

Glasgow School of Art Course Specification

Course Title:

Interior Design Studio 2: Critical Strategies: Scope and Intention

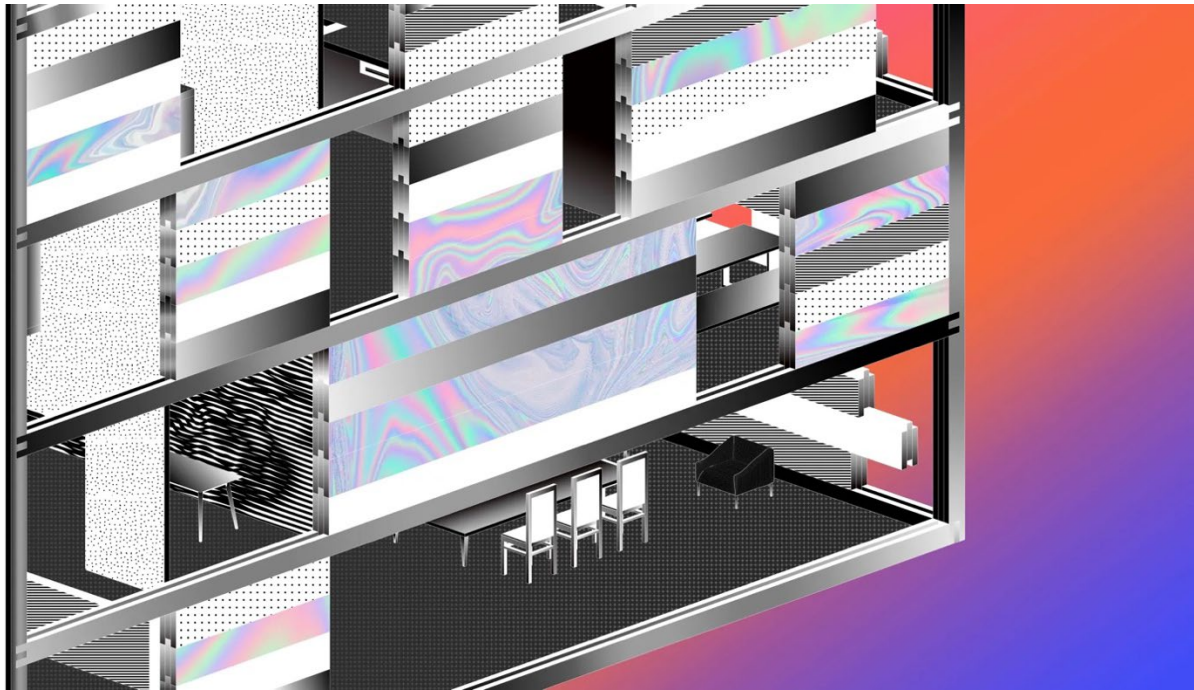


Image: Yuhang Yang

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 |

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| Course Title | Interior Design Studio 2: Critical Strategies: Scope and Intention |
| Course Contact | Thomai Pnevmonidou |

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|--------------------|---------------------|
| Credits | 40 |
| SCQF Level | 11 |
| When Taught | Stage 2, Semester 2 |

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|------------------------------|----------------------------------|
| Associated Programmes | MDes Interior Design |
| Lead School | School of Design |
| Other Schools | N/A |
| Date of Approval | Programme Approval February 2024 |

Course Introduction

This course takes a practice-based and themed approach to explore various and other forms of interior design and invite students to imagine, conceptualise and explore a range of digital and analogue tools. The course supports experimentation and surprises with a rigorous emphasis on reading, dialogue, and prototyping.

Students engage with a repertoire of pedagogical activities and the learning methods invite them to rethink and question their professional practice and expand on a broader definition of interior design. The course encourages students to test possibilities for new design solutions and view the production of space as a new method to strengthen their critical knowledge and understanding in interior design.

During the course, students develop expertise in particular aspects of the field and explore research by making and other ways of making interiors, through multidisciplinary, craft, and conceptual approaches.

Course Aims

The aims of this course are to:

1. enable students to evaluate their practice in relation to theories and practice from interior design and formulate new critical insights into established interior design practice
2. support students in developing the beginnings of an articulation of design sensibilities and personal interest in context, investigating analogue and digital tools to experiment and develop design projects
3. enable students to work and communicate constructively with others in a variety of educational, institutional, and professional situations to critically approach their areas of interest
4. express the beginnings of an articulation of design sensibilities and personal interest in context

Course Intended Learning Outcomes

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

1. identify and characterise problems and issues arising from historical and theoretical aspects of interior design practice to develop an informed response to a thematic design project
2. complete an interior design project embedding in-depth analysis of theoretical and applied references and employing practical and technical skills to progress and conclude advanced proposals
3. work constructively with others in a variety of learning activities and debate different views and positions
4. apply a significant range of skills and techniques associated with design disciplines to support their communication of how current social, economic, political, cultural, and technological factors influence your perspectives and practice

Indicative Content

This course will introduce students to:

- building on the contextual analysis undertaken at Stage 1
- design research on interconnections between spaces, users and functions via dialogue, extended methods of representation and critical analysis of theoretical frameworks
- opportunities to prototype and experiment embedding an analysis of phenomenological aspects linked to enclosed space and its uses, both actual and potential
- multidisciplinary skills to formulate a position in the discipline

Description of Learning and Teaching Methods

This course is designed as a project-based course. Project briefs encourage an independent, tutor-supported approach that emphasises individual and in-depth 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 can include:

- briefings
- inductions and demonstrations
- technical workshops
- studio activities
- tutorials
- talks, seminars, and study visits
- group critiques and reviews, peer review, peer learning, and presentations
- presentations and writing
- reflection and self-evaluation
- live projects

Skills, including digital, material 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.

| Indicative Contact Hours | Notional Learning Hours |
|--------------------------|-------------------------|
| 40 hours | 400 hours |

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 to review, collate, and communicate work produced in response to project briefs and learning and teaching activities associated with the course.

Submissions will be assessed and moderated in line with the Code of Assessment, which outlines reassessment opportunities where a student has not passed the course.

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

Exchange/Study Abroad

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| 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 | |

Reading and On-line Resources

The course indicative reading and online resource list is accessible via [Key Links](#). This list will be reviewed and updated annually to reflect course content and subject developments. Tutors and peers will provide further recommendations appropriate to student's chosen area of research and focus.