

Course Code:

Designing Today

Session:

2017/18

1. Course Title:

Designing Research: enquiry through design

2. Date of Production/Revision:

23 March 2017

3. Level:

Masters: Level 11 (SCQF)

4. Credits:

20 Credits (10 ECTS)

5. Lead School/Board of Studies:

Innovation School

6. Course Contact:

Dr Gordon Hush & Kirsty Ross

7. Course Aims:

Designing Research explores design as a user-led, context focused form of ethnographic enquiry capable of exploring, mapping and making available for critique specific social, economic, organisational and experiential situations or issues. The Course aims to expose students to group working, collaborative engagement and participatory epistemology: the determination of a state of affairs, supported by empirical evidence, shared by others and capable of supporting decision-making processes.

The Course exposes students to culturally novel contexts and facilitates their exploration and analysis through design-led approaches to social, economic or cultural forms and activities. Group working is utilised to generate critique and propose new cultural artefacts, experiences and forms of value. A key part of this learning experience is participation within the GSA organised Winter School held on the Highlands & islands campus at Altyre.

- Display an understanding of “collaborative creativity” as a process of defining and exploring a specific issue, practice or situation and as a means of synthesising and communicating the results of this enquiry
- Demonstrate the capacity to utilise multiple methods toward a collaboratively determined research agenda
- Deploy the design process as the synthesis of research, analysis, development and critique towards a specified goal or issue that emerges from engagement with multiple stakeholders and collaborators.
- Construct and communicate a “complex” problem or issue within an organisational/cultural context and propose the manner in which it might be addressed
- Evidence the value of design research as a *method* of engaging with cultural issues/activities and their comprehension, critique and innovation amongst varying stakeholders
- Produce tangible design outcomes to a professional level capable of communicating the value of collaborative design research 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-led research techniques to an organisational issue or opportunity within a decision-making context
- Display an understanding of the tools, techniques and methods required to apply design research techniques within a specific organisational or cultural context.

Subject Specific Skills:

- Apply a design research process within a collaborative context and communicate the value created through this engagement
- Demonstrate the ability to generate, test, develop and refine through practice, data, ideas or design concepts

Transferable skills:

- Demonstrate the value of collaborative design research as a component of a creative and analytical process capable of making judgements about the world and the material and immaterial experiences that constitute it.

9. Indicative Content:

The course content is designed to develop an understanding of design research techniques and practice through their deployment within a cultural context, and is supported by related seminars and workshops.

The course will cover:

- Approaches for applying design-led research techniques and practices within an organisational or cultural context.
- Identifying and deploying appropriate methods of engagement, team-working and communication in the generation of economic, organisational and cultural value.
- The political and professional role of the contemporary creative entrepreneur as a collaborative practitioner
- The role of co-operative endeavour as a means of generating social, cultural or organisational change or opportunity

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 Course Blog documenting their tasks, role and learning during participation within the research project	60	End of Course
2.	Presentation	Communicate in a group presentation format the process and outcomes of the collaborative research process and the opportunities determined (including the group “brief” for research 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 “exhibition” presentation and publication*, including level of communication and appropriateness to stakeholders of the “design brief” produced through

research process

- An assessment of the reflective Blog, 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 seminar discussion, masterclass/workshops and video conference tutorials.

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 (also, 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.
- 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 tutorials)
- Project enactment during Winter School (Interim presentations/seminars and tutorials)
- Project presentation (Tutor and peer feedback)
- PPJ writing (Tutorials)

18. Available to Visiting Students:Yes No **19. Distance Learning:**Yes No

20. Placement:Yes No **21. Learning and Teaching Methods:**

Method	Formal Contact Hours	Notional Learning Hours (Including formal contact hours)
Lecture	0	0
Studio	12	65
Seminar/Presentation	3	5
Tutorial	5	10
Workshop	0	15
Laboratory work	0	0
Project work	0	100
Professional Practice	0	0
E-Learning / Distance Learning	0	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:

- Dorst, K. (2015), *Frame Innovation: create new thinking by design*, MIT Press
- Laurel, B. editor (2003), *Design Research: methods & perspectives*, MIT Press
- Koskinen, I., Zimmerman, J, Binder, T., Redstrom, J. & Wensveen, S. (2011), *Design Research Through Practice: From the Lab, Field, and Showroom*, Morgan Kaufman,
- 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
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27 March 2017