

Course Code:

TBC

1. Course Title:

Environmental Design

2. Academic Session:

2011/12

3. Level:

SCQF 11

4. Credits:

15

5. Lead School/Board of Studies:

School of Design

6. Course Contact:

Irene Bell

7. Course Aims:

This course is intended to stimulate discourse and to explore new fields of practice-led research. It will also explore its relationships to other aspects of established design theory and practice, for example to transformation design and community-building. It is anticipated that students will not only have a dialogue with teaching staff, but also with other professionals involved in the field. These may include architects, planners, developers, council staff involved in visual arts or business development as well as practicing designers and researchers. Live projects will be encouraged where appropriate and students expected to engage with the issues relevant to working with clients. The course will also examine traditional technologies, new technologies, new materials and their relevance to current and future research and practice.

8. Intended Learning Outcomes of Course:

At the end of this course the student should be able to:

- understand the context and potential of the designer/maker as contributor to the visual culture of the built environment;
- demonstrate a research methodology and work process appropriate to their project through

the presentation of ideas and artefacts;

- articulate appropriate making, presentation and communication skills in order to test and disseminate ideas in relation to a specific design project.

9. Indicative Content:

The course will cover:

- Material culture and its discourses
- Defining the context of design in the built environment
- Place, community and culture: the role of the designer as a facilitator of cultural change
- Local vs. Global: the diversity of traditions and visual identities
- Sustainability: social and technological change

10. Description of Summative Assessment:

For this course, students must submit:

- Either a 2500 word written essay (this should include examples of visual work, where appropriate, and a bibliography);
- Or an annotated portfolio of research sources, including a 500 word contextualising statement.

Note: project-dependent work may alter in the light of particular project requirements.

10.1 Please describe the Summative Assessment arrangements:

Students will be assessed on their ability to:

- demonstrate critical knowledge of the field and contextualise their own creative output within a specified research framework and in relation to the visual culture of the built environment;
- demonstrate practical knowledge and appropriate technical, methodological and presentation skills within the context of the project, both in relation to the ideas informing it and the outputs produced;
- communicate a significant understanding of the particular context within which they have chosen to work and the wider issues specifically relevant to it.

11. Formative Assessment:

N/A

11.1 Please describe the Formative Assessment arrangements:

N/A

12. Collaborative:

Yes

No

12.1 Teaching Institutions:

N/A

13. Requirements of Entry:

None

14. Co-requisites:

None

15. Associated Programmes:

MDes Design Innovation

16. When Taught:

Stage 2

17. Timetable:26 January 2012 – 3 May 2012
Initial 2 hour 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 (Including formal contact hours)
Lecture	2	2
Studio		
Seminar/Presentation	6	20
Tutorial		
Workshop		
Laboratory work		
Project work		100
Professional Practice		
E-Learning / Distance Learning		
Placement		
Examination	3	10
Essay		
Private Study	Not Applicable	
Field work/Site visit	4	18
TOTAL	15	150

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

N/A

23. Additional Relevant Information:

The growth of interest in adding visual value to the built environment has opened a renewed interest in the use of 'traditional' materials such as glass and ceramics to enhance the exteriors and interiors of buildings. There is, however, a consciousness that tradition has to change in order to fit into a contemporary context and that a new framework for defining current practice has to evolve. The course is intended to be multi-disciplinary, exploring and exploiting material practices and synergies across the School of Design - including product design and textile design and also initiating a discourse with architecture. Through a study of this context and the exploration of their own arena of practice-based research, students will be enabled to reach an understanding of their own potential within this area.

24. Indicative Bibliography:

N/A