

Glasgow School of Art Course Specification
Course Title: Designing Regenerative Systems

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

1. Course Title:
Designing Regenerative Systems

2. Date of Approval:	3. Lead School:	4. Other Schools:
PACAAG August 2024	School of Innovation and Technology	N/A

5. Credits:	6. SCQF Level:	7. Course Leader:
20	11	Erin McQuarrie

8. Associated Programmes:
MDES Design Innovation

9. When Taught:
Semester 2 as an elective option

10. Course Aims:
<p>The overarching aims of the stage 2 electives are as follows:</p> <ul style="list-style-type: none"> • Encourage interdisciplinary, critical reflexivity from within an open set of choices; • Foster deep investigative approaches to new or unfamiliar areas of practice and theory; • Cultivate self-directed leadership and initiative-taking in both applied and abstract modes of practice/ study not necessarily associated with a student's particular creative specialism; • Enable flexible, ethical exploration and connection of diverse knowledge and understanding within a specialist programme of study. <p>This course will introduce students to the concept of Regenerative Systems. Students will develop their understanding of the cultural, social, and environmental dimensions of their immediate landscape and how these relate to connection to both the human and non-human. Using design innovation methodologies and regenerative principles, students will reimagine and propose alternative, sustainable and equitable solutions that to help form and sustain their local environment, its communities and sense of place.</p> <p>The aims of this course are to:</p>

1. Teach students how to apply Design Innovation methods to develop creative and sustainable solutions for complex local issues.
2. Develop students understanding of current local systems related to environment, community, and place.
3. Equip students with Regenerative Systems and research methodologies to analyse their local landscape and propose alternative, sustainable and equitable solutions that consider environment, community and place.
4. Encourage students to reflect on and effectively communicate environment, community and place- related challenges and innovative solutions that address alternative, sustainable and equitable systems for all living things.

11. Intended Learning Outcomes of Course:

Students who successfully complete this course will be able to:

1. Demonstrate critical understanding of concepts and theories related to Regenerative Systems through the development of a Design research project.
2. Apply research innovation methods to critically evaluate the impact of current local systems and their impact on environment, communities, and place.
3. Develop proposals for creative interventions to improve local and regional systems critically evaluating their potential.
4. Communicate complex ideas and proposals to diverse audiences with different levels of knowledge and expertise in Regenerative Systems.

12. Indicative Content:

This course comprehensively explores Regenerative Systems, and their relationship to social, economic, and environmental outcomes.

Students will research their immediate environment and its systems, highlighting current challenges and potential for growth, analysing ways they can make positive change through design led solutions. Utilising their research of the local area, material innovation, design, craft, and storytelling skills, students will learn from and design for their immediate landscape and its inhabitants with care and compassion. Designing with people and the planet in mind, students will create tools, artefacts and experiences that can enhance the way we co-habitat and interact with all living things.

The course is taught via a thematic brief where students will develop and present a creative and sustainable solution to a complex challenge related to their local environment, utilizing the knowledge and skills gained from the course to address real-world problems.

The course has three key themes: Regenerative Systems, Community and Place, and Material Innovation . By covering these topics, the course provides students with a comprehensive understanding of Regenerative Systems and Design Innovation methods, empowering them to impact their local environment positively.

Overall, the course provides students with a comprehensive understanding of Regenerative Systems and Design Innovation methods and empowers them to make a positive impact on the future of their local environment.

13. Description of Summative Assessment Methods:

Summative Assessment consists of two components.

Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)
Design Innovation project	Students are required to submit a designed outcome (an artefact and/or visual representation) presented as a portfolio of work	80%	Week 11
Reflective Journal/ Sketchbook	Reflective Journal or Sketchbook comprising of images and text showing student design process and reflective account of their practice.	20%	Week 11

13.1 Please describe the Summative Assessment arrangements:

Students will present their project as a portfolio of work, selecting a suitable means of communication (eg. pitch, poster, multi-media) and will submit a reflective journal or sketchbook to show their process and how they have reached the outcome. Written feedback will be given by course tutor.

Submissions will be assessed and moderated in line with the Code of Assessment. Reassessment opportunities where a student has not passed the course are outlined in the Code of Assessment.

14. Description of Formative Assessment Methods:

Formative Feedback is an ongoing process offered through tutorials, peer learning and presentation feedback.

Formative assessment is conducted through an interim review. Students will present their process towards a design innovation project outcome; this will be done through an interim tutorial/review and tutor feedback will be given. Peer feedback will be encouraged to support students' progress. Feedback will be offered to support progress towards summative assessment.

14.1 Please describe the Formative Assessment arrangements:

Formative assessment will take place halfway through the elective semester at week 6

15. Learning and Teaching Methods:

Formal Contact Hours	Notional Learning Hours
20	200

15.1 Description of Teaching and Learning Methods:

This course will be taught over the period of 11 weeks using blended teaching methods. Online lectures and practical in-person campus-specific sessions will enable both Glasgow and Forres based students the opportunity to access this course.

16. Pre-requisites:
N/A

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:	

21. Additional Relevant Information:
N/A

<p>22. Indicative Bibliography:</p> <p><i>Library List is being developed and can be found here</i> https://qsa.keylinks.org/#/list/1027</p> <p>E-BOOK</p> <p>Future Foods Heimo Mikkola; Mikkola, Heimo • 2017</p> <p>WEBPAGES</p> <p>Future Ensemble Manifesto Living Futures: Scenario Kit Designing for Interdependence : a poetics of relating Healthy Materials Lab</p> <p>BOOKS</p> <p>Rooted : stories of life, land and a farming revolution Langford, Sarah • 2022</p> <p>Ways of being : beyond human intelligence Bridle, James • 2022</p> <p>Designing regenerative cultures Wahl, Daniel • 2016</p> <p>Soil : the incredible story of what keeps the earth, and us, healthy Evans, Matthew • 2021</p> <p>Eating to extinction : the world's rarest foods and why we need to save them Saladino, Dan • 2021</p> <p>Beyond Speculative Design: Past – Present – Future Ivica Mitrović; James Auger; Julian Hanna; Ingi Helgason • 2021</p> <p>Belonging: Natural histories of place, identity and home Amanda Thompson, (Canongate, 2023)</p> <p>Braiding Sweetgrass Robin Wall Kirmmerer, (Penguin, 2013)</p> <p>Lo—TEK. Design by Radical Indigenism Julia Waston, (Taschen, 2019)</p>
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The Hidden Lives of Trees

Peter Wohleben, (Greystone Books, 2015)

The Rural

Multiple Authors, (MT Press, 2019)

Why Materials Matter, Responsible Design for a Better World

Seetal Solanki, (Prestel, 2018).