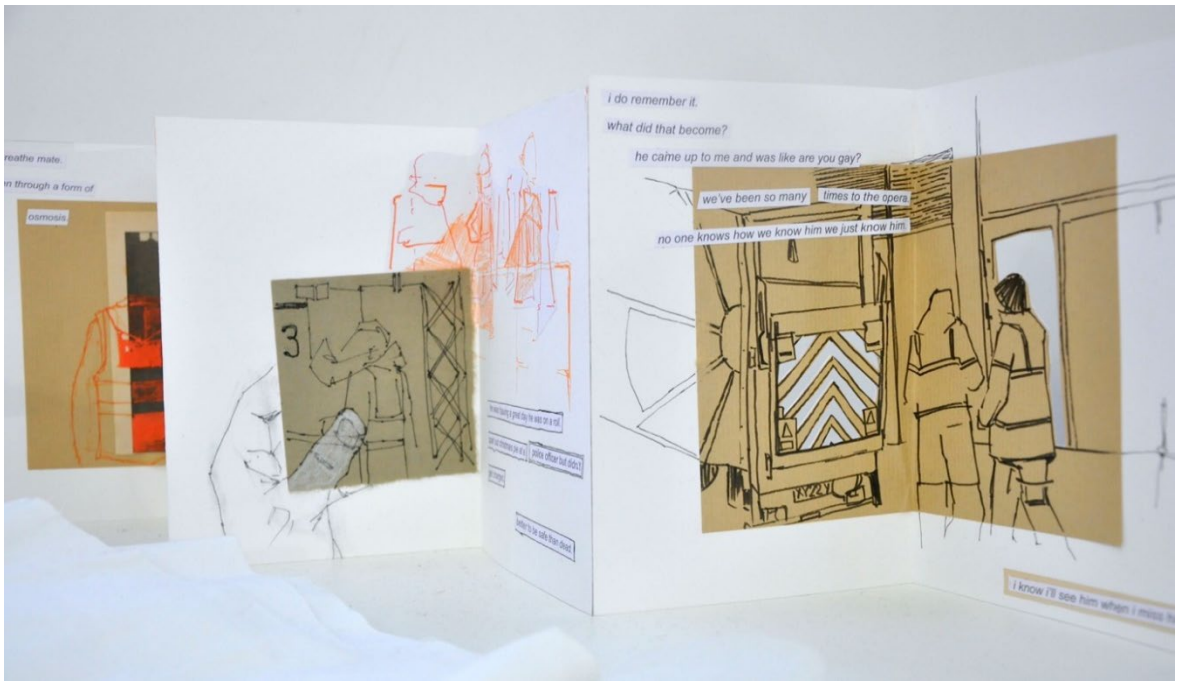
Glasgow School of Art Course Specification
Design Studio – Product Interactions



Credit: Jiayi Wang 2023

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 2025-26 Academic Year.

Course Code	HECOS Code	Academic Session
UPRD108		**2025-26**

Course Title	Design Studio: Product Interactions
Course Contact	Irene Bell

Credits	40
SCQF Level	7
When Taught	Stage 1, Semester 2

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

Course Introduction

This course applies the creative elements of the design process within a project framework to explore Product Design and its role in a rapidly changing society.

Through an understanding of historical and contemporary examples, students will build an awareness of the value of design and its impact on people.

Students will use a mix of primary and secondary research, including social observation, to identify insights and design opportunities. They will then explore the design of everyday experiences by engaging in iterative 3-d making and testing, concept and product development and reflective practice.

Through the refinement and presentation of a resolved design outcome, the students will develop their presentation and delivery skills by experimenting with different storytelling and communication methods.

Course Aims

This course provides students with the opportunity to:

- Understand the importance of the design process as the core methodology underpinning the practice of product design.
- Develop awareness of the role that design plays in our engagement with people, products and places.
- Undertake a social research approach that utilises observation and engagement with people
- Develop a range of visualisation methods capable of representing and communicating the function, interaction and value of designed artefacts.
- Apply a range of 3-d making methods to refine and communicate a final resolved design concept
- Apply semantic awareness in the refinement of design outcomes

Course Intended Learning Outcomes

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

- Engage in a process of design ideation through iterative making, testing and material exploration.
- Identify multiple design opportunities by investigating the relationship between people, places and products.
- Communicate the value of a design outcome through storytelling using a range of media and format.
- Demonstrate the evolution of your design process through the production of a project portfolio.
- Manage studio projects, both individual and group, meeting all deadlines and deliverables.

Indicative Content

This course covers the following content:

- Product Development
- Primary and secondary research methods
- Introduction to ethical and sustainable design practice
- Generation of insights and opportunities
- User testing
- Modelmaking
- Concept refinement
- Semantics and material refinement
- Storyboarding
- Communication and presentation 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.).

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

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, class discussion and peer input, reviews and presentations

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. Students will receive written feedback.

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/s and that includes the prescribed deliverables	100	Week 12

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 Resource Lists.