

Glasgow School of Art Course Specification

Course Title: Studio 4: Autonomy, Creativity, Expertise

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.

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| Course Code: | HECOS Code: | Academic Session: |
| UPRD401 | | 2023-24 |

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| 1. Course Title: |
| Studio 4: Autonomy, Creativity, Expertise |

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

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| 5. Credits: | 6. SCQF Level: | 7. Course Leader: |
| 80 | 10 | Kirsty Ross |

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|----------------------------------|
| 8. Associated Programmes: |
| MDes Product Design |

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| 9. When Taught: |
| This course will be delivered across semester 1 & 2 of Stage 4 |

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| 10. Course Aims: |
| <p>This course aims to develop a greater degree of creative autonomy and professional competency in the practice of product design and design-led innovation approaches. In addition to the ‘core’ practical skills gained in studio courses 1 and 2, and the exploration of the industrial, professional, and trans-disciplinary context of product design practice within the studio 3 course, this course encourages you to develop an individual style and practice. You will work towards developing an individual creative, theoretical and practice-based design process capable of demonstrating a proficiency in the ‘design for experience’ approach to product design through the production of artefacts, interactions, services, and experiences.</p> <p>This course is structured around an externally set brief and an entirely autonomous ‘self-initiated’ project in which subject matter and brief are determined by you, in consultation with your tutors.</p> <p>The aims of this course are to:</p> <ul style="list-style-type: none"> • Demonstrate ownership and autonomy through self-directed exploration and individual creative expression within an environment of professional and peer-critique. • Understand and deploy the design process as the synthesis of research, analysis, development, and critique within the context of contemporary design practice. • Evidence the value of design in response to a given opportunity, problem, or context. |

- Produce both tangible design outcomes and communication to a professional level where their value to business, society and industry is explicit.

11. Intended Learning Outcomes of Course:

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

- Demonstrate the application of the design process to define an individual design direction that identifies and demarcates a distinct area of interest which informs the development of an innovative product, service, system and/or experience outcome, materialised and produced with semantic sophistication and refinement.
- Demonstrate critical awareness in the application of appropriate evidence-based research methods as a means to generate design-led innovations for a specific audience.
- Illustrate the integration of social science and ethnographic methods within the iteration, development, and refinement of concepts, prototypes and designed outcomes through engagement with multiple types or groups of experts, citizens, intended users/recipients, taking into account human/non-human stakeholders.
- Demonstrate readiness for professional practice by managing a project from definition of brief to conclusion, identifying ambitions, opportunities, stakeholders, milestones, deliverables and allocation of time and resources.
- Communicate and curate design process and designed outcomes using a variety of formats that include 2D, 3D and 4D media to visualise and simulate an experience aligned with the expectations of the Product Design industry and valued by other professionals.
- Demonstrate personal and professional competency in the presentation of a body of work which displays, through design-led innovation, an individual approach to design practice, which is ethical, responsible, reflexive, and impactful.

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.

Indicative content for this course:

- Autonomous creative process
- Project generation/negotiation
- Self-directed learning/skills competences Professional orientation/professional design practice workshops
- Collaborative practice
- Workshops specialist input/working sessions
- Exhibition/display/curation

13. Description of Summative Assessment Methods:

This course will be summatively assessed at the end of the course through a portfolio submission that is comprised of two major projects. Your work will be presented in exhibition format, digital and physical and will include all working materials, models and PPJ's (Project Process Journals).

| Assessment Method | Description of Assessment Method | Weight % | Submission week (assignments) |
|----------------------|----------------------------------|----------|-------------------------------|
| Group submission | Group presentation | 16 | Week 2 semester 2 |
| Portfolio submission | Portfolio Review | 84 | Week 14 Semester 2 |

13.1 Please describe the Summative Assessment arrangements:

This course has two separate components, part 1 of which is a group submission which is summatively assessed on week 2, semester 2, the subsequent individual elements of this course are summatively assessed at the end of the year, week 14 semester 2.

These elements are aggregated to form the overall studio course grade. You will be given a summative grade that summarises your achievements against the intended learning outcomes, this will be aggregated with the other stage 4 courses to form your Degree award.

14. Description of Formative Assessment Methods:

Formative assessment will be provided at a mid-year point in the academic year or at a mid-point in the project. This will be moderated in line with the code of assessment and you will be given an indicative grade of your progress against the ILO's (Mid-Year only) Written feedback will provide an overview of your progress and offer future directions. Engagement with formative assessment is a mandatory requirement.

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

14.1 Please describe the Formative Assessment arrangements:

You will be expected to submit a portfolio or make a presentation of your work in progress (physical and digital) which will be assessed by the staff team against the intended learning outcomes covered at this stage in the course. Written feedback will be provided that outlines your emerging strengths and areas for improvement and offers you an indicative grade that describes your level of performance at the interim stage in the course. This will be followed up with a feedback tutorial which is an opportunity to seek clarification on your level of performance, future directions, and action points.

15. Learning and Teaching Methods:

| Formal Contact Hours | Notional Learning Hours |
|--|-------------------------|
| 80 | 800 |
| 15.1 Description of Teaching and Learning Methods: | |
| <p>This course is delivered by a team of dedicated subject specialist tutors and is augmented with visiting tutors and input from external experts.</p> <p>Teaching and Learning methods on this course will include: Presentations, tutorials, technical and materials-based workshops, individual/group feedback (formative peer support and specialist / expert input, professional practice talks).</p> <p>Students share responsibility for their learning and are expected to engage with scheduled learning and manage required independent learning hours.</p> <p>Asynchronous teaching materials, timetables and curriculum information are all available on Canvas to support your learning.</p> | |

| 16. Pre-requisites: |
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| Not Applicable |

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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: | |
| <p>This course can be taken by incoming exchange students on the Masters of European Design programme (MEDes) These institutions include: Ensci (Paris), KISD (Cologne), Politecnico (Milan), DCA Aveiro, UACD Konstfack, Aalto University.</p> | |

| 21. Additional Relevant Information: |
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| N/A |

| 22. Indicative Bibliography: |
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| <p>The key texts and reading central to your studies will be determined in large part by the focus of 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 and will be available to you at the start of each project.</p> <p>You may find the following resources useful as a starting point.</p> <p><i>User Behaviour & Technology Development: shaping sustainable relations between consumers and technologies</i> by P-P Verbeek & A. Slob (eds.) (2006)</p> <p><i>Design Directions: 3 years of designing the difference</i> by RSA publications</p> |

Material Beliefs edited by Beaver, Kerridge & Pennington (2007)

Materiality & Society by Tim Dant (2005)

Journals:

The Design Journal

Design Products and Applications

Domus

Ecodesign

The Journal of Design History