and program learning outcomes requires preparation forpractical and laboratory classes (study of theoretical material on the topic, participate in discussions regarding decisions made when students perform practical and laboratory work.

Higher education students must adhere to the established deadlines for completing all types of academic work in accordance with the work program of the academic discipline. The deadline for defending laboratory work is considered timely if the student defends it at the next meeting after completing the work.Missedpractical and The student is required to complete the course within the established time frame.than a term, but notno later than two weeks before the end of theoretical classes in the semester.

The student's assimilation of theoretical material in the discipline is assessed based on the results of a testing survey.

A higher education student, when performing independent work or individual work on a discipline, must adhere to the integrity policy (copying, plagiarism (including using mobile devices) are prohibited). In the event of detectionviolation of academic integrity policyIn any type of academic work, a higher education applicant receives an unsatisfactory grade and must re-perform the tasks on the relevant topic (type of work) as provided for in the work program. Any form of violation of academic integrity is not allowed.

9. Evaluation of student learning outcomes in the semester

The assessment of the academic achievements of a higher education applicant is carried out in accordance with the “Regulations on the Control and Evaluation of the Results of Study of Higher Education Applicants at KhNU”. During the ongoing assessment of the work performed by the applicant in each structural unit and the results obtained by him, the teacher assigns him a certain number of points fromestablished by the Work Programmefor this type of work. In this case, each structural unit of educational work can be credited if the applicant has scored at least 60 percent (the minimum level for a positive assessment) of the maximum possible amount of points assigned to the structural unit.

When assessing learning outcomeshigher education applicantsFor any type of educational work (structural unit), it is recommended to use the following generalized criteria:

Table – Criteria for evaluating the academic achievements of a higher education applicant

Assessment and level of achievement by the applicant of planned PNR and developed competencies	**Generalized content of the evaluation criterion**
Excellent (high)	A higher education applicant has deeply and fully mastered the content of the educational material, easily navigates in it and skillfully uses the conceptual apparatus; is able to connect theory with practice, solve practical problems, confidently express and justify his judgments. An excellent assessment involves a logical presentation of the answer in the language of instruction (oral or written), demonstrates high-quality design of the work and possession of special devices and tools,applicationsThe applicant does not hesitate to modify the question, is able to make detailed and generalizing conclusions, demonstrates practical skills in solving professional tasks. He made two or three minor errors in his answer.
Good (average)	The higher education applicant has demonstrated complete mastery of the educational material, possesses a conceptual apparatus, is oriented in the studied material; consciously uses theoretical knowledge to solve practical problems; the presentation of the answer is competent, but the content and form of the answer may contain individual inaccuracies, unclear formulation of rules, patterns, etc. The higher education applicant's answer is based on independent thinking. The higher education applicant made two to three minor errors in the answer.
Satisfactorily (sufficient)	The higher education applicant has demonstrated knowledge of the basic program material in the amount necessary for further study and practical activity in the profession, copes with the implementation of practical tasks provided for by the program. As a rule, the higher education applicant's answer is built at the level of reproductive thinking, the higher education applicant has weak knowledge of the structure of the academic discipline, makes inaccuracies and significant errors in the answer, hesitates when answering a modified question. At the same time, he has acquired the skills necessary to perform simple practical tasks that meet the minimum

	assessment criteria and has the knowledge that allows him to eliminate inaccuracies in the answer under the guidance of a teacher.
Unsatisfactorily (insufficient)	The higher education applicant has demonstrated disparate, unsystematic knowledge, is unable to distinguish between the main and secondary, makes mistakes in defining concepts, distorts their meaning, presents the material chaotically and uncertainly, and cannot use knowledge when solving practical tasks. As a rule, an "unsatisfactory" grade is given to a higher education applicant who cannot continue his studies without additional work on studying the academic discipline.

Structuring the discipline by types of academic work and evaluating student learning outcomes*daytime* forms of education in a semester

Classroom work														**Control measures**	**Semester control**
Laboratory exercises No.:				Practical classes										Test control	Test
1* -2	3-4	5-6	7-8	1	2	3	4	5	6	7	8	9	10	T 1-3	
Number of points for each type of academic work (minimum-maximum)															
3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	18-30	By rating
12-20				**30-50**										**18-30**	**60-100****

Notes: *For any type of academic work in the discipline, the number of points scored below the established minimum, the applicant receives an unsatisfactory grade and must retake it within the period established by the teacher (dean). The institutional grade is set in accordance with the table "Correlation of the institutional grading scale and the ECTS grading scale".

