

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.

Product Design // Major 3.1: Brand vs. Autonomy



Subject code:

Credits: 12

Study workload: (12 x 28 study hours
= 336 hours)

Year: 2018/2019

Period: 5

Last revision: May 8, 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 quarter begins with a kick-off and ends with final presentations.

Introduction

During the first weeks of this project, students will be designing for an existing brand/company, and presenting the results within a professional exhibition. For the second part of the project, they will continue the project from their own perspective. In order to research their positioning as a product designer, students will formulate their own learning goals for this process, bearing in mind the relation between their major specialisation and graduation profile (practices).

While working for a brand/company, students will need to understand and envision new directions for this particular brand/company through design. Freelance designers, as part of a brand's extended network, are often brought in to contribute new ideas as well as their own specific areas of expertise, new visions on strategic direction, and increasingly, for purposes of publicity. This requires them to develop both 'soft' and 'hard' knowledge of concepts such as identity, philosophy, style, (product) experience, language, heritage, strategy, positioning, audience and channels of distribution.

The student's individual 'authorship' (personal observations, areas of interest and attitudes which influence the design process) is also an important topic for this project, particularly during the second part.

Students will be taking the lead for the second part of this project, applying all the knowledge they have gained during the first weeks of Major 5. In order to do so, they will be evaluating their working process, and examining more closely the knowledge and skills they have learned, and the feedback they have received. They will be focusing on those aspects that are particularly relevant to their own position as a designer (major specialisation and graduation profile), thus increasing their understanding of what kind of a designer they wish to be. Students will reformulate their own project – designing a product as a response to, or a continuation of, the final result of the first weeks of the project. Here they will also determine a target audience, and define their own evaluation criteria for each competency.

Topics:

- **Strategy:** Learning how to think ahead rather than merely following the brand. Strategy is all about inspiration, new solutions and big surprises.
- **Client:** Interaction with an actual client with specific demands and subjectivities (Business Station).
- **Language:** Communicating with a brand and learning how to speak its 'language'.
- **Presentation:** Professional presentation of the results during the Dutch Design Week Eindhoven.
- **Audience:** Identifying, understanding and triggering the audience.
- **Reflection:** Critically reflecting upon one's own work and processes (strengths/weaknesses).
- **Formulating goals:** Which contribute to the student's positioning as a designer (SMART: specific, measurable, attainable, realistic, timely).
- **Authorship:** Based on research of how ideas originate, developing an artistic vision for creating authentic visual work based on one's personal ambitions.

Assignment to students

Design a new product and strategy for a brand/company, based on its current specific needs. You will be learning about a specific company and its current requirements for growth. These may include a new vision of the existing collection or services; the introduction of new product categories; an appropriate response to changing consumer-based demands; or the introduction of a new production capacity and a new range of materials used. Based on feedback from the brand, you will refine your product proposal, develop a prototype and formulate a strategy, all of which you will be presenting during the Dutch Design Week.

After the presentation during the Design Week, you will be formulating your own assignment, in which you will be researching your own role as a designer. You will also be seeking a target audience for your final product. Your self-formulated assignment should be based on your own personal reflection upon your design work during the first part of this period. You will be defining your own role as a designer, and researching and presenting your stronger and weaker points based on your results. You will do this based on feedback and other assistance from professional experts, fellow students and tutors. Together with your tutors and possibly also independent experts, you will formulate your learning goals and evaluation criteria (SMART).

Goals

Students will discover the relevance of their own interests and strengths in relation to a particular brand and its strategy. They will learn about the connections between strategy and product design. They will learn how to be innovative and

proactive in dealing with a commercial client, meeting the client's needs and helping realise the client's vision. They will learn to design within the client's requirements, without losing the connection with their own personal identity. During the second part of this project, the focus is once again on the students, on their own artistic values and areas of interest, their position and vision as a designer. Using all the knowledge they have gained during previous quarters, they will take the lead of their own self-defined enquiries. Students will be learning to analyse their own stronger and weaker points (reflection upon their own work), and based upon this analysis they will formulate their own assignment: a product for a specific target group or question statement, with self-formulated learning goals and evaluation criteria (SMART). The completed assignment may also be useful to students in presenting their own identity as a future professional within the professional field. The students' projects will be supervised by their tutors, from research and concept to final product. The main question to be addressed is: *who are you as a designer, and what do you wish to add to the world?*

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, and self-reflection for positioning oneself as a designer

Resits:

This project addresses the development of a variety of professional skills and attitudes. Students with deficiencies in one or more areas will be provided with a resit assignment specifically formulated to address these deficiencies.

