

Course Code:**Session:**

2017/18

1. Course Title:

Designing Today: design beyond the artefact

2. Date of Production/Revision:

23 March 2017

3. Level:

Master: Level 11 (SCQF)

4. Credits:

20

5. Lead School/Board of Studies:

Innovation School

6. Course Contact:

Dr Gordon Hush & Kirsty Ross

7. Course Aims:

Designing Today introduces students to contemporary design practices and their professional application in the “knowledge economy” of post-industrial capitalism. The Course explores the role of designers and those who utilise design innovation methods as agents of social, economic or organisational change. Design-led innovation is understood as a collaborative process directed towards value generation, knowledge creation and creative enquiry that traverses traditional disciplinary boundaries and reveals new possibilities:

- Display an awareness and understanding of “collaborative creativity,” team-working skills and group dynamics as a problem-solving or concept-generating process
- Utilise the design process as the synthesis of research, analysis, development and critique towards a group-determined goal that emerges from engagement with stakeholders and collaborators.
- Define and communicate a “complex” problem or issue as an opportunity for *collaborative* engagement and shared determination of resolution
- Evidence the value of collaborative creativity as a *method* of engaging with, representing to others and communicating complex issues as a site of value creation (economic, social or cultural)
- Evidence the design process of a ‘creative collective’ in its address of a specific issue or opportunity
- Produce tangible design outcomes and communication to a professional level, which is capable of demonstrating the value of collaborative process to stakeholders and participants

8. Intended Learning Outcomes of Course:

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

Knowledge and Understanding:

- Apply an understanding of *design innovation* as a value generating collaborative process
- Display an understanding of the tools, techniques and methods required to apply collaborative design process and practice to a specific context.

Subject Specific Skills:

- Apply design-led processes to explore collaborative enquiry and problem solving
- Demonstrate the ability to generate, test, develop and refine through practice, design concepts and proposals as part of a collaborative creative process.

Transferable skills:

- Demonstrate the value of design-led creative collaboration as an analytical process capable of generating evidence, supporting analytical judgments and underpinning decisions regarding future activities

9. Indicative Content:

The course content is designed to develop an understanding of design as a collaborative creativity explored via design enquiry and supported by related seminars and specific expertise.

The course will cover:

- Approaches for applying collaborative design techniques and methods within an organisational or social context.
- Identifying and deploying appropriate methods of engagement, team-working and communication in the generation of economic, organisational and social value.
- The political and professional role of “the designer” as a collaborative practitioner and team member
- The role of co-operative endeavour as a means of developing social or organisational change.

10. Description of Summative Assessment:

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1.	Project	Produce a group publication documenting the project undertaken, and <i>also</i> an individual PPJ (Project Process Journal) on their process, intent and learning through engagement with the course	60	End of Course
2.	Presentation	Communicate in a group presentation format the process and outcomes of the collaborative project	40	End of Course

10.1 Please describe the Summative Assessment arrangements:

For this course, assessment of student work will consist of:

- An assessment of the *group presentation and publication*, including level of communication and appropriateness to stakeholders and an ability to justify design decisions
- An assessment of the reflective PPJ, as an account of the **individual** learning experience and a reflection upon the group project and its processes in relation to its aims.

11. Formative Assessment:

Formative assessment and feedback will be provided through defined tutorial/seminar discussion and presentation feedback throughout the course.

11.1 Please describe the Formative Assessment arrangements:

- Students will receive supervisory support in the form of group seminars, while individual tutorials are available by arrangement (via video conference). In addition, students will be required to attend group sessions (peer-assisted learning (PAL) groups).
- Seminar notes will be recorded by group members for review and discussion between the students involved in the tutorial.
- Peer review and feedback will also be used during presentations to provide additional formative feedback.

12. Collaborative:Yes No **12.1 Teaching Institutions:**

GSA with Audencia Business School, France

13. Requirements of Entry:

N/A

14. Co-requisites:

N/A

15. Associated Programmes:

MSc in Management & Entrepreneurship in the Creative Economy

16. When Taught:

As determined by Audencia curriculum

17. Timetable:

Teaching sessions follow the pattern:

- Project definition (seminars, brief writing and seminars)
- Project enactment (Interim presentations and seminars)
- Project presentation (Tutor and peer feedback)
- PPJ writing (Tutorials)

18. Available to Visiting Students:

Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
19. Distance Learning:	
Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

20. Placement:	
Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

21. Learning and Teaching Methods:		
Method	Formal Contact Hours	Notional Learning Hours (Including formal contact hours)
Lecture	0	0
Studio	10	55
Seminar/Presentation	5	5
Tutorial	4	20
Workshop	0	15
Laboratory work	0	0
Project work	0	100
Professional Practice	0	0
E-Learning / Distance Learning	1	5
Placement	0	0
Examination	0	0
Essay	0	0
Private Study	Not Applicable	0
Other (please specify below)	0	0
TOTAL	20	200

22. Description of "Other" Teaching and Learning Methods:
Not Applicable

23. Additional Relevant Information:

24. Indicative Bibliography:

- New Economics Foundation, (2002) *Building the Mutual State*, / Muto, , www.themutualstate.org.
- Julier, G. (2017), *Economies of Design*, Sage: London
- Fry, T. (2011) *Design as Politics*, Berg, London
- Keinonen, T., Jääskö, V. & Mattelmäki, T. (2008) *Three-in-One User Study for Focused Collaboration*. International Journal of Design, 2(1), 1-10
- Miell, D. & Littleton, K. (2004), *Collaborative Creativity: contemporary perspectives*, Free Association Books,
- Dovey, J. et al (2016), *React Report*, <http://www.watershed.co.uk/sites/default/files/publications/2016-09-22/reactreport.pdf>
- Reason, B., Løvlie, L. & Brand Flu, M, (2016), *Service Design for Business*, Wiley & Sons
- Whitehurst, J, (2015), *The Open Organization: Igniting Passion and Performance*, Harvard Business Review Press, Boston, Massachusetts.

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