

**Course Code:**

UPRD101

**1. Course Title:**

Studio 1: Making, Modelling &amp; Using

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

2017/2018

**3. Level:**

SCQF Level 7

**4. Credits:**

80

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

Innovation School

**6. Course Contact:**

Irene Bell

**7. Course Aims:**

- To introduce the importance of the *design process* as the core methodology underpinning the practice of product design.
- To establish a broad understanding of product design as a discipline that encompasses artefacts, interactions, services and experiences.
- To emphasise the role that design plays in our engagement with people and things.
- To introduce a user-focused research approach to design practice.
- To highlight the value of critical observation in the analysis, representation and communication of artefacts and experiences.
- To develop a range of visualisation methods capable of representing and communicating the function, interaction with and use of designed artefacts by users.
- To develop team-working skills alongside a capacity for autonomous, self-initiated progress.

## 8. Intended Learning Outcomes of Course:

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

- Communicate an understanding of the design process and its application
- Demonstrate an analytical understanding of the role of materiality, form, function and visual language within user engagement with designed products, interactions and experiences.
- Observe, identify and communicate the user-interaction with products, services and experiences through the use of illustration, story-boarding or scenarios
- Engage with user-groups to identify a design opportunity to generate a design concept capable of garnering user-feedback and utilise this within the design process.
- Provide evidence of the use of *observational* and *analytical* drawing in the analysis and communication of 3-dimensional forms and structures.
- Demonstrate the use of drawing and model-making as a means of developing and testing concepts with regard to materials, scale and appropriateness for use
- Generate a personal portfolio reflecting individual work and communicating involvement within team projects.

## 9. Indicative Content:

- Project-based learning
  - Technical Workshop activities
  - Observational and analytical drawing techniques,
  - Introduction to structure and form (materials & modelling)
  - Story-boarding and scenario building
  - Introduction to Adobe Creative Suite
  - Product semantics
- User engagement, context mapping, user profiles

## 10. Description of Summative Assessment:

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1	Portfolio submission	Previously formatively reviewed work re-presented in exhibition format with Project Process Journal	100	End of Course

### 10.1 Please describe the Summative Assessment arrangements:

Students will be assessed by **portfolio submission** on their ability to:

- Use drawing within the design process to convey *observational* and *analytical* understanding as a component of 3-D modelling
- Develop design concepts in response to cultural context, utilising sketch models and prototypes as a means to engage users in testing, feedback and design development.

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- Generate user-insights from research and express these visually within the design process

**11. Formative Assessment:**

Presentation, portfolio submission and project outcomes

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

Mid-year review at the end of Semester 1, individual feedback, group tutorials.

**12. Collaborative:**

Yes

No

**12.1 Teaching Institutions:**

None

**13. Requirements of Entry:**

None

**14. Co-requisites:**

Social Sciences 1, Cross-School Project 1, FoCI Level 1

**15. Associated Programmes:**

BDes/MEDes Product Design

**16. When Taught:**

This course will be delivered across semester 1 & 2 of Stage 1 and will comprise 800 notional learning hours of which 80 will be direct contact time.

**17. Timetable:**

Available on the VLE

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**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		
Studio	80	800
Seminar/Presentation		
Tutorial		
Workshop		
Laboratory work		
Project work		
Professional Practice		
E-Learning / Distance Learning		
Placement		
Examination		
Essay		
Private Study	Not Applicable	
Other (please specify below)		
<b>TOTAL</b>	<b>80</b>	<b>800</b>

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

- Presentations, tutorials, technical and materials-based workshops, individual/group-feedback (formative)
- Adobe workshops
- Peer review/Self-directed learning

**23. Additional Relevant Information:**

N/A

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#### 24. Indicative Bibliography:

*Sketching User Experience: Getting the Design Right and Getting the Right Design* by Bill Buxton (2007)

*Shaping Stuff* by Bruce Sterling (M.I.T. Press, 2005)

*The Medium is the Massage* by Marshall McLuhan & Quentin Fiore (Random House, 1967)

*Practices of Looking: an introduction to visual culture* by Marita Sturken & Lisa Cartwright (Oxford Uni Press, 2001)

[http://en.wikipedia.org/wiki/The\\_semantic\\_turn](http://en.wikipedia.org/wiki/The_semantic_turn)

<http://thevisualdictionary.net/>

<http://thevisualdictionary.net/pain/3432>

#### Journals:

New Design

Octagon

The TCT Magazine

Wallpaper\*

Wired (both magazine and website)