



# **Materials, Processes and Drawing Bootcamp program curriculum**



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## **Introduction**

Welcome to the Materials, Processes and Drawing Program! Over the coming 10 learning sessions we will be working with you to develop your understanding and practice of Materials, Processes and Drawing within an art and design environment. We will be introducing you to theories, methods and practices across a range of contexts and from varying perspectives, to enable you to confidently and effectively devise and shape your own independent projects within higher education and/or industry.

Working individually and with your service users you will explore Materials, Processes and Drawing design and methodologies through a cycle of theory, action and reflection. At all times you will be strongly encouraged and given the space to interrogate, generate and experiment with new ideas with a range of practice-based challenges.

Throughout the course, we will encourage and promote experimentation, flexibility and collaboration. We aim to offer you a thorough grounding in Materials, Processes and Drawing theory and practice that both directly and indirectly relates to communication design. We aim to work with you in developing your confidence and ability to work individually and in collaboration across different design cultures and communities. It is this adaptability which will provide you with the tools to thrive as design practitioners in your chosen career, whether in higher education, industry or individual practice.

Please Note: this handbook aims to include accurate and up-to-date information. However, there are occasions when schedules and delivery modes may need to be adjusted. We will formally communicate with students in such cases in a timely fashion.

Graham Newman  
Founder | Design School Asia

## General information

Awarding institute	Licensed under Creative Commons
Program name	Material Processes and Drawing
Award	Certificate
Program duration	15 hours
Total UK credits	1.5
Mode of study	Part time

## Program aims and objectives

The Program aims to:

- Develop and sustain a network of innovative Materials, Processes and Drawing designers able to work across cultural, disciplinary and sectoral boundaries;
- Foster strategic collaborations between the School and academic, industry, public sector and charity partners;
- Provide a focus point for the exchange of knowledge on the theory, methods and practice of Materials, Processes and Drawing across the School community;
- To provide students with the intellectual, technical and professional tools with which to complete a high-quality user experience design project, within the cultural/creative sectors, or beyond.

## Program learning outcomes

There are three learning outcomes to the program that all the learning units are constructively aligned to; upon completion of the programme, students should be able to:

### Translation

A1. Recognise the value of material relating to an audience and translate ideas and content across multiple physical and digital instances. Construct knowledge of the specific instance for a niche viable audience.

A2. Demonstrate an advanced understanding of the key principles and methods of research within art, design and the humanities.

### Creation

B1. Produce work at an advanced level ie, which is at or near the forefront of your discipline and demonstrates your ability to make a creative, imaginative, innovative and individual response to a challenging self-set or external brief.

B2. Prototyping, ideation, making and iteration. Structured, procedural processes and positive reinforcement for prolific ideation (rather than validation for a single winning idea or crafted form) leads to more experimentation and time spent in both digital and physical making.

### **Articulation**

C1. Effectively communicate using visual, written, and verbal rhetoric to a non-design, non-technical literate audience. Externalise and express the design for the user within the context of an organisation's strategy, business and capability context using leadership and negotiation.

### **Assessment**

Upon completion of all the learning units and evidence of your final project submission, you are eligible for an e-certificate from DSA stating you have successfully completed the program, recognising your achievement.

### **Student Regulations**

Our regulations and policies are intended to help you. They set high standards in the professional practice of teaching and supporting student learning in Higher Education. Policies and regulations are updated and reproduced annually, and may be subject to modifications during the academic year—you will be notified of any changes by email.

Please see the link at the footer of the DSA website:

<https://designschoolasia.com/student-regulations>

Module title:	<b>Induction</b>		
Common Basic Framework Tier:	Week Zero		
Credits:	-	FHEQ Level:	4
Study hours:	30min	Contact hours:	0
Location:	Online		