Assessment in practical classes

The grade given for the practical session consists of the following elements: oral questioning of students on their knowledge of theoretical material on the topic; the student's fluency in terminology andskillProfessionally justify decisions made; results of independent work.

When evaluating a practical lesson, the teacher is guided by the generalized criteria given in the table "Criteria for evaluating the academic achievements of a higher education student"(minimum positive score – 3 points, maximum – 5 points).

Evaluation of the results of laboratory work defense

Laboratory work completed and designed in accordance with the requirements established by the Methodological Recommendations is comprehensively evaluated by the teacher during its defense, taking into account the following criteria: independence and creativity of execution; completeness of the answer and knowledge of the basic methods and principles of web design; quality of visual implementation and functionality and interactivity.

The result of the performance and defense of each laboratory work by a higher education applicant is evaluated in accordance with the table of Criteria for Assessing Academic Achievements of a Higher Education Applicant.

If the applicant's level of knowledge is lower than 60 percent of the maximum score established by the Work Program for each structural unit, the laboratory work will not be credited to him and to defend it, he must study the material on the topic of the work in more detail, the methodology for its implementation, correct gross errors and re-appear for its defense at the time designated by the teacher.

Evaluation of test control results

Each of the tests provided for in the Work Program consists of 30 test tasks, each of which is equivalent.

According to the table structuring types of work for test control, the applicant, depending on the number of correct answers, can receive from 18 to 30 points.

Distribution of points depending on the correct answers given to the test tasks

Number of correct answers	0-17	18-19	20-21	22-24	25-26	27-30
Percentage of correct answers	0-59	60-65	66-72	73-82	83-89	90-100
Number of points received	18	19	21	23	25	30

Testing takes 30-40 minutes.The student takes the test online in the Modular Learning Environment. The student can also take the test in writing, recording the correct answers in the answer sheet.If you receive a negative score, you must retake the test before the next control date.

The final semester grade according to the institutional scale and the ECTS scale is determined in an automated mode after the teacher enters the assessment results in points for all types of academic work into the electronic journal. The correlations between the institutional assessment scale and the ECTS assessment scale are given below in the table "Correlations".

A semester credit is issued at the last lesson provided that the total amount of points accumulated by the applicant in the discipline (other educational component) according to the results of the current control is within the range of 60 to 100 points. In this case, the institutional scale is given the grade "credited", and on the ECTS scale - the letter designation of the grade corresponding to the amount of points earned by the student in accordance with the Correlation table. The applicant's presence in this case is not mandatory.

Table– Correlation between the institutional grading scale and the ECTS grading scale

ECTS assessment	**Rating scale points**	**Institutional assessment**(level of achievement by a higher education student of the planned learning outcomes in the academic discipline)	
		Test	**Exam/differentiated test**
A	90-100	Enrolled	***Perfectly***/***Excellent*** – a high level of achievement of the planned learning outcomes in the academic discipline, which indicates the applicant's unconditional readiness for further study and/or professional activity in the specialty
B	83-89		***Good***/***Good*** – average (maximum sufficient) level of achievement of planned learning outcomes in the academic discipline and readiness for further study and/or professional activity in the specialty ***Satisfactorily***/***Satisfactory*** – Have minimally sufficient learning outcomes in the academic discipline for further study and/or professional activity in the specialty
C	73-82		
D	66-72		
E	60-65		
FX	40-59	Not included	***Unsatisfactorily***/***Fail*** – A number of planned learning outcomes in the academic discipline are missing. The level of acquired learning outcomes is insufficient for further education and/or professional activity in the specialty.
F	0-39		***Unsatisfactorily***/***Fail*** – No learning outcomes

