THE GLASGOW SCHOOL OF ARE

Glasgow School of Art Course Specification
Course Title: Studio 3 Study Abroad/Exchange (Semester 2)

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:
UPRD301S2		2023-24

1. Course Title:
Studio 3 Study Abroad/Exchange (Semester 2)

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	9	Irene Bell Dr Janet Jelly

8. Associated Programmes:
BDes/MEDes Product Design

9. When Taught:
This course will be delivered across Semester 2

10. Course Aims:
This course will give you a broad understanding of the different theoretical, cultural, social and professional contexts within contemporary product design practice. This course sees a growing autonomy with a combination of directed and a self-directed project that allow you to identify a range of professional practice approaches to help you situate your own thematic interests into a design brief. • The aims of this course are to: Explore the application of the design process within a moral, political, ethical and economic context • Develop visualisation and process-mapping of complex systems as a means of identifying product, service and experience design opportunities • Develop a professional standard of project management, resolution and communication to an external audience/client. • Develop curatorial and presentation skills

11. Intended Learning Outcomes of Course:

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

- Demonstrate a self-directed critical approach to the design process using relevant methodologies to support the development of products, services, systems and experiences.
- Use a blend of research methods to generate and critically evaluate insights from complex social contexts to identify opportunities as a means to inform the iterative and creative exploration of design concepts.
- Demonstrate the application of social science methods to gain understanding of the complexities of behaviour, materiality and cultural contexts.
- Demonstrate divergent, speculative and systemic thinking by engaging in iterative production, from exploratory prototypes to refined artefacts.
- Communicate the evolution and value of design-led innovation proposals through the application of curatorial and presentation skills to articulate complex ideas and the value of design-led innovation to an external audience.

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.

- Professional practice talks and workshops
- Design Research
- Ethics workshop
- Graphic design/ visual communication techniques
- Peer review
- Directed and Self-directed learning
- Presentation and curatorial techniques

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 the GSA 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)
Portfolio submission	Portfolio Review	100	Week 13 Semester 2

13.1 Please describe the Summative Assessment arrangements:

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.

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.

- Buxton, B. (2007), *Sketching User Experience: getting the design right and the right design*, San Francisco: Focal Press
- Sterling, B. (2005), *Shaping Stuff*, Boston: MIT Press, Media Works Pamphlets
- *Designing With Video: focusing the user-centred design process* by Salu Yliriisku & Jacob Buur (Spring er, 2007)
- *Creating Breakthrough Ideas: the collaboration of anthropologists and designers in the product development indust*ry by Susan Squires & Bryan Byrne (eds.) (2002)
- *Cradle To Cradle: Remaking the Way We Make Things* by William McDonough and Michael Braungart (2002)

Journals:
The Journal of Consumer Culture
Assemblage
Design
The Design Journal

http://www.wired.com/

http://www.we-make-money-not-art.com

http://www.mediamatic.net/

http://www.doorsofperception.com

http://www.lifesignsnetwork.net/index.aspx