

Glasgow School of Art Course Specification

**Course Title: Studio 2: Interactions & Experiences Study Abroad/Exchange
(Semester 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:
UPRD201S1		2023-24

1. Course Title:
Studio 2: Interactions & Experiences Study Abroad/Exchange (Semester 1)

2. Date of Approval:	3. Lead School:	4. Other Schools:
Academic Council 4 May 2022	School of Innovation and Technology	N/A

5. Credits:	6. SCQF Level:	7. Course Leader:
50	8	Irene Bell

8. Associated Programmes:
BDes/MEDes Product Design

9. When Taught:
This course will be delivered across Semester 1

10. Course Aims:
<p>This course aims to extend your learning beyond the material dimension of product design practice, opening up the immaterial and relational concepts of interaction and experience as design ‘domains.’ In doing so it requires you to develop your visual and narrative abilities in order to communicate your design process and its outcomes. Additionally, this course introduces you to the concept of ‘experience prototypes’ as a means of communicating user-experience to evolve and refine the development of products, services and experiences. It also involves an introduction to digital technologies capable of supporting user-engagement and interface with design outcomes.</p> <ul style="list-style-type: none"> • To encourage intellectual enquiry into the role of product design within contemporary society. • To extend the application of people/life centred engagement techniques to explore and define more complex social situations. • To introduce the concept of ‘experience prototypes’ as a means of communicating user-experience in situations where a working prototype is unfeasible, creating the possibility of generating user-feedback capable of being used to refine the design process.

- To develop a range of visual and narrative abilities appropriate to the communication of more complex design propositions.

11. Intended Learning Outcomes of Course:

Upon successful completion of this course, you should be able to:

- Demonstrate the application of the design process within a variety of ‘real world’ contexts through participation in collaborative and individual studio projects.
- Apply speculative design tools within the research and ideation process to generate innovative design opportunities in response to a given context.
- Apply the processes and tools of ethnographic research to develop insights and identify opportunities for design-led innovation aligned to a specific context.
- Evidence semantic control, experience simulation and a range of prototyping techniques in the visualisation of ideas and manifestation of project outcomes.
- Communicate the evolution and value of design-led innovation proposals through the curation of artefacts and visual communication tools.

12. Indicative Content:

The course is project based and balances core design skills with subject specific skills. Workshops, and projects are designed to support you in gaining those skills and in developing a command of the critical language and working practices of product design and design-led innovation practice.

- Narrative methods and techniques (storyboarding, scenarios, graphic design, video prototyping, performance and role-play).
- Observational research, user profiling
- Design process & theory
- Interface technology
- CAD
- Presentation and curatorial skills

13. Description of Summative Assessment Methods:

This course will be summatively assessed at the end of the course through a single portfolio submission. Your portfolio will consist of a range of projects that will demonstrate your learning against the intended learning outcomes and a grade will be generated that identifies your level of performance. Submissions are weighted as outlined and work will be assessed in line with GSA’s Code of Assessment. In order to pass this course, you must achieve a grade of D3 or above.

Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)
By portfolio submission	Portfolio review	100%	Week 13 Semester 1

13.1 Please describe the Summative Assessment arrangements:

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Your portfolio of work will be presented for assessment at the end of this course in an exhibition format. This will be presented both digitally and physically and will include all working materials, sketchbooks, models and PPJ's (Project Process Journals). You will be given written feedback and a summative grade that summarises your achievements against the intended learning outcomes.

14. Description of Formative Assessment Methods:

Formative assessment/review for this course will take place at the end of each project that comprises the course. Written and verbal feedback will be given which will give an overview of your progress and provide guidance on future directions.

Formative feedback is ongoing and happens through dialogue with Course tutor(s) at tutorials (individual & group) and group seminar, at interim stages in a project. Feedback can be in verbal or written form through tutor notes and buddy notes provided by your peers.

Engagement with formative assessment is a mandatory requirement.

14.1 Please describe the Formative Assessment arrangements:

The conclusion of each project sees a project review occur which forms the basis for individual/group feedback from tutors. Presentation of your work will be in a verbal and physical format and can be individual or group.

Peer review and feedback will also be used during review and group tutorial points to provide additional formative feedback and to encourage the development of your critical skills.

15. Learning and Teaching Methods:

Formal Contact Hours	Notional Learning Hours
50	500

15.1 Description of Teaching and Learning Methods:

This course is delivered by a team of dedicated subject specialist tutors and is augmented with visiting tutors and external speakers.

The teaching and learning methods on this course include: Presentations, tutorials, technical and materials-based workshops, individual/group-feedback (formative), peer review and self-directed learning.

Students share responsibility for their learning and are expected to engage with scheduled learning and manage required independent learning hours.

Asynchronous teaching materials, timetables and curriculum information are all available on Canvas to support your learning.

16. Pre-requisites:

Not Applicable

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:	
This course would be applicable to exchange students from our BDes exchange network.	

21. Additional Relevant Information:

N/A

22. Indicative Bibliography:

The key texts and reading central to your studies will be determined in large part by the course content, core and subject specific skills. Hence, the reading list will be co-designed by you, your peers and your tutors in response to the project themes.

You may find the following resources useful as a starting point. A thematic list will be made available to you at the start of each project.

<http://www.tracycurrer.com/prototype.htm>

Sketching User Experience: Getting the Design Right and Getting the Right Design by Bill Buxton (2007)

Notes on Book Design by Derek Birdsall (2004),

Where Stuff Comes From: How Toasters, Toilets, Cars, Computers and Many Other Things Come to Be As They Are by Harvey Molotch (2005)

Sagmeister: Made You Look! By Stephan Sagmeister (2001)

Journals:

Design Week

Eureka

Frame

FX Magazine

Icon

Made