

COURSE CONTENT

Course Code	DR2000
Course Title	Conceptual Design
Pre-requisites	NIL
No of AUs	3
Contact Hours	39 hours studio contact

Course Aims

This intermediate level course examines the framework of the studio method as a critical methodology in design practice. It is integrated as a practice-based learning experience that develops students' conceptual and formative ability in the creation of objects, services and interfaces. This methodology will allow you to approach the conceptual aspects of your designs at a higher level in your study of product design in years 3 and 4.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

1. Identify and discuss conceptual and critical design methods used in the design of objects and services.
2. Generate and refine conceptual ideas using areas such as language, imagery, fantasy, connotations, metaphors and semantics through various physical and/or digital media.
3. Apply conceptual and critical design methods to realize design projects based on various themes.
4. Present your design projects in a clear and cohesive manner through visual presentations and virtual/ physical objects.
5. Constructively discuss and critique conceptual and critical design methods and presentation techniques employed in your own work and the work of your peers.

Course Content

This course focuses on connecting the worlds of objects, experiences and meanings through a conceptual framework. It introduces the student to the importance of juxtaposing new and contradictory design situations with the task of understanding and resolving them. Subjects are examined through a conceptual lens: studying different aspects of semantics, imagery, perception, behaviour, beliefs, culture as structural frameworks in the development of ideas. Output includes, but is not limited to conceptual objects, user interactions, anthropomorphic interfaces, event/service situations, environmental installations, temporal experiments etc. Teaching in this studio course is by lecture, presentations, projects and assignments.

Conceptual Design Framework in the Creative Process

The course begins with an introduction on the importance of placing ideas into a context that is driven not just by its form and function as the design genesis but instead through a tangent that looks at the design process conceptually prior to the practice of design – a pre-theoretical approach to design by looking at why and how the creative process operates. Content here will critically examine of the design process itself, looking at the methodology designers take for granted in their creative and production activity.

Design as Discourse/ Critical Design

You will be introduced to the practice of critical design and its variants - such as speculative design and discursive design, and how they serve as powerful tools for discourse about the design of the world. These 'tools of design' are critiqued and explored through the use of language, imagery, fantasy, connotations, metaphors, semantics in the conception and development of students' projects.

Conceptual Design projects

You will apply conceptual and critical design methods to realize design projects based on various themes.

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Programme LO	Weighting	Team/ Individual
Design Project 1: Idea formulation and research - 10 Project development - 15 Final presentation - 5	1,2,3,4	--	30%	Individual
Design Project 2: Idea formulation and research - 15 Project development - 25 Final presentation - 10	1,2,3,4	--	50%	Individual
Continuous Assessment: Participation	5	--	20%	Individual
Total			100%	

Reading and References

1. Boradkar, Prasad. *Designing things: A critical introduction to the culture of objects*. Berg Publishers, 2010.
2. De Luca, Francesco, and Marco Nardini. *Behind the Scenes: Avant-garde Techniques of Contemporary Design*. Springer Science & Business Media, 2002.
3. Dunne, Anthony, and Fiona Raby. *Speculative everything: design, fiction, and social dreaming*. MIT press, 2013.
4. Lidwell, William, Kritina Holden, and Jill Butler. *Universal principles of design, revised and updated: 125 ways to enhance usability, influence perception, increase appeal, make better design decisions, and teach through design*. Rockport Pub, 2010.
5. Mau, Bruce, and Jennifer Leonard. *Massive change*. the Institute without Boundaries, 2004.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned readings, activities, assignments, attend all classes punctually and complete all scheduled assignments by due dates. You are expected to take

responsibility to follow up with assignments and course related announcements. You are expected to participate in all project critiques, class discussions and activities.

(2) Punctuality

You are expected to be punctual for all classes. If you are more than 30 minutes late, you will be deemed as absent and will not be able to sign on the attendance register.

(3) Absenteeism

In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect your participation grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule*

*Subject to adjustment by instructor according to the teaching situation, students' progress, public holidays and unforeseeable circumstances. A revised schedule will be issued to students at the start of the semester.

Week	Topic	Course LO	Readings/ Activities
1	Introduction Overview of course Conceptual Design framework Formation of the design framework using an <i>a priori</i> approach Design Project 1 Create a metaphorical design based on various themes.	2, 3	Lecture: Introduction to course, relevance within the scope of product design and expectations Conceptual Design Framework Theory and case studies Design Project 1 Project brief and introduction

2-4	<p>Design Project 1</p> <p>Create a design based on various metaphorical/conceptual themes.</p> <p>.</p>	2,3, 5	<p>Continuous review of design project through various stages of completion</p> <p>Continuous assessment and feedback throughout production.</p>
5	<p>Design Project 1: Object/ Model Making</p> <p>.</p>	1, 2, 3, 4, 5	<p>Object/ Model Making</p> <p>Discussion and practice on various object/ model making materials and techniques in studio/ workshop.</p> <p>Continuous assessment and feedback throughout production.</p>
6	<p>Design Project 1: Final Presentation</p> <p>Final verbal/ visual presentation of design project</p> <p>Physical objects/ models</p>	1, 2, 3, 4, 5	<p>Student Presentations on Design Project 1 with critique and feedback</p>
7	<p>Design as Discourse/ Critical Design</p> <p>Design Project 2</p> <p>Create a discursive/ speculative design based on various themes.</p>	1, 2, 3, 4	<p>Lecture:</p> <p>Design as Discourse: Critical Design, Discursive Design, Speculative Design</p> <p>Theory and case studies</p> <p>Design Project 2</p> <p>Project brief and introduction</p>
8-10	<p>Design Project 2</p> <p>Create a discursive/ speculative design based on various themes.</p>	1, 2, 3, 4, 5	<p>Continuous review of design project through various stages of completion</p> <p>Continuous assessment and feedback throughout production.</p>
11-12	<p>Design Project 2 : Object/ Model Making</p>	1, 2, 3, 4, 5	<p>Object/ Model Making</p> <p>Discussion and practice on various object/ model making materials and techniques in studio/ workshop.</p> <p>Continuous assessment and feedback throughout production.</p>
13	<p>Design Project 2: Final Presentation</p> <p>Final verbal/ visual presentation of design project</p> <p>Physical objects/ models</p>	1, 2, 3, 4, 5	<p>Student Presentations on Design Project 2 with critique and feedback</p>