

**Course Code:**

PDIN225

**Session:**

2017/18

**1. Course Title:**

Design Innovation Studio 2: Exploring the social context

**2. Version**

1.1

**Date of Production/Revision:**

March 2015

**Approval Meeting**

PAG 21 Apr 2015

**3. Level:**

Masters (SCQF Level 11)

**4. Credits:**

30

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

School of Design

**6. Course Contact:**

Irene Bell

**7. Course Aims:**

This course aims to:

- Develop a sustained engagement with the theory and practice of design innovation as an approach to contemporary design problems and issues expressed through a medium sized project
- Improve strategies for collaborative working with a variety of stakeholders and disciplinary approaches
- deliver design-led innovation expressed using the language of a specific design domain or discourse, for instance, Service, Design, Interaction Design or Collaborative Creativity
- Demonstrate the value of the tools, methods and approaches of design innovation applied to specific knowledge and practice domains

- Foster critical debate regarding contemporary design practice and its theoretical basis capable of contributing to the discipline through submission of group project work

### 8. Intended Learning Outcomes of Course:

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

- Demonstrate a depth of understanding of Design Innovation theory and practice applied a project context and its deliverables
- Display a mastery of project management, a significant capacity for collaborative working and individual creative engagement in relation to the practice of design disciplines, stakeholders and commercial clients
- Utilise the tools, methods and approaches of design innovation with reference to a specialist area of practice to a high degree of resolution and communication
- Formulate a critical discussion of design innovation as a contemporary design practice as a contribution to social, economic or technological debate in a specific domain or discursive territory, such as Environmental Design.

### 9. Indicative Content:

This course extends student engagement with the methods, tools and theories of design innovation as contemporary practice. It provides an emphasis upon specialist pathway study and the application of DI tools and methods, facilitating pathway specialisation and preparing for Masters project study.

- design innovation as project process
- relationship of design theory to practice as tool for innovation
- specialist investigation of the context of practice as research tool
- project management and delivery

### 10. Description of Summative Assessment:

| No. | Assessment Method  | Description of Assessment Method   | Weight % | Submission week (assignments) or length (exam) |
|-----|--------------------|--|----------|--|
| 1.  | Group Presentation | Group Presentation based on project work   | 40       | End of Stage                                   |
| 2.  | Essay              | 1,000 word critical engagement with a theoretical topic chosen from the seminar series | 60       | End of Stage                                   |

Attendance at workshops, seminars and crits is mandatory.

#### 10.1 Please describe the Summative Assessment arrangements:

Assessment takes place at the end of Stage 2 :

Students are assessed on their ability to devise and execute a project exploring the practice and theory of design innovation. Communicate a critical grasp of the terminology associated with design innovation and its application to a specific social context as a tool for transforming a situation, process or set of experiences. Stage 2 differs from Stage 1 in that it reverses the individual versus group weighting for elements submitted for assessment (in Stage 2 a greater emphasis is placed upon individual submission (60%), while in Stage 1 the emphasis is upon group submission and collaboration (60%).

**11. Formative Assessment:**

Group project work is formatively reviewed in project crits. Individual written work is formatively reviewed by submission of draft text.

A series of video conference crits between students on the GSA Glasgow and Creative Campus Forres sites will also take place, fostering peer review and wider access to teaching faculty.

**11.1 Please describe the Formative Assessment arrangements:**

Formative review is provided through weekly tutorials, an interim presentation and seminars with subject specialists, students receive group feedback on work in progress.

**12. Collaborative:**

Yes

No

**12.1 Teaching Institutions:**

**13. Requirements of Entry:**

None

**14. Co-requisites:**

Pathway Specialist option; GSA Elective option (select 1 option from a menu, choice should be discussed with programme leader/studio leader);

**15. Associated Programmes:**

MDes Design Innovation Suite

**16. When Taught:**

Stage 2

**17. Timetable:**

Weekly sessions

**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<br>(Including formal contact hours) |
|--------------------------------|----------------------|---|
| Lecture                        | 0                    | 0   |
| Studio                         | 0                    | 0   |
| Seminar/Presentation           | 5                    | 30  |
| Tutorial                       | 3                    | 15  |
| Workshop                       | 9                    | 60  |
| Laboratory work                | 0                    | 0   |
| Project work                   | 12                   | 140   |
| Professional Practice          | 0                    | 0   |
| E-Learning / Distance Learning | 0                    | 0   |
| Placement                      | 0                    | 0   |
| Examination                    | 0                    | 0   |
| Essay                          | 1                    | 15  |
| Private Study                  | Not Applicable       | 40  |
| Other (please specify below)   | 0                    | 0   |
| <b>TOTAL</b>                   | <b>30</b>            | <b>300</b>  |

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

Not Applicable

**23. Additional Relevant Information:**

This course addresses the practice-based affinities and shared competencies by students on MDes DI but also introduces the theoretical background to the specialist pathways through an examination of the relationship between design practice and the social context of practice.

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| <b>24. Indicative Bibliography:</b> |
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|---|
| <ul style="list-style-type: none"><li>• Banks (2001), <i>Visual Methods in Social Research</i>,</li><li>• Katz (2006) <i>Ethical Escape Routes for underground Ethnographers</i>,</li><li>• Hesse-Biber &amp; Leavy (2008), <i>Hypermedia Research Methods for Qualitative Research</i>,</li><li>• Beaver, Kerridge &amp; Pennington (2007), <i>Material Beliefs</i>,</li></ul> |
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| <b>Date of production / revision</b> |
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| <b>14 April 2015</b> |
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