

Module Title:	Design Discourse
Language of Instruction:	English
Credits:	5
NFQ Level:	6
Module Delivered In	2 programme(s)
Teaching & Learning Strategies:	<p>The learner is immersed in a range of collaborative, and individual project that expose them to the language and history of design. Through a combination of lectures, projects, independent learning and field trips the learner will develop the skills to appreciate the discipline they are entering legacy of design. The holistic, student-centred studio-based approach, facilitated by faculty, is intended to negotiate, facilitate and guide learner engagement and scaffold a deep-learning using the following strategies: • Lectures, • Studio based learning, • Peer-to-peer group/team learning, • E-Learning, • Presentation, • Facilitated peer-to-peer critique/review, • Self-directed independent learning. This module will also engage the learner with the Teaching and Learning Centre (TLC) online resources and how they can help with academic writing and self-directed learning.</p>
Module Aim:	<p>The aim of this module is to introduce learners to the language of design, and begin to develop and understanding and appreciation of what is understood as good design. The learner will be introduced to a selection of iconic designers, their designs, the companies they designed for and their philosophies and vision of design. They will also examine and discover iconic designs and begin to develop their design language on how best to communicate their thoughts on a particular design. This module also aims to engage the learner with the library and develop the process of wanting to read. The learner will also engage in field trips to design focus museums and outlets in order to provide an immersive experience and offer context to the module learning. Finally, the module aims to introduce the structure and styles of essay writing and verbal presentations</p>
Learning Outcomes	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	To recognise different iconic designers and demonstrate awareness of their visions of design
LO2	To recognise iconic designs and develop their design language to effectively communicate their thoughts on design appreciation
LO3	To demonstrate the ability to communicate both verbally and in written format
LO4	To develop a curiosity around the discipline to encourage reading and writing
Pre-requisite learning	
Module Recommendations	
<i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>	
No recommendations listed	
Incompatible Modules	
<i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>	
No incompatible modules listed	
Co-requisite Modules	
No Co-requisite modules listed	
Requirements	
<i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i>	
No requirements listed	

Module Content & Assessment

Indicative Content

Introduction to Resources

This module will embed the induction process with the library and the Teaching & Learning Centre (TLC) online resources. It will guide on the synthesis of these resource into the day to day delivery and project work of this module. The learners will also be expected to engage in reading and developing their language around design appreciation.

Iconic Designers

Learners will be introduced a range of iconic designers primarily from a product design background but also from associated design disciplines. Through a series of lectures, presentation and videos learners will become aware of these designers, their philosophies, the focus of their design work and aid as an inspiration to their own design work and development. Some examples of design icons that could be covered are: Dieter Rems, Charles and Ray Eames, Marianne Brandt, Don Norman, Jony Ives, Neri Oxman, Zaha Hadid, Kenneth Grange, Ross Lovegrove, Thomas Heatherwick, Eileen Grey, Phillipe Starck, Raymond Lowey, Ron Arad, Ettore Sottsass, etc. The learners will also be introduced to verbal presentation the techniques and approach to delivering and effective verbal communication

Field Trips

As part of this module the learner will participate in a number of guided field trips to design focused museums and outlets. These destinations will vary depending in the exhibitions that are running at particular times. Some example might be Collins Barracks – Eileen Grey, Visual Carlow and Ikea. These trips are aligned with assessment deliveries and will inform on the deeper context of designers and designer products.

Iconic Designs

Learners will be introduced to celebrated designs that will aid as an inspiration in their own design education. By engaging in group discussions around particular designs, learners will develop this language of design appreciation. Through a series of lectures, presentation and videos learners will become aware of good design and develop that language to communicate this successfully. Some examples of products include: Modern Chair design, Normann of Copenhagen, Alessi, Iconic car design as well as a range of individual product that would be specific to projects running within the main studio module, emerging contemporary design. The learner will also be introduced to essay writing and the methodologies and approaches to academic writing, Referencing, plagiarism, essay structure, bibliography.

Exit Interview & Review

Learners will present for interview and submit a portfolio, reflective chart reviewing performance across the six key learning streams & future development plan

Design Studio (Resource)

Learning is conducted in a dedicated space designed to allow for studio based learning. This space is specific to a particular learning group. While used to deliver studio based education the space is available to be used outside the time frame of the working day. It provides a safe learner driven, peer-reviewed environment, supported on a one-to-one basis. It supports the synthesis of parallel concurrent modular knowledge, skills and competency with prior learning & personal aesthetic judgement, to resolve specific design research question/s

Computers/Plotters/Printers (Resource)

Each learner requires access to studio computers. There should be access to printing and plotting facilities in order to complete Projects. The room must also be fitted with good quality projector, document visualiser and sound equipment for delivery of hybrid approaches.

Assessment Breakdown	%
Continuous Assessment	100.00%

Continuous Assessment

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Presentation	Group project focusing in on a design icon culminating in a verbal and visual presentation (linked with digital presentation module)	1,3,4	40.00	Week 7
Essay	A 1500 word essay examining an iconic piece of design highlighting the language and justification as to why it might be considered iconic.	2,3,4	60.00	Week 14

No Project

No Practical

No End of Module Formal Examination

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

Module Workload

Workload: Full Time		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	Every Week	3.00
Independent Learning Time	Every Week	6.00
Total Hours		9.00

Module Delivered In

Programme Code	Programme	Semester	Delivery
CW_DHPDI_B	Bachelor of Arts (Honours) in Product Design Innovation	1	Mandatory
CW_DHIDE_D	Bachelor of Arts in Design	1	Mandatory