

Glasgow School of Art Course Specification

Course Title: Design Innovation Studio 2: Circular Economy Design

Please note that this course specification is correct on the date of publication but may be subject to amendment prior to the start of the 2023-24 Academic Year.

Course Code:	HECOS Code:	Academic Session:
		2023-24

1. Course Title:
Design Innovation Studio 2: Circular Economy Design

2. Date of Approval:	3. Lead School:	4. Other Schools:
PACAAG August 2023	School of Innovation and Technology	N/A

5. Credits:	6. SCQF Level:	7. Course Leader:
40	11	Dr Paul Smith

8. Associated Programmes:
MDes Design Innovation and Circular Economy

9. When Taught:
Stage 2

10. Course Aims:
<p>The circular economy has become synonymous with a more sustainable and equitable society, one that eliminates waste while creating social, economic and ecological value. Achieving <i>circularity</i> requires working collaboratively and recognising the roles governments, industry and citizens can play in a more environmentally conscious future. This course focusses on the exploration of the key schools of thought for a circular economy, how they are applied today, and how they might be applied in a future society. Enabling students to combine circular economy theories and approaches into contemporary design innovation practice, as a method of developing more environmental and socially conscious designs. It aims to foster a re-thinking of our current economy to one that values environmental, social, and economic sustainability.</p> <p>This course aims to:</p> <ul style="list-style-type: none"> • Extend students' knowledge of the key schools of thought surrounding the circular economy • Develop a critical understanding of the theory and practice of design innovation as an approach to contemporary design problems and issues; • Develop students' ability to contribute to the contemporary debates in the context of the Circular Economy;

- Equip students to engage in collaborative, cross discipline working, with a variety of stakeholders;
- Extend students' skills to conceive, manage, and deliver a collaborative design project in the context of the Circular Economy;

11. Intended Learning Outcomes of Course:

- By the end of this course students will be able to: Demonstrate knowledge and "Positionality" of their personal practice in the context of the key schools of thought surrounding Circular Economy
- Critically apply circular economic theory and approaches in a collaborative design innovation project.
- Develop (conceive, plan, and complete) a collaborative design innovation project relevant to the context of Circular Economy.
- Critically assess the impact of a design innovation project in the context of Circular Economy.
- Demonstrate critical ethical consideration in the context of a design innovation project.

12. Indicative Content:

This course seeks to equip students with the skills and knowledge to apply innovation in practical ways to develop more ecologically conscious and circular services, systems, businesses, and communities. It extends student engagement with the methods, tools and theories of design innovation introduced and developed in Stage One. It provides a significant emphasis on the study of the Circular Economy and applicable theories and practices within this domain. It provides students with the skills to select and apply appropriate Design Innovation and Circular Economy tools and methods in a collaborative project. It emphasises the approach of cross disciplinarity within a design innovation context.

In general, through case studies, expert talks, seminars, and tutorials the course will cover topics such as:

- Circular economy design innovation as a project process.
- The circular economy as a set of key theoretical approaches to design
- The opportunities and barriers to designing for a circular economy
- The environmental impact of design
- Circular assessment of design concepts
- Project management and delivery (particularly in collaborative contexts and with external stakeholders or clients)
- Ethical considerations of a design innovation project

Studio 2 should be viewed in context within the whole programme. It builds on work in Stage One in which students have been introduced to, and practiced, several key innovation methods and approaches, and have worked in groups to explore a range of challenges in different contexts, and to develop and present ideas. In turn, Studio 2 provides a further foundation to Stage Three which takes the form of an independent project.

13. Description of Summative Assessment Methods:

Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)
Group Presentation	Group Presentation based on project work	40	Week 13, Semester 2
Essay	Individual 2,000-3,000 word critical reflection on their project work, incorporating reference to relevant theory and contemporary debates.	60	Week 13, Semester 2

13.1 Please describe the Summative Assessment arrangements:

Summative assessment takes place at the end of Stage 2

Studio 2 builds on foundations in stage one courses in which students are supported in developing skills in a range of appropriate research and development methods, and in collaborative group work. In Stage One the weighting of assessment favours the final outcome, and the group work.

In Studio 2, the emphasis shifts towards individual students' reflection on their learning, which prepares them for the individual research project which forms the entirety of Stage Three.

Students work in small groups on a project, where practical in association with an external organisation (a 'live brief'). The brief is designed to ensure it allows students the opportunity to develop and demonstrate achievement of the intended learning outcomes both within a group context and individually.

The presentation results in a single group grade. The written component results in an individual grade for each student.

Students are awarded an *aggregate* grade based on the weighted grades of the two components, however, they are not required to Pass both components separately for the award of credit.

Two forms of submission focus on different aspects of innovation within the disciplinary context:

- The presentation is an opportunity to demonstrate understanding of the challenge presented by the brief, its context, the way in which it affects stakeholders, and how the students propose to tackle it.
- The reflective essay gives individual students the opportunity to demonstrate the process they took, and their personal learning journey. Reflective writing is not a description of events but is analytical and demonstrates the connection between knowledge, actions, and events (Hatton and Smith 1995, [Reflection in teacher education: Towards definition and implementation](#)).

This is a new form of writing for many students, and they will have been given the opportunity to practice it in Studio 1, where the lower weighting reflected the level of challenge. Written and verbal feedback on the final submission will support this form of learning and assessment in Stage Three.

