

Module Code:	ARD530
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Module Title:	Design Context 1 (Research Methods)
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Level:	5	Credit Value:	20
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Cost Centre(s):	GADC	JACS3 code:	W200
		HECoS code:	100048

Faculty:	Arts, Science and Technology	Module Leader:	Adam Cooke
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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	X	<input type="checkbox"/>

Pre-requisites
N/A

Office use only

Initial approval: 01/05/18

Version no: 1

With effect from: 01/09/19

Date and details of revision:

Version no:

Module Aims

Explore a range of visual research methodologies.
 To consider the role of the designer in adaptive contexts.
 Developing research skills in relation to end users requirements.
 Exploring forms of research, through a variety of design disciplines.
 To navigate, retrieve, and manage information from a variety of sources

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

At the end of this module, students will be able to		Key Skills	
1	Analyse and evaluate effective methods of communication in relation to client and target audience	KS7,	KS2
		KS4,	KS6
		KS9	
2	Produce appropriate design work considering the possibility of narrative or non-narrative approaches in relation to client based projects and ethical practice as a designer.	KS1	KS2
		KS3	KS8
		KS10	
3	Explore the broader directions in which their design practice can take them.	KS3	
4	Apply key terms and theories that underpin design research	KS6	KS9

Transferable skills and other attributes

Have the ability to collaborate and work as an individual or a team member, drawing inappropriate skills as required by the project.
 Expand their personal self development and knowledge base as appropriate to the individual projects provided to them.
 Explore a range of case studies and methodologies.

Derogations

N/A

Assessment:

Indicative Assessment Tasks:

Abstaining from final product development, students will demonstrate the application of research methods and how they form the basis of effective visual communication and aid problem solving.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-4	Coursework	100		

Learning and Teaching Strategies:

This module will be taught through a blended learning approach of studio tasks, accompanying workshops and e-learning strategies, employing flipped learning models throughout. Additional support will be provided through group and individual tutorials. Students will construct design proposals for appropriate end user groups based on research findings.

Syllabus outline:

Emphasis on learning will be placed on research and analysis from critical and contextual viewpoints. Developing students research methods to generate ideas and concepts for further visual development at Design Context 2 (Practice).

The modules introduces key terms and theories that underpin design research; examining the importance of visual grammar and design literacy, audience, communication theory and semiotics. Investigating the role of the designer through visual tools of inquiry, feedback and evaluation.

Actively engaging (where possible) with partnership and third-sector engagement, serving to expand students' awareness of contemporary contexts and issues.

Indicative Bibliography:**Essential reading**

Bestley & Noble. R & I (2016), *Visual Research: An Introduction to Research Methods in Graphic Design* (2nd edition) AVA Publishing.
 Roberts. L. (2006), *Good: An Introduction to Ethics in Graphic Design*, AVA Publishing
 Shaugnessy. A (2010), *How to be a graphic designer, without losing your soul* (2nd edition), Laurence King.

Other indicative reading

Berman, D. B. (2009), *Do good: how designers can change the world*, Berkeley, Calif.: AIGA

Williams, J. (2012), *Type Matters*, Merrel Publishers.

Lidwell, W., Holden, K. & Butler, J. (2003), *Universal principles of design*, Gloucester, Mass.: Rockport.

Whiteley, N. (1995), *Design for society*, [New ed]. ed. London: Reaktion.

Heller, S. & Vienne, V. (2003), *Citizen designer: perspectives on design responsibility*, New York: Allworth Press.