Module Code:	ARD527

Module Title:	Design Context 2 (Practice)

Level:	5	**Credit Value:**	20

Cost Centre(s):	GADC	JACS3 **code**: HECoS code:	W200 100048

Faculty:	Arts, Science and Technology	**Module Leader:**	Adam Cooke

Scheduled learning and teaching hours	40 hrs
Guided independent study	160 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) / MDes Graphic Design	✓	☐

Pre-requisites
N/A

Module Aims
To critically analyse and explore forms of design and media for society with regard to audience, aspects of function, ethics and cultural dimensions. To analyse the relationship between what is being communicated on behalf of client and its target audience/viewer. To broaden critical and contextual awareness of a design discipline in relation to content of design challenges. To broaden theoretical and practical knowledge using problem-solving skills, culminating in design and production of a finished project.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Explore new and emerging subject material, drawing upon a variety of personal skills and upon a variety of academic and non-academic sources.	KS5	KS10
		KS6	
		KS9	
2	Analyse and explore the relationship (meaning and effectiveness) between target audience/viewer and what is being communicated to them.	KS1	KS7
		KS3	KS8
		KS6	
3	Analyse and evaluate methods of communication and appropriateness of media selected and consider its application to a given assignment.	KS1	KS9
		KS4	
		KS6	

Transferable skills and other attributes

Initiate, realise and develop solutions to a range of design themes.
Work in flexible and independent ways, showing motivation, self-discipline and self-direction.
Project-manage their workload, scheduling and deadlines.
Strengthen and continually develop their communication skills.
Presenting with clarity, ideas, concepts and final work.

Derogations

N/A

Assessment:

Indicative Assessment Tasks:

Students will produce a body of work within their design subject area. Assessment will be based on analysis of design problems, ideas and concepts, effectiveness of communication, choice of appropriate media and techniques, approach and considerations for the production process.

Assignments will be presented for peer assessment.

Students will keep files and a reflective journal that evidences their decision-making processes, investigation of ideas and a self-critical evaluation of their own work. Attendance and contributions to seminars and informal feedback sessions will be taken into consideration when assessing student performance and learning in this module.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-3	Coursework	100	N/A	N/A

Learning and Teaching Strategies:

This module will be taught through a blended learning approach of studio tasks, accompanying workshops and e-learning strategies.
Additional support will be accessed through group and individual tutorials
Providing material for students via moodle to prepare and reflect on before class and then using class time to encourage deeper cognitive thinking via peer interaction and instructor challenge in studio and location based environments and workshops.

Syllabus outline:

This module will focus on emerging research from the Design Context 1 module. Students will prepare presentations to analyse and explore in finer detail various forms of communication, in an interdisciplinary context. They will apply their research findings for a range of audiences and shifting contexts, from physical to digital landscapes, recognising international cultural, economic and environmental perspectives.

Finding solutions, practical innovations, and making improvements that enhance people's lives, address problems or open up possibilities for a postive future. This module is about applying design principles to our social realities and 'designing' ways to address emerging issues, ultimately expanding on the role of the designer.

Indicative Bibliography:

Essential reading

McCarthy. S (2013) *The Designer As…: Author, Producer, Activist, Entrepreneur, Curator & Collaborator: New Models for Communicating* Bis Publishers
Fuad Luke, A (209) Design Activism: Beautiful Strangeness for a Sustainable World. Routledge
Glaser, Llic, Heller and Kusner. M, M S & T (2017) *The Design of Dissent, Expanded Edition: Greed, Nationalism, Alternative Facts, and the Resistance. Rockport Publishers Inc.*

Other indicative reading

Papanek, V. (1995) *The Green Imperative Ecology and Ethics in Design and Architecture*, Thames and Hudson.
Crouwel and Van Toon. W & J (2015) The Debate: The Legendary Contest of Two Giants of Graphic Design, Monacelli Press
Graphic Agitation: Social and Political Graphics since the Sixties, Liz McQuiston (1995), Phaidon Press

Weblinks:
Design Observer http:www.designobserver.com
GOOD http://www.good.is/
TED talks http://www.ted.com/