14. Description of Formative Assessment Methods:

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In keeping with the aims of masters-level study, tutors will emphasise the importance of self- and peer-based feedback to deepen understanding and facilitate reflection on progress and planning of future activities.

Formative verbal feedback is a constant feature of the Design Innovation programme both from academic staff and from peers and students use this to develop their reflective writing submission through the use of a journal or other means.

Students receive formal supervisory support in the form of one-to-one and/or group tutorials which are scheduled, and offered on an *ad hoc* basis where needed. Engagement with formative assessment is encouraged as a key learning moment.

Peer review and feedback will also be used during Formative Review (Week 6) presentations to provide additional formative feedback and to encourage the development of critical sensibilities amongst the cohort.

14.1 Please describe the Formative Assessment arrangements:

Innovation is an iterative process and this underpins the approach to assessment on the course with students encouraged to experiment, take risks, and learn from (and consequently be rewarded for) 'failure'. This is reflected in the focus in summative assessment on the process rather than on the product.

As well as regular and ad hoc tutorials, a formal mid-course (formative) review (week 6) offers an opportunity for the students to see and comment on the work of other groups, as well as invite and receive feedback from peers, course staff and – where appropriate – invited guests (e.g. the 'client' or stakeholder representatives). This review will result in verbal feedback that can be recorded by students to assist in the further development of their work, and wider learning.

Due to the nature of the innovation process, formative assessment does not result in a predicted grade. However, students who appear to be at risk of failure will be offered individual tutorials as appropriate to provide targeted support.

Written feedback is provided to students via Canvas at the time of the publication of results.

15. Learning and Teaching Methods:

Formal Contact Hours	Notional Learning Hours
48	400

15.1 Description of Teaching and Learning Methods:

We provide a responsive approach to teaching, using a range of methods depending on the circumstances of the project, contemporary developments in the discipline and the outside world, and interesting issues that may arise because of any of these (for example, facilitating debates, inviting guest speakers, initiating short side projects (including with students from other specialisms), or exploring particular topics in more depth).

This practice-based course uses traditional lecture formats to set the context, to explore key concepts, and for guest speakers, rather than to prescribe the bounds of the discipline. These formats are designed as a starting-point, to help students initiate their own investigation of topics

to support both the core project brief, and their personal interests which, in turn, may be used as the basis for their self-initiated Stage Three project.

Group discussion has two main purposes: to support project work (via engagement referred to generically as ‘tutorials’) and to share the results of students’ self-initiated studies. These may be tutor-led, tutor-facilitated, or peer-led.

Formation of student project groups is informed by observation of students’ working during Stage One. The programme does not use psychometric tests to form teams, focusing instead on the importance of shared values and goals, concepts which have been explored in detail earlier in the programme.

Tutorials support the different directions, rate of progress, or specific challenges, that groups may make depending on the circumstances of their project. Where appropriate the learning from these will be disseminated to the whole cohort through whole-class discussion or via the VLE.

Invited speakers and School of Innovation & Technology teaching and research staff will contribute expert knowledge to the course through the sharing of case studies and projects, and where practical will offer critical input to ongoing project work. Students are encouraged to seek input from a range of sources as they begin to develop their personal and professional network.

Group work builds on foundations laid in Stage One of the programme and the development of skills and confidence in collaborative practice will be supplemented where appropriate with group and/or individual tutorials in response to specific issues that may arise.

In addition, students are encouraged to participate in activities across the different Design Innovation specialisms, such as guest lectures, reading groups, and field trips. Preparatory work for the Stage Three individual masters project will provide students with the opportunity to consider the way in which Studio 2 learning might be applied to a larger, self-directed project.

Where possible, external events (for example, by organisations such as the RSA) will be shared with students, particularly where engagement is free and/or online. These offer opportunities for networking, development of self-confidence, and a broadening of the curriculum.

16. Pre-requisites:

Successful completion of MDes Stage 1.
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17. Can this course be taken by Exchange/Study Abroad students?	Yes
18. Are all the students on the course taught wholly by distance learning?	No
19. Does this course represent a work placement or a year of study abroad?	No
20. Is this course collaborative with any other institutions?	No
20.1 If yes, then please enter the names of the other teaching institutions:	
N/A	

21. Additional Relevant Information:

N/A

22. Indicative Bibliography:

Braungart, M., and McDonough, W., (2013), *The Upcycle: Beyond sustainability – designing for abundance*, Tantor Media Inc.

Chapman, J. (2021) *Meaningful stuff : design that lasts*. MIT Press.

Kirchherr, J., Reike, D., and Hekkert, M. (2017) Conceptualizing the circular economy: An analysis of 114 definitions, *Resources, Conservation & Recycling* 127 (2017) 221–232

Kalmykova, Y., Sadagopanb, M., and Rosado, L. (2017), Circular economy – From review of theories and practices to development of implementation tools, *Resources, Conservation & Recycling* [online]. <https://doi.org/10.1016/j.resconrec.2017.10.034>

Thackara, J. (2017), *How to Thrive in the Next Economy: Designing Tomorrow's World Today*, London, Thames and Hudson

<https://gsa.keylinks.org/new-ui/hierarchy/list/999>

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