

KONSTFACK

Department of Design, Interior architecture and Visual communication

Master's programme in Design

Course code: MDE102

Course name: Introduction and broadening of perspectives, 30 cr / Introduktion och breddning av perspektiv, 30 hp

Test code: IP10

Level: Advanced level

COURSE MODULE DESCRIPTION

Orientations / Orientering
12 credits of total 30 credits

This description concerns the students participating in the specialisation Individual Study Plan in Design, fall 2017.

Responsible teacher: Bo Westerlund

Participating teachers: Axel Undall, Cheryl Akner Koler, Gunnar Söder, Inger Bengtsson, Johan Palsow, Jan Andersson, Jonas Ahnmé, Katja Pettersson, Lars Ernholm, Looove Broms, Magnus Lindfors, Sara Kristoffersson, Bo Westerlund and others.

General

This module of the overall course "Introduction and broadening of perspectives" called "Orientations", introduces workshops, techniques and procedural methods that are integrated with theories, methods, concepts and aspects found within design.

The module aims to give equal emphasis to experimentation, sketching and critical reflection as well as the introduction of a broad spectrum of issues brought to the table by the teachers of the MFA-design-programme.

The module includes a critical reflection on both national and international perspectives and aspects of design. Teaching occurs primarily in the form of explorations and making/creation/design as well as in seminars and lectures. Each student will start an ATLAS – an academic portfolio. The goal of this module is for the student to further develop critical, analytical and artistic approaches to both the subject and the profession, and to compose an individually tailored plan for their studies.

During the course module you will produce an ATLAS. Your ATLAS could be described as a combination of a workbook and a portfolio. It should contain your reflections, references, inspiration, prototypes, proposals etcetera, with relevance to your development. Your ATLAS shows how you navigate within the

different activities. The main purpose of the ATLAS is to show how you deal with the complexity inherent in your studies throughout the master years.

Learning outcomes:

(see course syllabus "MDE100 Introduction and broadening of perspective")

Module Requirements

You have to

- participate in the presentations, tutorials, training, work etc. to be able to carry through the assignments given within the module - to participate in all compulsory activities, to be able to include into your developing ATLAS (as specified in the Student Guide) all that is needed to reach the passing grade criteria.

The assessment of your work is done continuously in order to learn how you reach the learning outcomes. You have to demonstrate all required material in presentations and partake in the surrounding critical discussion, as this also forms part of your ATLAS, as specified for this module.

You are required to hand in a proficient Individual Study Plan (as specified in the Student Guide) and discuss it with your examiner at the end of the module according to a separate sign-up schedule handed out.

Module structure and teaching methods:

The orientation module contains introductions to, studies of, and experiments surrounding situations, methods, techniques, processes, approaches, terminologies and attitudes in design.

You will be working in the ID workshop but will also be introduced to several other workshops and facilities. Most of these activities are mandatory as specified in the schedule and in this document under Examination and Grade Criteria.

Parallel with the workshop experiences and site studies you will individually create your own orientation ATLAS that shows how you navigate within the different activities. The main purpose of the ATLAS is to show how you deal with the complexity inherent in your studies throughout the master years. (see Student Guide)

'Skillshops' are aimed at supporting master students working on their projects. These can address skills for workshops and studios. Students choose these in relation to their direction, articulated in their individual study plan.

'Interest groups' are self-organised groups of teachers and students that focus on a specific aspect of, or perspective on, design. Students choose to participate in one or several interest groups depending on their direction, i.e. their Individual Study Plan.
(see also Student Guide)

Examination:

The assessment of your work is done continuously. Apart from this you will

- demonstrate your ATLAS/academic portfolio
- demonstrate as well as critically reflect on created work at the end of the module.
- hand in and discuss a proficient Individual Study Plan in the middle and towards the end of the module, for the rest of the master studies at Konstfack.

Please check Student Guide.

Grade criteria

To receive a passing grade for this module you need to demonstrate:

- how all the work done fulfils the learning outcomes
- that your ATLAS contains material necessary to show that you have reached the learning outcomes

Also:

- your ATLAS and the work done in relationship to the assignments during this module has to be presented in appropriate/arguable ways, and
- actively participate in the drawing and sketching classes,

Furthermore:

- you have to show a proficient Individual Study Plan (ISP) for the rest of your MFA studies at Konstfack and discuss this with your examiner/tutor/supervisor.

Please also check the Student Guide for details.

Course literature and other teaching aids

You will read parts of the following literature:

Lucy Kimbell & Jocelyn Bailey (2017) Prototyping and the new spirit of policy-making, in *CoDesign*, 13:3, 214-226.

Ezio Manzini (2016) Design Culture and Dialogic Design, in *Design Issues: Volume 32, Number 1 Winter 2016* pp 52-59.

Johan Redström & Heather Wiltse (2015) Press Play: Acts of Defining Fluid Assemblages, in *Nordes 2015, Design Ecologies*.

John Law (2003) Making a Mess with Method, published by the Centre for Science Studies, Lancaster University, Lancaster, <http://www.comp.lancs.ac.uk/sociology/papers/Law-Making-a-Mess-with-Method.pdf>

Lindström, Kristina & Ståhl, Åsa (2014). *Patchworking publics-in-the-making: design, media and public engagement*. Diss. Malmö : Malmö högskola, 2014, <http://dspace.mah.se/handle/2043/16093>. (Page 103-

Dori Turnstall Cultural Respect, Not Social Responsibility: The Seven Principles of Design Anthropology

& Myra Margolin Teaching Social Literacy, in Elizabeth Resnick (red) (2016) *Developing Citizen Designers*, Bloomsbury (pages

Barbara Czarniawska (2004) *Print Process* bok, *Narratives in Social Sciences* ch 5, (on the 3E reading process p73-74)

Recommended literature

Sanders, E B.-N and Pieter Jan Stappers (2014) Probes, toolkits and prototypes: three approaches to making in codesigning in *CoDesign*, Vol. 10, No. 1, 5–14,

Tonkinwise, Cameron (2016) DRS2016 Debates Briefing, (before Design Research Society Conference at the University of Brighton in late June, 2016) on *Medium*, <https://medium.com/@camerontw/drs2016-debates-briefing-19d165bde485#.cq8uez51b>

Gaver, William and John Bowers, Gaver(2012) *Annotated portfolios, interactions*

Koskinen, Ilpo, John Zimmerman, Thomas Binder, Johan Redstrom & Stephan Wensveen (2011) *Design Research Through Practice: From the Lab, Field, and Showroom*. Waltham, MA: Morgan Kaufmann

Sanders, Elizabeth B.-N. and Pieter Jan Stappers (2013) *Convivial Toolbox, Generative Research for the Front End of Design*. Amsterdam: BIS

United Nations' 17 goals for sustainable development
<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Tharp, Bruce M. and Stephanie M. Tharp (2009) *The 4 Fields of Industrial Design: (No, not furniture, trans, consumer electronics, & toys)*, Core 77 blog.

See also individual handouts, and other references distributed during the course module.

Schedule will be presented separately

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