10. Questions for self-monitoring of learning outcomes

1. Name the main stages of website development.
2. What is a "mobile-first" approach in web design?
3. What is A/B testing in web design?
4. What is Figma, and how to use it for teamwork?
5. What is adaptive web design, and how does it differ from responsive web design?
6. What is web design, and what are its main tasks?
7. What are vector and raster graphics, and where is it appropriate to use them?
8. What are interactive prototypes, and how do you create them?
9. What is composition in graphic design, and how is it used on websites?
10. What is cross-browser compatibility, and how can it be achieved?
11. What is a logo, and what principles should be considered when creating it?
12. What is a layout, and what are its main elements?
13. What is Material Design, and what are its features?
14. What are microinteractions, and why are they important?
15. What is minimalism in web design?
16. What is a website prototype, and what tools are used to create one?
17. What is a grid in web design, and why is it used?
18. What is scroll storytelling, and how to implement it?
19. What is typography in web design, and how does it affect readability?
20. How to determine the effectiveness of a website's color scheme?
21. How does the color scheme affect the perception of a website by users?
22. How to incorporate user feedback into design improvements?
23. How to ensure website accessibility?
24. How are the principles of balance, proportion, and contrast applied in design?
25. How can I improve page loading speed?
26. How to evaluate the quality of website design?
27. How to properly use images in web design?
28. How do the basics of color theory work in graphic design?
29. How do parallax effects work on websites?
30. How to create animations for websites, and what tools are used for this?
31. What aspects should be considered when redesigning a website?
32. What are the most popular website prototyping tools?
33. What are the methods for optimizing websites for search engines (SEO)?
34. What website testing methods are used to assess usability (UX)?
35. What metrics are used to evaluate website performance?
36. What are the main languages used to create websites?
37. What are the benefits of using dark mode in web design?
38. What are the advantages and disadvantages of using templates in web design?
39. What web design principles ensure user experience (UX)?
40. What principles for organizing website navigation are effective?
41. What programs are used for graphic design?
42. What services allow you to test websites on different devices?
43. What graphic file formats are most commonly used in web design?
44. What fonts are most commonly used for interfaces, and why?

11. Educational and methodological support

The educational process in the discipline "Web Design and Graphic Design" is fully and sufficiently provided with the necessary educational and methodological literature.

12. Hardware and software for the discipline (if necessary)

Information and computer support: PC, tablet, smartphone or other mobile device, projector. Software: Microsoft Office or similar programs, Internet access, working with presentations.

Studying the academic discipline does not require the use of special software applications, except for commonly used programs and operating systems,Free in-browser templates are used, such as Figma and Canva.

13. Recommended reading:

Main

1. Steve Circle. Don't Make Me Think. A Reasonable Approach to Usability in Websites and Mobile Applications. Translated from English by L. Goryn. Kyiv: ArtHuss. – 2024. – 198 p.
2. Pasichnyk O. G., Pasichnyk O. V., Stetsenko I. V. Fundamentals of web design / O. G. Pasichnyk, O. V. Pasichnyk, I. V. Stetsenko: [Teaching manual]. – K.: Publishing house BHV group. – 2019. – 336 p.
3. Web technologies and web design: a textbook / O. G. Trofymenko, O. B. Kozin, O. V. Zadereiko, O. E. Plachinda. – Odesa: Phoenix, 2019. – 284 p.
4. Ellen Lupton, Jennifer Cole PhillipsGraphic Design. New Fundamentals. – ArtHuss. – 2020. – 264 p.
5. White, Alex W. Fundamentals of Graphic Design. Third edition. Ukrainian translation. 2023. – 231 p.
6. Web programming and web design: a textbook. Chernivtsi: Chernivtsi National University named after Yu. Fedkovych, 2022. 472 p.
7. Romanyuk O.N., Katielnikov D.I., Kosovets O.P. Web design and computer graphics. Textbook. – Vinnytsia: VNTU, 2017. - 147 p.
8. Cath CaldwellGraphic Design for Everyone - 2019. - 224 p.
9. Lesniak V.Recreating font heritage. 40 original fonts. – ArtHuss. - 2020. - 160 c.
10. Jeff Gothelf, Josh SeidenLean UX: Building Great Products with Agile Teams. – ArtHuss. – 2024. – 206 p.
11. Sanchez Anthony E. Newbies Guide to UI/UX Design Using Figma. - 2024. - 366 p.

