

**Glasgow School of Art Course Specification
Creating Future Experiences**



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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

Course Title	Creating Future Experiences
Course Contact	Kirsty Ross

Credits	40
SCQF Level	10
When Taught	Stage 4, Semester 1

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

Course Introduction

This course is an opportunity to explore societal contexts collaboratively and individually through team-work and engagement with expert communities of practice, to design experiences which envisage how people might live and work in the near future.

Building on explorations of speculative scenarios and real-world contexts in Year 2 studio, and the designing future systems in Year 3, this course encourages students to generate knowledge collaboratively and use design practice as a form of creative and evidence-based speculation.

The course is structured in two parts. The first stage sees students work collaboratively in peer groups, with access to faculty, professional design, and expert input, to co-research contextual themes and design experiential artefacts and exhibits that represent group research in tangible ways that bring the future visions to life. Part two of the course gives each student the opportunity to select an aspect of their group exhibit to develop as an individual design direction. The student will identify a design opportunity, develop this as a speculative design proposition, and manifest the intended values and impacts of this through the design of a future experience, prototyped as a design outcome and exhibited as a body of work.

Course Aims

This course aims to:

- Demonstrate creative ownership in response to an academic brief, through group-working and individual design expression.
- Apply design practice as a form of creative inquiry and speculation within the parameters of a complex design challenge.
- Access and utilise a diverse range of real-world, multi-disciplinary expertise in the research, development and design of future speculations and design propositions.
- Design credible and compelling outcomes and communication in response to a complex futures-focused brief by making the innovation and impact of the intended future experience explicit.

Course Intended Learning Outcomes

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

- Generate a collaborative body of research which informs the development and design of a group outcome
- Define and explore an individual design direction through the iterative prototyping of multiple scenarios and concepts
- Demonstrate the integration of insights and expert input in the development and refinement of design propositions.
- Apply conceptual and semantic refinement in the manifestation of a resolved design outcome.
- Communicate the value of your design proposition for the intended recipients and wider communities using a range of media.

Indicative Content

This course covers the following content:

- Collaborative working
- Collaborative research
- Societal contexts for design
- Future design methodologies
- Exhibition and curatorial skills

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 in collaboration with thematic experts and external collaborators 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
Annotated portfolio: Students are required to submit an annotated portfolio of work (2D & 3D) that responds to a given project and that includes the prescribed deliverables	60	Week 12

Presentation: Group presentation of research	40	Week 12
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Exchange/Study Abroad	
Can this course be taken by Exchange/Study Abroad students?	No
Are all the students on the course taught wholly by distance learning?	No
Does this course represent a work placement or a year of study abroad?	No
Is this course collaborative with any other institutions?	No
If yes, then please provide the names of the other teaching institutions	N/A

Reading and On-line Resources
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 https://gsa.keylinks.org/new-ui/hierarchy/list/1093