

Programme curriculum

The programme curriculum serves as a briefing to the project team in charge of formulating the course curriculum. This programme curriculum can be found on MyWdKA and in the study guide.

Product Design Design for the Masses



Subject code: VGWMAJ22PD

Study workload in hours: 8 ECTS
(8 x 28 study hours = 224 hours)

Year: 2018/2019

Term 2.2

Latest amendments: December 11, 2018

The following **programme curriculum** has been formulated for the major specialisation *Product Design*. Based on this document, the project team for this quarter will collectively develop a **course curriculum**. The course curriculum describes, for each week, who will be teaching which subject matter, as well as the schedule for evaluations and resits. Each project begins with a kick-off and ends with final presentations.

Introduction

By researching contemporary trends, needs, production methods, logistics and sales opportunities, we are able to find ways of making design more accessible to the general public, and thus to increase the impact of design on everyday life. How can affordable, high-quality products be produced on a mass scale and made available at the right time?

On one hand, designing for the general public presents an ideological challenge: making good products available to as many people as possible. On the other hand, we cannot ignore problems such as overproduction and overconsumption.

New critical approaches are required in order to make mass production more sustainable, including smart use of resources, new technologies, and new production methods.

Students will be exploring:

- **Efficiency:** Designing affordable products on a mass scale.
- **Pricing:** Making cost analyses in parallel to the design process.
- **Trends:** Forecasting relevant social developments and changes in consumer needs.
- **Consequences:** Researching, and developing a critical attitude toward, mass production.
- **Participation:** Involving consumers in the pricing of products.
- **Business model:** Understanding the production chain as a design challenge.

Assignment topic:

Designing for **mass production** requires you to consider the entire process, including innovative cost-reducing strategies for high-quality design.

The student will be designing a product for the **mass production** processes of the future, in a way that expresses **the student's own critical vision**, from supporter to activist. The student will also be researching the efficiency of the entire business chain, how this efficiency is expressed in the design, and the resulting economic consequences. This will enable students to increase their awareness of their own positioning with regard to the assignment and more broadly within the professional field.

IKEA, for example, is a global iconic brand of furniture and other household goods. A guiding principle of the brand is sustainable production and avoiding waste: think of the slogan "At IKEA, we hate waste!" This philosophy can be found at every level of the company's activities: from the hex key provided to consumers so they can put together the products themselves, to the lightweight flat packs and intelligently designed products. Each part of the chain plays a role in providing the best possible product for the lowest possible price. Besides IKEA, students will also be studying other companies such as Action, Primark and McDonalds.

Goals

Students will be increasing their awareness of the quantity and variety of products available in contemporary society, and how to critically work within this reality as a designer: from the characteristics and consequences of mass production to their own positioning as designers within this context. The main themes for this project are sustainability, efficiency, and the mass scale of the target group. Students will learn to design based on concepts of mass production, the relationship between price and quality, the requirements of the producer, and the availability of products on an international market.

Continuity with other quarters

MAJOR 1.1: Introduction to Product Design: hands-on workshops connected to Stations

// broader context: family of products as a souvenir of Rotterdam: Storytelling, collection, production, connection to the user.

MAJOR 1.3: Broadening: connection between producer and business – HEMA

MAJOR 2.1: How It's Made Deepening: crafts/producer/industry – (re)producing a series of products

MAJOR 2.2: Design for the Masses – Critical point of view upon the market: producer/mass production, international trends

MAJOR 3.1: Brands <-> Authorship – Professionalisation in the context of a business, self-reflection for positioning oneself as a designer

