

**Glasgow School of Art Course Specification**  
**Course Title: Design Innovation Studio 2: Citizenship**

*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.*

<b>Course Code:</b>	<b>HECOS Code:</b>	<b>Academic Session:</b>
PDIN225		2023-24

<b>1. Course Title:</b>
Design Innovation Studio 2: Citizenship

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

<b>5. Credits:</b>	<b>6. SCQF Level:</b>	<b>7. Course Leader:</b>
40	11	Elio Caccavale

<b>8. Associated Programmes:</b>
M.Des in Design Innovation and Citizenship

<b>9. When Taught:</b>
Stage 2

<b>10. Course Aims:</b>
<p>This course aims to:</p> <ul style="list-style-type: none"> <li>• Develop a sustained engagement with the theory and practice of design innovation, in the context of Citizenship, as an approach to contemporary design problems and issues expressed through a medium sized project;</li> <li>• Improve strategies for collaborative working with a variety of stakeholders and disciplinary approaches;</li> <li>• Deliver design-led innovation expressed using the language of a specific design domain or discourse relating to Citizenship</li> <li>• Demonstrate the value of the tools, methods and approaches of design innovation applied to specific civic knowledge and practice domains;</li> <li>• Foster critical debate regarding contemporary design practice and its theoretical basis capable of contributing to the discipline through submission of group project work.</li> </ul>

<b>11. Intended Learning Outcomes of Course:</b>
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- Identify, reflect and deliver a collaborative project with minimum supervision from initial briefing to proposals.
- Apply appropriate design and research methods to work effectively with an identified context and external stakeholders to understand and respond to, or guide, their needs and expectations.
- Identify opportunities to develop innovative proposals that address the impact of an identified issue(s) within a context with regard to quality of resolution and communication, and practicality.
- Critically explore and discuss the potential impact of design-led innovation on issues related to Citizenship.

### 12. Indicative Content:

This course extends student engagement with the methods, tools and theories of design innovation as contemporary practice. It provides an emphasis upon the study of Citizenship, and the application of DI tools and methods. In general, the following areas will be considered:

- Design Innovation as a project process applied to Citizenship;
- Relationship of design theory to practice as tool for innovation;
- Investigation of the context of practice as a research tool;
- Project management and delivery.

This will be supported by an exploration of appropriate philosophical and ethical concerns.

### 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
Essay	2,000-3,000 word critical reflection on their project work, incorporating reference to relevant theory.	60	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 a 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 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 based upon 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 Citizenship.

**15. Learning and Teaching Methods:**

**Formal Contact Hours**

48

**Notional Learning Hours**

400

**15.1 Description of Teaching and Learning Methods:**

Timetable: Teaching sessions follow the pattern - Workshop/Seminar Followed by Tutorial each week

**16. Pre-requisites:**

Successful completion of Stage 1

**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:**

Boehnert, J. (2018) *Design, ecology, politics: towards the ecocene*. London: Bloomsbury Academic.

Manzini, Ezio (2019) *Politics of the everyday*. Bloomsbury.

Miessen, M. (2011) *The nightmare of participation*. Berlin: Sternberg.

Puig de la Bellacasa, M. (2017) *Matters of care : speculative ethics in more than human worlds*.  
Minneapolis: University of Minnesota Press.

<https://gsa.keylinks.org/new-ui/hierarchy/list/247>