

**Glasgow School of Art Course Specification  
Creating Collaborative Futures**



*Credit: Collaborative Futures (Stanislaw McLeod, Pauline Barbier, Eduardo Piroddi, Neal Cameron)*

*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.*

Course Code	HECOS Code	Academic Session
		2024/25

<b>Course Title</b>	Creating Collaborative Futures
<b>Course Contact</b>	Kirsty Ross

<b>Credits</b>	40
<b>SCQF Level</b>	11
<b>When Taught</b>	Stage 5, Semester 1

<b>Associated Programmes</b>	BDes/MEDes Product Design
<b>Lead School</b>	School of Innovation and Technology
<b>Other Schools</b>	N/A
<b>Date of Approval</b>	Programme Approval February 2024

### Course Introduction

The collaborative nature of this course extends learning and working beyond the context of the GSA studio, enabling students to gain real experiences and insights into contemporary design practice by working as a team in partnership with professionals working in organisational, industry and public contexts.

This course will allow students to demonstrate collaborative creativity and design participatory approaches through the generation of a body of research and design work, and engagement with a range of academic, professional and public stakeholders.

The learning experience offers a collaborative approach to designing for society; a contemporary, trans-disciplinary creative practice which will equip students with the analytical, strategic, collaborative, and creative skills valued by design industry and organisations involved in engaging with the future of how we live and work together.

The course is structured across three phases of research, exploration and communication which offer a framework for the exploration of an academic brief through collaborative learning, interaction and working together. This approach builds team a dynamic culture, creative ownership and autonomy culminating in the generation of collective body of work in response to the brief.

### Course Aims

This course provides students with the opportunity to:

- Utilise design research and practice as a form of collaborative creativity, strategic inquiry, and speculation within the parameters of a complex design challenge.
- Demonstrate creative autonomy as a design team in response to an academic brief, through collaborative working and individual contribution.
- Engage a range of academic, professional and civic stakeholders in the research, development and design of a collective body of work.
- Design a credible and compelling body of work in response to a collaborative design challenge by making the innovation and impact of the work explicit.

### Course Intended Learning Outcomes

By the end of this course students will be able to:

- Generate a collaborative body of research that reveals multiple opportunities for design led innovation.
- Design a collaborative and participatory approach to the development of innovative future propositions.
- Engage relevant stakeholders in the collaborative development of a design proposal through an iterative process of making and testing.
- Apply conceptual and semantic refinement to the resolution of a collective body of work.
- Communicate the intended impacts of the body of work for the intended partner, future communities and contexts.

### Indicative Content

This Course covers the following content:

- Collaborative working
- Project management, including timelines and deliverables
- Developing a brief
- Advanced communication methods
- Development of a collective portfolio of work
- Exploration of future societal contexts

### Description of Learning and Teaching Methods

In this course, students will be expected to increasingly take significant responsibility for the management of their learning. Emphasis will be placed on the gradual encouraging of self-reliance and personal academic development.

This course is designed as a practice-based experience which supports students in their introduction to studio-based learning and practice. This is further supported by TSD (Technical Services Department), who provide workshop and material-based learning.

The principal teaching strategies employed on this course are:

**Tutorial** (group and individual) - designed to provide academic support through individual or group meetings with staff to discuss the different directions and aspects of projects or course-based activities as well as progress on the programme/course overall.

**Review** (group and individual) - enables the development of key presentation skills and encourages students to receive and give constructive feedback regarding each other's work, and an opportunity to debate project input. These may be tutor-led, tutor-facilitated, or peer-led allowing students to fully explore all aspects of practical submissions within a reflective discursive framework.

**Presentation** (visual and verbal) - an important learning device used to generate peer debate regarding the generation, development or overall success of concepts, and their practical realisation within the context of a project brief or proposal. Students present work to their peers, tutors and stakeholders when relevant through appropriate visual and verbal means (including: models or mock-ups, portfolios, videos, slideshows, etc.).

**Workshops** - are practice-based sessions aimed at supporting students to develop key skills for project development.

**Self-Directed Learning** - self-directed study emphasises the importance of autonomy, reflection upon personal learning and project work within an individual and/or a collaborative environment.

**Guest Speaker sessions** (when relevant) – include input from visiting lecturers/guests from industry and academic staff enabling students access to, and understanding of, relevant contemporary practice, research and commercial context. Talks arranged at the School of Innovation and Technology are often open to all students regardless of year group or programme.

**Lectures** - often used to introduce key knowledge to support practical work project development, to disseminate theoretical, methodological, contextual and historical knowledge and address specific issues related to each course which can be used to underpin practical studio work. Lectures also have the broad aim of generating further debate in seminars, tutorials, studio sessions or further enquiry in self- directed learning or research.

Live projects - projects with external partners and/or thematic experts allowing students to gain a proximity with current professional standards and practices associated with design innovation.

Working with external partners and/or thematic experts allows students to gain a proximity with current professional standards of contemporary design practices, making this approach to projects a curricular device that prepares students for employment.

This course is supported by a virtual learning environment tool (Canvas) for the dissemination, discussion and access to relevant course information, and signpost to other relevant teaching and learning platforms used by GSA.

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 formative assessment activities that enable students to reflect on their learning as they progress through the course. This includes:

- Regular feedback from tutors through engagement in individual and group tutorials, reviews and presentations
- Class discussion and peer input

#### Description of Summative Assessment arrangements

Summative assessment is designed to support students to reflect upon their learning on completion of a course. It provides an evaluation of progress made and the level of achievement identifiable in the work submitted.

Following an assessment presentation, students will submit a body of work for assessment. Grades will be awarded using the GSA marking scheme following/adhering to the assessment regulations in the Code of Assessment.

Description of Summative Assessment Method	Weight %	Submission week
<b>Annotated portfolio:</b> Students are required to submit an annotated portfolio of work (2D & 3D) that responds to a given project and that includes the prescribed deliverables	100	Week 12

<b>Exchange/Study Abroad</b>	
<b>Can this course be taken by Exchange/Study Abroad students?</b>	No
<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>	N/A

<b>Reading and On-line Resources</b>
<p>An on-line resource list will be provided to students at the start of the course. This will be reviewed annually to remain relevant and current for the course and subject specialism. An indicative list of resources is accessible via Key Links <a href="https://gsa.keylinks.org/new-ui/hierarchy/list/1096">https://gsa.keylinks.org/new-ui/hierarchy/list/1096</a></p>