Auxiliary

12. Adams Sean. The Designer's Dictionary of Color. Laurence King Publishing. - 2022. - p. 256.
13. Fowler Alex. Drawing Type: An Introduction to Illustrating Letterforms. Laurence King Publishing - 2022. - p.180.
14. Figma Resource Library [Electronic resource].– Access mode:https://www.figma.com/resource-library/.
15. Cooper Alan, Rayman Robert, Cronin David, Nossell Christopher. The Perfect Interface: Fundamentals of Interaction Design. – 4th ed. – English. – Hoboken (USA): John Wiley & Sons, 2014. – 720 p.

14. Information resources

1. Modular learning environment. URL: https://msn.khmnu.edu.ua/course/view.php?id=9913
2. University Electronic Library. URL:http://library.khmnu.edu.ua/
3. KhNU Repository. URL: https://elar.khmnu.edu.ua/home

WEB DESIGN AND GRAPHIC DESIGN

Type of discipline	Selective
Level of higher education	First (bachelor's)
Language of instruction	English
Semester	–
Number of ECTS credits assigned	8.0
Forms of education for which the discipline is taught	Full-time (day)

Learning outcomes. After studying the discipline, the student must: be able to find and process large amounts of information, use information resources and keep them up to date; acquire practical skills in working in a team, understanding their role in a specific project; be up-to-date with the latest technologies, tools, and trends in the field of web design; understand the technical and artistic principles of creating websites; be able to manage a web project, interact with the customer, manager, and art director; be able to work with a brief for creating a website; present their work to the customer; have the skills to use modern computer graphics programs to create design objects; know the specifics of the principles and methodology for classifying objects; know the methodologies for formulating modern requirements for building a design concept; analyze the patterns of the process of reflecting the spatial and objective environment through the prism of their own worldview.
Content of the academic discipline. History of design, the role of a designer. Styles and technologies. Overview of tools, media, vector and raster graphics, pixel perfect. Composition, form, modular grids, color theory. Typography and layout. What is UX. Key methods and tools. What is an interface, principles of interaction. Creating an interface concept. Information, research, design, prototyping Visual styles, technologies. Analysis of trends and application of new directions in design. Graphic techniques and materials, typography, advertising psychology, advertising design. Development of logos, corporate styles, brand books, work with fonts and layout, mascots, stationary kits, etc.
Planned learning activities: The minimum amount of study hours in one ECTS credit of an academic discipline for the first (bachelor's) level of higher education in full-time education is 10 hours per 1 ECTS credit.
Forms (methods) of learning: The process of learning in the discipline is based on the use of traditional and modern technologies and teaching methods, in particular: lectures (using visualization methods, problem-based and interactive learning, motivational techniques, information and communication technologies); practical classes (using instruction, demonstration, solving typical and applied problems, case analysis, situational tasks, discussion elements etc.); laboratory classes: using project methods, training exercises, analysis of problem situations, explanations, discussions, etc.; independent work (study of theoretical material, preparation for practical and laboratory work, final control), using information and computer technologies and distance learning technologies.

Forms of assessment of learning outcomes:evaluation of work results in practical classes, results of laboratory work defense; test control of the assimilation of theoretical material on the topics.

Type of semester control: pass\fail test.

Educational resources:

1. Steve Circle. Don't Make Me Think. A Reasonable Approach to Usability in Websites and Mobile Applications. Translated from English by L. Goryn. Kyiv: ArtHuss. – 2024. – 198 p.
2. Pasichnyk O. G., Pasichnyk O. V., Stetsenko I. V. Fundamentals of web design / O. G. Pasichnyk, O. V. Pasichnyk, I. V. Stetsenko: [Teaching manual]. – K.: Publishing house BHV group. – 2019. – 336 p.
3. Web technologies and web design: a textbook / O. G. Trofymenko, O. B. Kozin, O. V. Zadereiko, O. E. Plachinda. – Odesa: Phoenix, 2019. – 284 p.
4. Ellen Lupton, Jennifer Cole PhillipsGraphic Design. New Fundamentals. – ArtHuss. – 2020. – 264 p.
5. White, Alex W. Fundamentals of Graphic Design. Third edition. Ukrainian translation. 2023. – 231 p.
6. Modular learning environment. Access to the resource: https://msn.khmnu.edu.ua/course/view.php?id=9913
7. University Electronic Library. Access to the resource: http://library.khmnu.edu.ua/

Teachers: Doctor of Technical Sciences, Professor Yelyzaveta HNATCHUK