

**Glasgow School of Art Course Specification  
Course Title: Communication Design Studio 2B**

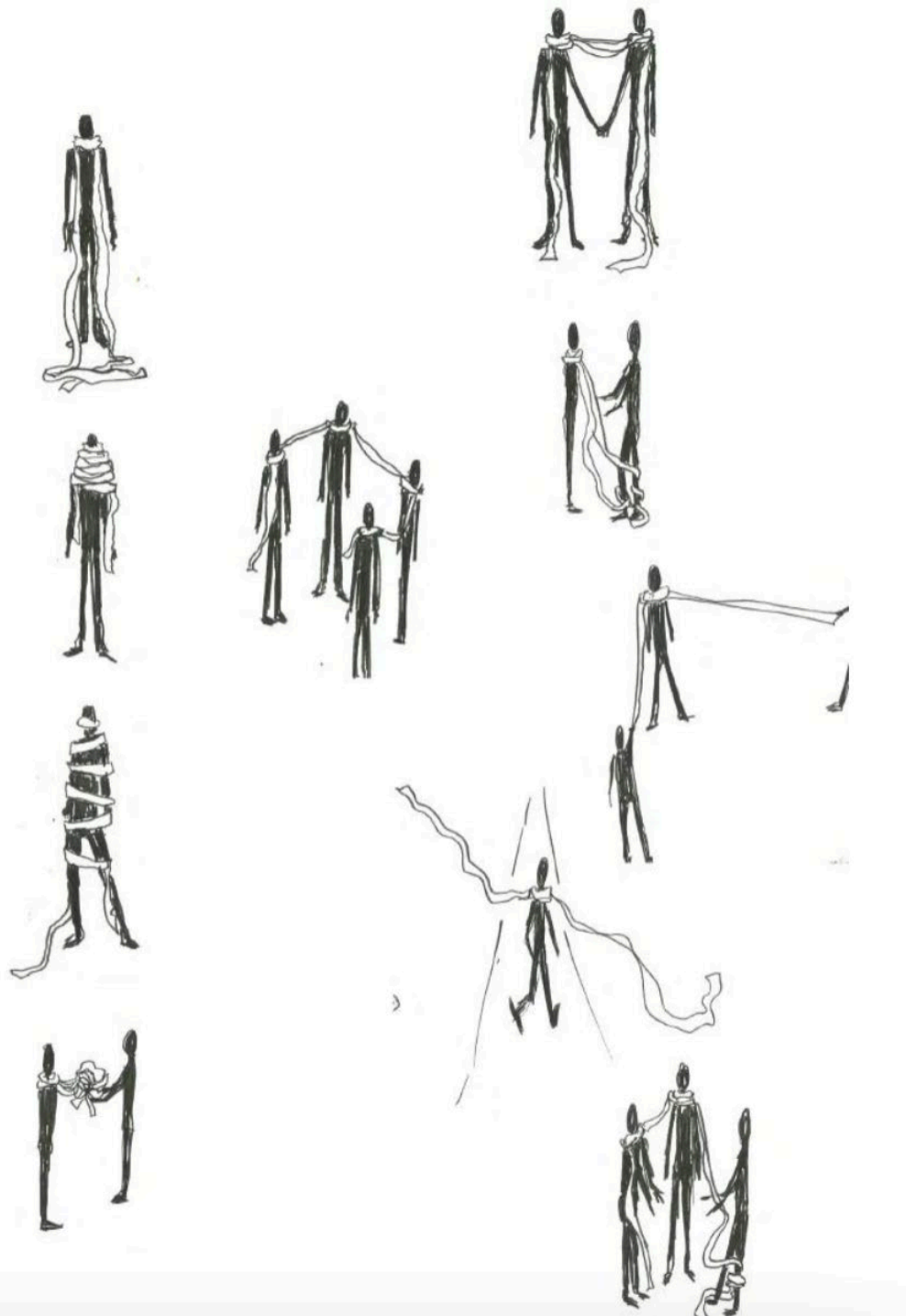


Image: Anna Bologna

*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 2024-25 Academic Year.*

<b>Course Code</b>	<b>HECOS Code</b>	<b>Academic Session</b>
		2024/5

<b>Course Title</b>	Communication Design Studio 2B
<b>Course Contacts</b>	Steve Rigley

<b>Credits</b>	40
<b>SCQF Level</b>	8
<b>When Taught</b>	Stage 2, Semester 2

<b>Associated Programmes</b>	BA (Hons) Communication Design
<b>Lead School</b>	Design
<b>Other Schools</b>	N/A
<b>Date of Approval</b>	Programme Approval February 2024

### Course Introduction

Studio 2B supports students in consolidating their technical skills and critical approaches in Communication Design practice while informing and nurturing their future aspirations. The course includes a second Bridging Project within one of the specialist pathways, which include Photography (including Lens-based practice), Graphic Design and Illustration. In supplement the Bridging Project, a series of Pathway Talks are delivered during the semester. These outline the pathway structure and timetable, typical briefs and describe career paths undertaken by graduates. In addition to the Bridging Project and Pathway Talks, assessment feedback and the regular introduction of a broad range of visiting speakers from Industry, combine to inform students when deciding upon their choice of pathway for years three and four.

