

**Course Code:**

Designing Today

**Session:**

2017/18

**1. Course Title:**

Designing Experiences: making thought material

**2. Date of Production/Revision:**

23 March 2017

**3. Level:**

Masters: Level 11 (SCQF)

**4. Credits:**

20

**5. Lead School/Board of Studies:**

Innovation School

**6. Course Contact:**

Dr Gordon Hush &amp; Kirsty Ross

### 7. Course Aims:

Designing Experiences encourages students to consider the innovation of artefacts, services and experiences in the context of *brand* and its ecology and in relation to the *near future*. This Course introduces *brand* as a semantic operation and a semiotic artefact, in so doing it reveals the material components that constitute the “pattern” that allows recognition of specific brands – logo, typeface, colour scheme, form language etc. The Course also obliges students to consider the relation between product and service innovation and the continuity required of brand identity.

The Course requires students to work in groups to research and identify a set of “brand values” that can be utilised to underpin a coherent brand identity, these are then translated into a range of products, services or experiences that conform to the specified brand identity and semantic and semiotic “rules.”

- Display an awareness and understanding of *brand* as a complex socio-economic phenomenon that assumes cultural significance through its material manifestation
- Deploy the design process as the synthesis of research, analysis, concept development and materialisation to give form to a brand identity and its constituent products, services or experiences.
- Construct and communicate a brand identity to a professional standard
- Explore the concept of brand identity through the conceptualisation and design of a *range* of branded products
- Demonstrate the relationship between brand, its constituent elements, aesthetic manifestation and research findings
- Convey an understanding of ‘portfolio thinking’ and the market evolution of a brand or product range relative to its own history and competitors

### 8. Intended Learning Outcomes of Course:

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

Knowledge and Understanding:

- Develop a coherent understanding and application of the concept of *brand* derived from real world research activity and data
- Display an understanding of the material components of brand, and the manipulation of these by the design process to create outcomes

Subject Specific Skills:

- Apply an appropriate design process used to produce a brand identity and brand ecology
- Demonstrate the ability to utilise design research methods to develop brand propositions and product ranges
- **Application of real world research to define a portfolio-level strategy that creates a coherent brand identity across a range of designed outcomes?**

Transferable skills:

- Demonstrate the value of design process as a synthetic activity for translating research findings

into material forms for the purposes of communication to stakeholders/audiences

**9. Indicative Content:**

The course content is designed to develop an understanding of brand identity through design process and supported by related masterclasses/workshops, seminars and tutorials.

The course will cover:

- Approaches for utilising design research techniques and methods to generate concepts for critique and evaluation
- Identifying and deploying design processes as a means of giving material and aesthetic form to brand identity and its underlying value proposition
- The political and professional role of the entrepreneur/manager as a creative practitioner and cultural intermediary
- The role of designed artefacts as material entities possessing cultural, economic and symbolic value for users, audiences and citizens.

**10. Description of Summative Assessment:**

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1.	Project Presentation	Produce a <b>group</b> brand artefact (point of sale display & product range), and <i>also</i> communicate in a group presentation format the process and outcomes of the project	60	End of Course
2.	Individual	An <b>individual</b> PPJ (Project Process Journal) detailing process, role and learning through engagement with the course activities	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 outcome and presentation, 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 work and its processes.

**11. Formative Assessment:**

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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, tutorial feedback at interim review, 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.
- 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 &amp; 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, brand masterclass)
- Project enactment (Interim presentations 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	3	50
Seminar/Presentation	3	5
Tutorial	2	15
Workshop	0	15
Laboratory work	0	0
Project work	0	100
Professional Practice	0	0
E-Learning / Distance Learning	0	0
Placement	0	0
Examination	0	0
Essay	0	0
Private Study	Not Applicable	0
Other (please specify below)		
Brand Masterclass	12	15
<b>TOTAL</b>	<b>20</b>	<b>200</b>

**22. Description of "Other" Teaching and Learning Methods:**

Not Applicable

**23. Additional Relevant Information:**

**24. Indicative Bibliography:**

- Newbery, P. & Farnham, K (2013), *Experience Design" a framework for integrating brand, experience and value*, John Wiley & Sons, New Jersey
- Jordan, P. (2003), *Designing Pleasurable Products: An Introduction to the New Human Factors*, Routledge: London
- Olins, W. (2008), *The Brand Handbook*, Thames & Hudson, London
- Millman, D. (2013), *Brand Thinking & Other Noble Pursuits*, Skyhorse Publishing
- Norman, D. (2005), *Emotional Design: Why We Love (or Hate) Everyday Things*, Basic Books

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