# DI101-15 Design in Context

## 24/25

**Department**
    Design Studies
**Level**
    Undergraduate Level 1
**Module leader**
    Jane Webb
**Credit value**
    15
**Module duration**
    10 weeks
**Assessment**
    100% coursework
**Study location**
    University of Warwick main campus, Coventry

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# Description

## Introductory description

In this introductory module we explore the diverse theories and practices of designing, the designed world, the impact of design on people, and the challenges and ambitions that motivate designing. Students will examine the contextual backdrop to the formation of design as discourse, practice and profession, question the globalization of design, the similarities and differences between different forms of designing, design professions, and everyday designing. Students will develop critical and creative capabilities for responding to the designed world.

## Module aims

To introduce students to the theoretical and practical foundations of design.
To evolve skills in diverse research methods that range from more academic practice to practice-based research methodologies.
To establish ethical practices and student sensitivities to ethical issues.
To introduce students to the potentialities of design and design practice, as well as the potential professional roles a designer may have.
To develop skills in analysis of design in all its breadth.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

This module is structured as partially chronological and partially thematic, providing students with a broad sense of how design has been shaped by global philosophies and events, but also, in turn, how design has played an important role in bringing about change. Examples of themes are war and revolution, or design in relation to heritage and identity. Ultimately the curriculum is organised in such a way so to investigate modernism, postmodernism and post-postmodernism through design, uncovering the relationships between design and colonialism and post-colonialism, a broad theme of power and inequality that underlies the entire module contents.

## Learning outcomes

By the end of the module, students should be able to:

- To develop an understanding of definitions, principles, theories and practices of design and designing.
- To establish effective methods of research using a diverse range of methodologies.
- To describe and critically evaluate designs-as-implemented, as-evolved, and as-experienced, from the perspectives of diverse stakeholders.
- Draw upon knowledge, theories and practices from other disciplines (including creative) with which the students have familiarity, to contextualise and deepen descriptions and critical evaluations of designs.
- To develop an understanding of ethical considerations when researching.

## Indicative reading list

Bonsiepe, Gui, et al. Flow of Forms / Forms of Flow: Design Histories between Africa and Europe. Vol. 37, Transcript Verlag, 2018.

Bottazzi, Roberto. Digital Architecture beyond Computers: Fragments of a Cultural History of Computational Design. Bloomsbury Visual Arts, 2018.

Bürdek, Bernhard E. Design: History, Theory and Practice of Product Design. Birkhäuser, 2015.

Conway, Hazel. Design History: a Students' Handbook. Allen & Unwin, 1987, https://go.exlibris.link/Yw1h9sCh, Accessed 4 Jan. 2023.

Dilnot, Clive. "Some Futures for Design History?" Journal of Design History, vol. 22, no. 4, 2009, pp. 377–394., https://doi.org/10.1093/jdh/epp048. Accessed 4 Jan. 2023.

Manzini, Ezio. Design, When Everybody Designs: an Introduction to Design for Social Innovation. The MIT Press, 2015.

Persson, Hans, et al. "Universal Design, Inclusive Design, Accessible Design, Design for All: Different Concepts—One Goal? On the Concept of Accessibility—Historical, Methodological and Philosophical Aspects." Universal Access in the Information Society, vol. 14, no. 4, 2015, pp. 505–526., https://doi.org/10.1007/s10209-014-0358-z. Accessed 4 Jan. 2023.

Walker, John A., and Judy Attfield. Design History and the History of Design. Pluto, 1989.

Walker, Stuart. Design Roots: Culturally Significant Designs, Products and Practices. Bloomsbury Academic, an Imprint of Bloomsbury Publishing Plc, 2018.

Williams, Wayne A., et al. "A Design History of Design: Complexity, Criticality, and Cultural Competence." Racar, vol. 40, no. 2, 2015, pp. 15–21., https://doi.org/10.7202/1035392ar.

Accessed 4 Jan. 2023.

## Research element

Foundational academic and design research skills.

## Interdisciplinary

Design impacts on every aspect of our lives and is therefore transdisiciplinary in nature. Approaches to design call on anthropology, art history, sociology, psychology, design practice and literary studies amongst others.

## International

Design will be examined from across the world and designers will be featured who are representative of a range of design practices and international contexts.

## Subject specific skills

Accessing, evaluating, synthesising and applying knowledge about specific design challenges.
Communicating design studies in a range of formats, synchronously and asynchronously, to a wide range of audiences.
Creating and using a personal portfolio of studies, notes and reflections.

## Transferable skills

Participating in group discussions, design activities, reflections.
Learning to analyse visual and material subject through a range of methods.
Applying critical thinking.

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# Study

## Study time

| Type | Required |
| --- | --- |
| Lectures | 10 sessions of 1 hour 30 minutes (10%) |
| Seminars | 10 sessions of 1 hour (7%) |
| Private study | 65 hours (43%) |
| Assessment | 60 hours (40%) |
| Total | 150 hours |

# Private study description

Seminar preparation: reading, engaging with online material and activities.

# Costs

No further costs have been identified for this module.

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# Assessment

You must pass all assessment components to pass the module.

## Assessment group A1

| | Weighting | Study time | Eligible for self-certification |
|---|---|---|---|

**Assessment component**

| | | | |
|---|---|---|---|
| Design evaluation | 50% | 30 hours | Yes (extension) |

A critical evaluation of a designed object, space, service or system examining the role of the designer, the consumer and the interaction between the two during the production process, as well as the experience of the design since its production. This will evaluate the success or otherwise of the design and ask of students what they understand to be 'success' in design.

**Reassessment component is the same**

**Assessment component**

| | | | |
|---|---|---|---|
| Self-as-Exhibition Catalogue | 50% | 30 hours | Yes (extension) |

Create a catalogue for an exhibition that is about your own approach to design. This catalogue should imagine three objects (any scale) that are representative of your emerging interest in particular types of designing, and should illustrate and explain what the object is and why you connect it to a particular approach to designing.

**Reassessment component is the same**

## Feedback on assessment

Feedback will be given through written materials that a student can opt to expand upon through a face-to-face tutorial.

## Availability

### Pre-requisites

No

## Courses

This module is Core for:

- Year 1 of UDIA-H1L8 Undergraduate Design and Global Sustainable Development

This module is Optional for:

- Year 1 of UIPA-L8A1 Undergraduate Global Sustainable Development