MODULE TITLE:

MAJOR DESIGN REPORT

MODULE CODE:

DES518

YEAR OF REVISION:

Academic Year 2012/13

MODULE LEVEL:

6

CREDIT POINTS:

20

MODULE STATUS:

Compulsory

SEMESTER:

2

LOCATION:

Magee Campus

E-LEARNING

N/A

PREREQUISITES

N/A

CO-REQUISITES

N/A

MODULE CO-ORDINATORS:

McKevitt, P (Prof)

TEACHING STAFF RESPONSIBLE FOR MODULE DELIVERY

McKevitt, P (Prof)

HOURS:

200

Seminars
    12hrs

Tutorials
     8hrs

Critiques
     4hrs

Independent study

  176hrs

TOTAL EFFORT HOURS:

Independent study (including assessment)

ACADEMIC SUBJECT:

200

DES

RATIONALE
This module is intended as the applied culmination of knowledge and skills gained during the course.
A Major Design Project is undertaken which combines all prior understanding/skill. In the completion of an integrative design brief that incorporates aesthetic technical, economic and marketing factors. In so doing, this module enables students to specialise in their final semester final year. It therefore prepares the ground for students to consider and plan for particular areas of design research, which may be available to them at postgraduate level.

AIMS
The essential aims of this module are:

To consolidate prior knowledge of market reconnaissance, social grouping, target sectors, trends etc.
To consolidate design & production skills within a mature framework leading to innovative outcomes.
To consolidate, critical awareness & self-management skills.
To consolidate independence, design individuality and interests.

LEARNING OUTCOMES
A successful student will be able to show that he/she can:

KNOWLEDGE AND UNDERSTANDING

  K1   Demonstrate appropriate research methods and visual contextual summarisation

  K2   Demonstrate an awareness of structured writing and information organisation.

  K3   Demonstrate knowledge of design theory and its relationship to new innovation

INTELLECTUAL QUALITIES

  I1   Critically review, consolidate & demonstrate detailed knowledge of design issues.

  I2   Devise & sustain arguments using ideas at the forefront of the design discipline.

  I3   Critically evaluate complex design problems and offer sophisticated design solutions.

PROFESSIONAL/PRACTICAL SKILLS

  P1   Manage their own learning and make use of scholarly reviews and sources.

P2   Demonstrate a systematic understanding of key contexts of design practice, social etc.

P3   Deploy IT/production skills in preparation of structured theoretical summary documents

TRANSFERABLE/KEY SKILLS

T1   Demonstrate deep learning & understanding of the issues.

T2   Communicate with dexterity: listen, negotiate, present & write in various formats.

T3   Accept accountability for determining & achieving personal/group outcomes.

CONTENT
Students will develop a personal reflective approach to Design. Critiques will focus of developing a critically reflective dialogue between staff and students concerning the four key areas of their developmental practice:
Concept Research
Design Development
Design Resolution.
Design Presentation

Workshops will also focus on:
Reflective thinking
Analysis
Writing skills (reports)
Structuring a report
Drawing conclusions
Report presentation.

LEARNING AND TEACHING METHODS
Seminars will:

·   Enable students to devise and sustain arguments using ideas at the forefront of the design discipline.

·   Offer students the opportunity to deploy design development skills prior to

·   Proceeding to production.

·   Offer students the opportunity to show accountability & determination.

Tutorials will:

·   Offer students the opportunity to discuss the rationale behind their work.

·   Provide a personal forum for qualitative feedback on draft design work.

Critiques will:
Provide a group forum for qualitative feedback on the learning outcomes from both academic staff and the student peer group on draft design work.
Offer students the opportunity to communicate with dexterity.
Independent Study will:
Enable students to develop individual approaches to learning.
Enable students to reflect on learning.

Feedback is provided verbally and practically through discussion groups. Written feedback is provided via email.

Students will be directed to read listed books, journals and electronic sources on the field of design.   This will be evidenced in their research reports.

ASSESSMENT AND FEEDBACK

Coursework 1
100%
Design Report: Critical Reflection (5000-10,000)
Students are required to write a critically reflective report on the four key elements of the Major Design Project. These include Concept Research, Design Development, Design Resolution and Design Presentation. This assignment measures student achievement in the following learning outcomes:
K1, K2, K3, I1, I2, I3, P1, P2, P3, T1, T2 and T3

      100% Coursework   0% Examination

READING LIST
Recommended Books

Block, B., 2001, *The Visual Story,* Focal Press
Friedman D., 1994, *Dan Friedman: Radical Modernism* Yale University Press
Harper L., 1999, *Radical Graphics/Graphic Radicals* Chronicle Books
Helfand, J., Maeda, J., 2001, *Essays on New Media* Princeton Architectural Press

Klien N., 2000, *No Logo* Flamingo
Lupton E & Miller A., 1999, *Design Writing, Research* Phaidon
Margolin V., 1990, *Design Discourse,* University of Chicago Press
Marsack R., 1997, *Essays on Design 1* Booth Clibborn
McAlhone & Stuart, 1999, *A Smile in the Mind* Phaidon
Pricken, M., 2004, *Visual Creativity,* Thames and Hudson, London
Rush, M. 1999, *New Media in Late 20th Century Art* Thames and Hudson

Recommended Journals
Campaign
Computer Arts
Communication Arts
Creative Review
Design Issues
Journal of Design Studies
Journal of Visual Culture
Eye
Form

Electronic Sources
www.typography.com
www.dandad.org
www.csd.org
www.idi-ireland.com
www.designcouncil.org.uk
www.aoi.co.ukwww.designmuseum.org

SUMMARY DESCRIPTION
The Major Design Report, a written report supporting a Design brief is undertaken that combines all prior knowledge/skills. A 12-wk module is divided into three 4-week blocks, each having a set design task. Concurrent critiques are held to support student/staff

dialogue, which focuses on critically evaluating student developmental practice. A number of advanced research/writing skills workshops are held to support student learning.