Unit code:	MPD-IN
Unit title:	<b>Induction</b>
Study mins:	30
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Familiarise themselves with the Moodle My DSA learning management system Student Hub and Program Hub;</li> <li>2. Recognise the philosophy, objectives, learning outcomes and processes of the program.</li> </ol>
Description:	<p>This introductory unit will serve as the foundation to the program, equipping students with the necessary conceptual and practical tools to progress through the course.</p> <p>A materials list is included, starting with the most important, a sketchbook, either A5 or A4 in size, a set of inexpensive ink pens eg, Sakura Pigma Micron 0.5, paint, brushes, paper, craft knife, cutting mat, scissors, masking tape and PVA glue or equivalent.</p>
Teaching and learning delivery:	<p>This unit will comprise:</p> <ul style="list-style-type: none"> <li>• Onboarding the program using the DSA learning management system;</li> <li>• Familiarisation with the student regulations.</li> </ul>
Assessment:	<p>Formative, in two parts:</p> <ol style="list-style-type: none"> <li>1. Each student will introduce themselves in the forum to their peers discussing expectations and possible outcomes of the course</li> <li>2. A quiz to assess what has been covered during week zero.</li> </ol>

Module title:	<b>Insight Development</b>		
Common Basic Framework Tier	1		
Credits:	0.3	FHEQ Level:	4
Study hours:	3	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-ID-C1
Unit title:	<b>Materials, Processes and Drawing Inquiry</b>
Study mins:	30
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise how materials, processes and drawing are the building block of design education;</li> <li>2. Identify how to use local materials responsibly;</li> <li>3. Formulate reflective practice.</li> </ol>
Description:	<p>This unit introduces students to Practical and thinking skills in communicating ideas, perceptions and design through processes in drawing and making; development of hand, eye and brain co-ordination skills, resulting in the understanding and appreciation of visual aesthetics through use of materials and processes in drawing and making.</p>
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> <li>• Theory screencast on materials, processes and drawing;</li> <li>• Case study analysis of local materials;</li> <li>• Self-directed reflection.</li> </ul>
Assessment:	Quiz, forum post and written annotation in a journal/sketchbook.

Module title:	<b>Insight Development</b>		
Common Basic Framework Tier	1		
Credits:	0.3	FHEQ Level:	4
Study hours:	3	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-P1
Unit title:	<b>Individual Project–Local Materials</b>
Study mins:	45
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Translate a project briefing;</li> <li>2. Apply their making and doing craft skills;</li> <li>3. Appraise their work through reflection.</li> </ol>
Description:	<p>The kick-off practice based project will develop students awareness of design and <i>designerly ways of thinking</i> placing a great deal of emphasis on the development and communication of ideas and creative thinking as initiated at the Bauhaus School Basic Course (foundation program). Students will be expected to produce a final outcome to a high level of aesthetic professionalism and evidence research in the form of drawing, materials exploration and written annotations.</p>
Teaching and learning delivery:	Self-directed study from a ‘live’ project brief.
Assessment:	Final outcome and research published to learning platform or Padlet.



Module title:	<b>Insight Development</b>		
Common Basic Framework Tier	1		
Credits:	0.3	FHEQ Level:	4
Study hours:	3	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-ID-SM1
Unit title:	<b>Personal Development Plan (PDP)</b>
Study mins:	15
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise a sense of self as a designer;</li> <li>2. Explain and nurture a deep understanding of personal motivation;</li> <li>3. Express an understanding of and practice, personal and professional responsibility aligned to design.</li> </ol>
Description:	A PDP (minimum of 150 words) with supporting visuals to summarise perceptions and aspirations within a design context.
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> <li>• Micro theory screencast on the value of a PDP;</li> <li>• Case study on how to structure a PDP;</li> <li>• Intensive self-directed project to write and visualise a PDP.</li> </ul>
Assessment:	PDP published to learning platform/Padlet and in journal (sketchbook) form.

Module title:	<b>Insight Development</b>		
Common Basic Framework Tier	1		
Credits:	0.3	FHEQ Level:	4
Study hours:	3	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-ID-C2
Unit title:	<b>Researching, Recording and Responding</b>
Study mins	30
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise what design research is, and its use aligned to design practice;</li> <li>2. Collect data in visual and written form;</li> <li>3. Evaluate and analyse data.</li> </ol>
Description:	<p>This unit will introduce research methods of intent for students to develop their critical thinking in the context of a design project. Research is the basis for all design products and services—describing the who, what, when, where, why and how of a design project. Students will advance knowledge of design research through a short lecture and have the opportunity to practice and produce a reflective piece of research set against a topic.</p>
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> <li>• Theory screencast on design research: recording and responding through observation and documenting;</li> <li>• Case study analysis of research in the form of a journal;</li> <li>• Self-directed research study in a local context.</li> </ul>
Assessment:	<p>Written reflection and journal pages published to the learning platform/Padlet and in journal (sketchbook) form.</p>