*** Major: Mondays and Tuesdays >> Keep in mind: this project is not a full-time project; on Thursdays and Fridays, students will be working on their practice projects.**

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 has meaning and is based upon the designer's personal ambition.</p>	
<p>Learning goals The student is able to conduct broad research of the brand and to develop relevant ideas based on this research.</p> <p>The student is able to realise an innovative and professional final project based on given techniques.</p>	<p>Evaluation criteria The student has demonstrably conducted a thorough research of the brand, and has subsequently designed an innovative and original product for this brand.</p> <p>The student develops a general concept into a professional and detailed final product within the context provided by the client.</p>
<p>Communicative ability The student is able to articulate their ideas, concepts, work, work process and artistic vision for professionals and the public, within and outside the professional field.</p>	
<p>Learning goals The student is able to communicate with the client on a professional level, and to make good use of feedback provided by the client.</p> <p>The student is able to present the final product in a professional manner and taking into account the context of the project. (DDW)</p>	<p>Evaluation criteria The student is able to show how the product generates added value for the client.</p> <p>The student convincingly presents the work; the entire presentation is organised by the student and designed within the context provided by the client.(DDW)</p>
<p>Ability to grow and change The student is able to further develop and deepen their own craftsmanship, personal interpretation of the professional situation, and creative talents.</p>	
<p>Learning goals The student demonstrates a proactive learning attitude and is thus open to feedback by the client (and by tutors). The student is able to make constructive use of this feedback for further development.</p> <p>The student has, based on previous work, drawn conclusions regarding their own positioning, and applied these conclusions in this project.</p>	<p>Evaluation criteria The student has demonstrably developed the new (research) skills and techniques for materialisation required to realise the specific product.</p> <p>The student is able to explain and present how the results of the assignment showcase the student's own identity as a future professional.</p>
<p>Ability to reflect critically The student is able through research to examine, analyse, interpret, problematise, position and evaluate their own work and work process and that of others.</p>	
<p>Learning goals The student is able, based upon analysis and vision, to evaluate their own work and to formulate the assignment.</p> <p>The student formulates their own learning goals and evaluation criteria (SMART), related to the competencies formulated by the WdKA.</p>	<p>Evaluation criteria The student has analysed and presented their own stronger and weaker points, and has determined and formulated the assignment.</p> <p>The student has formulated learning goals and evaluation criteria (SMART) for the assignment, related to the competencies formulated by the WdKA.</p>

Professional knowledge and skills (BoKS)		
Knowledge	Skills	Attitudes
<p>Researching the brand identity and the corresponding market. Basic knowledge of theories of branding. Research of the client's existing product range and applications. Knowledge of marketing in order to develop a vision which benefits the final product and its presentation (<i>Business Station / Leisure</i>).</p> <p>Authorship and designing in the context of the role of a client: the ability to identify different positions in this regard.</p>	<p>Depending on the external partner/client, developing the necessary skills and applying new techniques for developing the given materials/products, in order to realise a suitable final product (<i>Material & Interaction Stations</i>).</p> <p>Presentation techniques necessary to convincingly present the final product to the client (verbally) as well as visually in an exhibition (<i>Business Station</i>).</p> <p>--</p> <p>Analysis of one's own work (reflection).</p>	<p>Open attitude, making constructive use of feedback by client. Arriving at inspiration by thinking ahead (rather than merely following). Ability to claim ownership of an assignment. Understanding of ownership in the implementation of an assignment. Ability to negotiate and present in a professional manner – client-focused. Proactive, critical and productive.</p> <p>--</p> <p>Independent</p>

<p>The ability to understand an assignment and to modify a programme of requirements.</p> <p>--</p> <p>Target group. Principles of design. Positioning within the professional field.</p>	<p>Formulating learning goals and evaluation criteria (SMART). Determining the target group. Formulating, realising and presenting a self-formulated assignment.</p>	<p>Critical Entrepreneurial Professional</p>
<p>Sources and professional literature</p> <p>Web Seminar. Millman, Debbie. Why We Buy, Why We Brand, 2012</p> <p>Publications</p> <ul style="list-style-type: none"> – Csikszentmihalyi, M et al., The Meaning of Things: Domestic Symbols and the Self, Cambridge University Press. 1981 – Klein, Naomi. No Logo, Chapters: New Branded World, The Branded of Learning Ads in Schools and Universities, Mergers and Synergy: The Creation of Commercial Utopias. Picadorusa. 2009 – Metahaven. Identity, The identity issue. Print Magazine October 2011 <hr/> <ul style="list-style-type: none"> – Eger, Arthur et. al. Productontwerpen. 4th edition. Den Haag, Boom Lemma, 2010. – Huybrechts, Liesbeth (ed.). Participation Is Risky: Approaches to Joint Creative Processes. Amsterdam, Valiz, 2013 – Lidwell, William, Kritina Holden, Jill Butler. Universal Principles of Design. Rockport Publishers, 2003 – Fong, Dickson, The S.M.A.R.T User Experience Strategy. In: Smashing Magazine, 13 September 2011 https://www.smashingmagazine.com/2011/09/the-s-m-a-r-t-user-experience-strategy/ <p>McCarthy, Steven. The Designer As...: Author, Producer, Activist, Entrepreneur, Curator and Collaborator: New Models for Communicating. Amsterdam, BIS, 2013.</p>		

Stations:

Material Station: research of materials / exhibition design

Business Station: exhibition presentation / how to work with a brand or company (royalties, etc.)

Research Station: research methodologies / deepening