

## MODULE DESCRIPTOR

### Module Title

Design Pedagogy

|           |              |             |         |
|-----------|--------------|-------------|---------|
| Reference | AC4505       | Version     | 1       |
| Created   | October 2024 | SCQF Level  | SCQF 10 |
| Approved  | January 2025 | SCQF Points | 15      |
| Amended   |              | ECTS Points | 7.5     |

### Aims of Module

To understand the pedagogical principles which underpin design education. To understand the principles and mechanisms of course, curriculum and content development within the context of design education. To provide opportunities to devise and deliver learning materials within design education.

### Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Critique existing methods of design education through a focused period of research.
- 2 Devise learning materials and methods of delivery with defined outcomes at an appropriate level for a specific audience.
- 3 Execute a planned learning activity in a coordinated and structured manner.
- 4 Justify the results of learning activities based on feedback and reflective analysis.

### Indicative Module Content

This module will provide opportunities for students to engage with design pedagogy through the examination of historical and current techniques including design studio, seminars, workshops and lectures. Students will be expected to engage in critical evaluation of these methods. Students will learn about the development of curriculum and content including the requirements of PSRBs and Quality Assurance bodies and frameworks. Students will consider topic identification and methods of delivery. Please note that attention should be paid to considering opportunities within design practice where appropriate actions can be taken to heighten the potential for positive sustainable impact. Whilst there may be links to the full suite of SDGs, within the context of this module, it would be expected that appropriate consideration is paid to SDGs 9, 11 and 12 as a baseline.

### Module Delivery

This module involves Lectures, seminars and workshops on the topic of pedagogy within design education. Students will be expected to develop and deliver new learning materials throughout the module and as part of the assessment.

| <b>Indicative Student Workload</b>   | Full Time | Part Time |
|--|-----------|-----------|
| Contact Hours  | 50        | N/A       |
| Non-Contact Hours  | 100       | N/A       |
| Placement/Work-Based Learning Experience [Notional] Hours                    | N/A       | N/A       |
| TOTAL  | 150       | N/A       |
| <i>Actual Placement hours for professional, statutory or regulatory body</i> |           |           |

## ASSESSMENT PLAN

If a major/minor model is used and box is ticked, % weightings below are indicative only.

### Component 1

|              |  |            |      |                    |            |
|--------------|--|------------|------|--------------------|------------|
| Type:        | Coursework   | Weighting: | 100% | Outcomes Assessed: | 1, 2, 3, 4 |
| Description: | The coursework consists of a Portfolio of tasks related to the development and delivery of learning, skills or knowledge on the subject of design pedagogy - the portfolio includes research, analysis, development and finalised work, and a reflective analysis of the outcome. A presentation of the finished work is required. All should be compiled in a concise graphic and written presentation. |            |      |                    |            |

## MODULE PERFORMANCE DESCRIPTOR

### Explanatory Text

Component 1: Portfolio

| Module Grade | Minimum Requirements to achieve Module Grade:                                  |
|--------------|--|
| <b>A</b>     | A  |
| <b>B</b>     | B  |
| <b>C</b>     | C  |
| <b>D</b>     | D  |
| <b>E</b>     | E  |
| <b>F</b>     | F  |
| <b>NS</b>    | Non-submission of work by published deadline or non-attendance for examination |

### Module Requirements

|                          |       |
|--------------------------|-------|
| Prerequisites for Module | None. |
| Corequisites for module  | None. |
| Precluded Modules        | None. |

## INDICATIVE BIBLIOGRAPHY

- 1 Till, J. (2013) Architecture depends. Cambridge, Massachusetts London: MIT Press.
- 2 Design Thinking Bootleg (2018) Stanford d.school.
- 3 Deeg, L.R. and Rotar, S. (2007) ?Throwing Paint: Using Divergent Thinking to Energize the Traditional Design Studio. InForm: The Journal of Architecture, Design, and Material Culture, Volume 7 (2007)?.