**Glasgow School of Art Course Specification
Course Title: Design Innovation Studio 1**

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:
PDIN105		2023-24

1. Course Title:
Design Innovation Studio 1

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. Iain Reid, Dr. Mafalda Moreira, Ruth Cochrane

8. Associated Programmes:
M.Des in Design Innovation and Circular Economy
M.Des in Design Innovation and Citizenship
M.Des in Design Innovation and Collaborative Creativity
M.Des in Design Innovation and Environmental Design
M.Des in Design Innovation and Future Heritage
M.Des in Design Innovation and Interaction Design
M.Des in Design Innovation and Service Design
M.Des in Design Innovation and Transformation Design

9. When Taught:
Stage 1

10. Course Aims:
This course aims to: • Introduce the theory and practice of design innovation as an approach to thinking about the world we live in and developing responses to complex contexts where we wish to implement positive change for future experience.   • Facilitate collaborative working approaches to be utilised in differing organisational, social and cultural contexts.

- Convey the value of the tools, methods and mindset of Design Innovation within specific knowledge and practice domains through project work, discussion, workshops, seminars and other studio-based activity.
- Foster critical debate regarding contemporary design practice and its theoretical basis through critical reflection upon the practice of others.

11. Intended Learning Outcomes of Course:

By the end of this course students will be able to:

- Select and apply research methods and techniques to understand an identified context.
- Discuss an identified context and its impact on key stakeholder groups or individuals.
- Develop innovative proposals to address the impact of an identified context and its wider socio-economic, cultural and experiential impact.
- Demonstrate effective collaborations with peers and external groups/individuals to move from ambiguity in a complex context to preferable proposals for positive future impact.

12. Indicative Content:

This course provides an introduction to the methods, tools and theories of design innovation as contemporary practice. It marries practical application within the context of design project work to its discussion and critique within the theoretical framework of contemporary society and the complexities and demands that arise there.

- Design Innovation as a project process applied to various contexts.
- Relationship of design theory to practice.
- Project management and delivery.

13. Description of Summative Assessment Methods:

Summative assessment takes place at the end of Stage in which students are supported in developing skills in a range of appropriate research and development methods, and in collaborative group work.

Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)
Group Presentation	Group Presentation based on project work	60	Week 13
Essay	2,000-3,000 word critical reflection on their project work	40	Week 13

13.1 Please describe the Summative Assessment arrangements:

For this course, assessment of student work will consist of two components:
- A reflective piece of writing supported by visual evidence including the proposed outcome that shows a transformative approach to responding to the given context within the brief based on research, analysis and identifying unmet needs.
- A presentation to the course participants and examiners detailing the proposal project process and proposed outcome / future direction.

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, and are not required to pass both separately for the award of credit.

14. Description of Formative Assessment Methods:
Formative assessment and feedback will be provided through tutorial discussion during workshops, seminars and supporting project materials.
Engagement with formative assessment is encouraged as a key learning moment.

14.1 Please describe the Formative Assessment arrangements:
Students will receive supervisory support in the form of one-to-one and/or group tutorials as well as through interim project reviews. In addition, students will be required to attend group sessions (peer-assisted learning (PAL) groups).
Students will receive a combination of written and verbal feedback generated through participation in tutorials, seminars, reviews and submission of project work.
Peer review and feedback will also be used during presentations to provide additional formative feedback and to encourage the development of critical sensibilities relating to the practice of Design Innovation as a general sphere of practise.

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, or exploring particular topics in more depth).

As a practice-based course it 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 (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.

Tutorials support the different directions of projects/activities, rate of progress, or specific challenges, that groups may make depending on the circumstances of their project.

Invited speakers, teaching and research staff will contribute with 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 aims to build foundations skills and confidence in collaborative practice, and will be supplemented where appropriate with group and/or individual tutorials in response to specific issues that may arise.

This course is supported by Canvas (a virtual learning environment tool) for the dissemination, discussion and access to relevant information pertaining to the course, and signpost to other relevant teaching and learning platforms used by GSA.

16. Pre-requisites:

None

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:

Binder, T. et al. (2011) *Design things*. Cambridge, Mass. ; MIT Press.

Anderson, M., van Dijk, G., and STBY (Consultancy (2020) *Explorers : thoughts on mapping in design research*. London: STBY.

Monteiro, M. (2019) *Ruined by design : how designers destroyed the world and what we can do to fix it.* San Francisco: Mike Monteiro.

Caplan, R. (2006) Cracking the whip : essays on design and its side effects. New York: Fairchild.

Thomas, D. D. (2020) *Design for cognitive bias* , *Design for cognitive bias*. A Book Apart.

https://gsa.keylinks.org/new-ui/hierarchy/list/676