Through a broad range of workshops and individual and collaborative projects, the course encourages students to select and apply research and creative strategies appropriate to both the brief and their emerging communication design interests. The course fosters a space for further developing curiosity, playfulness, and risk-taking, with tutorials, group crits and reviews providing students with opportunities to present ideas, receive and engage with critical feedback, and offer input to peers.

As the course progresses, students consider the potential roles and responsibilities of the communication designer through the lens of differing forms of practice, with particular emphasis on ethical, societal, and environmental opportunities that may emerge through research and project development.

### Course Aims

The aims of this course are to:

1. broaden research skills and awareness of resources, with particular emphasis upon developing personal communication design interests
2. further extend and apply strategies for risk-taking idea generation and exploration
3. further extend the range of available technical skills and critical approaches

4. encourage independent and collaborative learning across a range of projects
5. develop presentation and critical engagement skills
6. consider the roles and responsibilities of the communication designer when facing ethical, societal and environmental challenges

### **Course Intended Learning Outcomes**

After successfully completing this course, the student will be able to:

1. demonstrate a range of research skills and knowledge of resources, particularly in areas of communication design interests
2. employ a range of experimental and idea generation strategies within studio projects
3. identify the technical skills and critical approaches appropriate to their communication design interests
4. complete a broad range of individual and collaborative projects, evaluating progress and guidance from others to inform learning
5. communicate their ideas to peers and staff, both visually and verbally, and critically engage with feedback
6. identify potential opportunities for communication designers facing ethical, societal and environmental challenges

### **Indicative Content**

This course will introduce students to:

- approaches to primary and secondary research
- an extended range of strategies for experimentation and idea generation
- key distinctions between Communication Design specialisms
- practical skills and critical approaches appropriate to a range of project briefs
- methods to collate, document and present work
- features within GSA's Learning Environment and resources
- some of the ethical, societal and environmental challenges that face Communication Designers

### **Description of Learning and Teaching Methods**

This studio course is designed as a project-based course. Project briefs encourage an independent, tutor-supported approach to directed and self-directed study.

A range of learning and teaching methods are used to support students to engage in an explorative and individual approach to learning. These include:

- briefings
- inductions and demonstrations
- technical workshops
- studio activities
- individual and group tutorials
- talks, lectures, seminars, and study visits
- group critiques and reviews, peer review, and presentations

- presentations and writing
- reflection and self-evaluation

Digital skills, materials and technical resources are introduced through inductions, demonstrations, and workshops.

Independent learning skills will be developed and supported through guided activities and digital online learning resources available on Canvas.

A variety of teaching and learning approaches, including in person, blended and online learning and delivery, are employed to support student engagement with the curriculum and the achievement of the intended learning outcomes.

Indicative Contact Hours	Notional Learning Hours
40	400

#### Description of Formative Assessment and Feedback Methods

Students are supported in their learning through a range of activities with staff and peers, such as workshops, reviews and tutorials offering ongoing formative feedback as they progress through the course.

Formative feedback supports students in developing and refining their project work towards submission for summative assessment.

Formative feedback offers students the opportunity to present the progress of their project work to staff and or peers, receiving feedback to support the development and refinement of their project work towards submission for summative assessment.

#### Description of Summative Assessment Arrangements

Summative assessment is designed to support students in reviewing, collating, and communicating work produced in response to project briefs and the various learning and teaching activities associated with the course.

Submissions are expected to include an annotated digital portfolio of work produced during the course, along with supporting physical artefacts – such as research and development work, prototypes and final outcomes – and a reflective self-assessment. In place of written annotations, students may opt to submit a short film and/or an audio recording.

Submissions are assessed against the Intended Learning Outcomes and the GSA Undergraduate Marking Scheme by the relevant staff teams and then moderated in line with the Code of Assessment, which outlines reassessment opportunities where a student has not passed the course. Written feedback is provided online. The assessment is supportive and constructive, identifying strengths and weaknesses, and offering guidance to inform future learning and direction.

Description of Summative Assessment Method	Weight %	Submission week
Students are required to submit a body of work produced in response to project brief/s and learning and teaching activities,	100%	Semester 2 Week 13

which is assessed holistically against the intended learning outcomes for this course.		
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<b>Exchange/Study Abroad</b>	
<b>Can this course be taken by Exchange/Study Abroad students?</b>	Yes
<b>Are all the students on the course taught wholly by distance learning?</b>	No
<b>Does this course represent a work placement or a year of study abroad?</b>	No
<b>Is this course collaborative with any other institutions?</b>	No
<b>If yes, then please provide the names of the other teaching institutions</b>	

<b>Reading and On-line Resources</b>
The course indicative reading and online resource list is accessible via <a href="#">Key Links</a> . This list will be reviewed and updated annually to reflect course content and subject developments.