Assessment

<p>Creative ability The student is able to produce authentic visual work which is based on research and which expresses the student's artistic vision. The visual work generates meaning and is based upon the designer's personal ambition.</p>								
<p>Learning goals The student is able to think and work from a future-oriented perspective, and to develop a product that largely meets the requirements of their own chosen mass production company, including use of natural resources, feasibility, packaging and transport.</p> <p>The student is able, based on critical research, to develop a vision, concept and product into a working prototype.</p>	<p>Evaluation criteria The student delivers a thoughtfully implemented and presented product.</p> <p>The student demonstrates, in images, form and text, that the product is the result of the student's own critical vision, while also meeting the requirements of their own chosen mass production company.</p>							
<p>Ability to grow and change The student is able to continuously develop and deepen their own work and work process, thus contributing to further development of the profession, the professional field, culture, and society at large.</p>								
<p>Learning goals The student is able to apply the results of research in formulating an original and personal vision of the design.</p> <p>The student is able to critically evaluate his/her own design from the perspective of a mass producer.</p> <p>The student is open to feedback of peers, tutors, and the producer.</p>	<p>Evaluation criteria The student demonstrates how the results of research have been applied in formulating a personal vision of the design.</p> <p>The student has demonstrably gained a better understanding of their own position with regard to a mass production company.</p> <p>The student has demonstrably made good use in his/her own work of the feedback of others.</p>							
<p>Context awareness The student maintains an active and critical attitude within the context of the work.</p>								
<p>Learning goals The student learns to research relevant characteristics of a mass producer, including its work methods and its collection.</p> <p>The student learns about the potential consequences of mass production, and researches potential developments in the field of sustainability.</p>	<p>Evaluation criteria The student has demonstrably conducted research of a mass producer, its work methods and its collection.</p> <p>The student is aware of the responses of designers, businesses, (environmental) organisations, and other experts (TED/articles/opinions) on the phenomenon of mass production.</p>							
<p>Professional knowledge and skills (BoKS)</p> <table border="1"> <thead> <tr> <th>Knowledge</th> <th>Skills</th> <th>Attitudes</th> </tr> </thead> <tbody> <tr> <td> <p>Knowledge of the characteristics (use of natural resources, feasibility, packaging and transport) of mass production and mass producers.</p> <p>Knowledge of the consequences of mass production in relation to sustainability.</p> <p>Knowledge of trends in mass production; forecasting.</p> </td> <td> <p>Documenting the process (dummy).</p> <p>Making a prototype: realising sketch models using the intended materials.</p> <p>Making technical drawings for the production of the product.</p> <p>Ability to present the final product in a catalogue (photography).</p> <p>Making an instruction manual (IKEA-style) for the consumer of the product.</p> </td> <td> <p>Maintaining a critical attitude toward the client and toward one's own work.</p> <p>Empathy toward the mass producer's requirements and wishes.</p> <p>Communicative attitude.</p> <p>Learning and researching attitude.</p> </td> </tr> </tbody> </table>			Knowledge	Skills	Attitudes	<p>Knowledge of the characteristics (use of natural resources, feasibility, packaging and transport) of mass production and mass producers.</p> <p>Knowledge of the consequences of mass production in relation to sustainability.</p> <p>Knowledge of trends in mass production; forecasting.</p>	<p>Documenting the process (dummy).</p> <p>Making a prototype: realising sketch models using the intended materials.</p> <p>Making technical drawings for the production of the product.</p> <p>Ability to present the final product in a catalogue (photography).</p> <p>Making an instruction manual (IKEA-style) for the consumer of the product.</p>	<p>Maintaining a critical attitude toward the client and toward one's own work.</p> <p>Empathy toward the mass producer's requirements and wishes.</p> <p>Communicative attitude.</p> <p>Learning and researching attitude.</p>
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<p>Possible sources and professional literature</p> <ul style="list-style-type: none"> - Hinte, Ed van. <i>Eternally Yours: Time in Design: Product Value Sustenance</i>. 010 Publishers. 2004. - Baichwall, Jennifer. <i>Manufactured Landscapes</i> (documentary). Zeitgeist Video. 2006 - Films: Food, Inc. / Flatpack Empire / China Blue - Friedman, Milton. <i>The Lesson of the Pencil</i> (video) - Heskett, John. 'The "American System" and Mass-Production'. In: <i>Industrial Design</i>. 1980 - Jersey, Bill, Jason Cohn. Documentary: <i>Eames: The Architect and the Painter</i>. First Run Features. 2011 - Thompson, Rob. <i>Manufacturing Processes for Design Professionals</i>. Thames & Hudson Ltd. 2007 - Walker, Stuart. 'Conscientious Objects'. In: <i>Eternally Yours: Visions on Product Endurance</i> (Ed van Hinte). 010 Publishers. 1997. pp. 164-180. - http://ikea.nearfuturelaboratory.com/ - <i>Flatpack Empire</i> series (3 episodes on Dailymotion.com) 								

Stations:

Material Station: CNC milling machine instruction classes.

Image & Sound Station: photography (poster / bus shelter).

Publication Station: Britt Möricker: Good and Bad Graphic Design.

Business Station: analysing business models for mass production, etc.