Module title:	<b>Insight Development</b>		
Common Basic Framework Tier	1		
Credits:	0.3	FHEQ Level:	4
Study hours:	3	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-P2
Unit title:	<b>Individual Project–Speculative Clothing 2031</b>
Study mins:	45
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Construct a garment informed by Speculative Design and future thinking;</li> <li>2. Employ non-destructive methods of garment fabrication;</li> <li>3. Propose rationale for why the final outcome is an appropriate solution to the brief.</li> </ol>
Description:	<p>This second practice based project introduces Speculative Design; looking at not what is <i>probable</i>, but what is <i>possible</i> based on the Speculative Design principles of Anthony Dunne and Fiona Brady. Students will develop skills in fabricating wearable technology and substantiate their proposition in the context of how this garment might create social and cultural value in a future world.</p>
Teaching and learning delivery:	Self-directed study from a ‘live’ project brief.
Assessment:	Final outcome and research published to learning platform or Padlet.

Module title:	<b>Insight Development</b>		
Common Basic Framework Tier	1		
Credits:	0.3	FHEQ Level:	4
Study hours:	3	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-ID-SM2
Unit title:	<b>Journaling Using a Sketchbook</b>
Study mins:	15
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise why keeping a journal/sketchbook is essential to design education and practice;</li> <li>2. Demonstrate reflective practice in written and visual forms;</li> <li>3. Construct narratives within the journal.</li> </ol>
Description:	<p>Many of the world's most successful designers still use sketchbooks and journals to brainstorm doodle, develop and work on ideas practicing their making and doing skills. These often private pages offer an insight to bigger projects and exploratory outcomes revealing storytelling, narratives and meta narratives. Students will be expected to get into the habit of using journals and sketchbooks as a means to document and record their materials, processes and drawing discovery. An inexpensive journal is far more useful as a practical means to explore materials and mark making rather than being intimidated by a blank page in an expensive journal. Quantity is far more valuable than quality.</p>
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> <li>• Micro theory screencast on using a sketchbook as an everyday journal of design discovery;</li> <li>• Workshop on sketchbook case studies from leading designers and illustrators;</li> <li>• Intensive self-directed project on using a sketchbook to document daily life using a variety of media.</li> </ul>
Assessment:	<p>Sample pages of journal published to learning platform/Padlet and in journal (sketchbook) form.</p>

Module title:	<b>Experience and Imagination</b>		
Common Basic Framework Tier	1		
Credits:	0.3	FHEQ Level:	4
Study hours:	3	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-EI-C1
Unit title:	<b>Design Principles I: What Design Can Do, What Design Should Do</b>
Study mins:	30
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Identify what design is, as a separate discipline from artistic practice;</li> <li>2. Describe the purpose of design;</li> <li>3. Collect information on good design through self-study and leading designer manifestos.</li> </ol>
Description:	<p>This unit introduces principles of design from Dieter Rams' and other leading partitioners eg, Massimo Vignelli, Jonny Ive, John Maeda and Kenya Hara. The overarching theory being that designers have a responsibility to design in an ethical and sustainable ecosystem to make things better for others. Students will reflect on these principles through self-directed study and propose their own 5 principles as a taxonomy of insight to their emerging practice.</p>
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> <li>• Theory screencast on how design can and should be applied to social, cultural and economic 'wicked problems';</li> <li>• Case study analysis of design principles from leading designers;</li> <li>• Self-directed study on a taxonomy of design principles from the students perspective.</li> </ul>
Assessment:	<p>Taxonomy of design principles in a student's own words and images published to learning platform/Padlet and in journal (sketchbook) form.</p>

Module title:	<b>Experience and Imagination</b>		
Common Basic Framework Tier	1		
Credits:	0.3	FHEQ Level:	4
Study hours:	3	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-P3
Unit title:	<b>Final Project–Design for Community</b>
Study hours:	6
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Interpret research methods and data analysis;</li> <li>2. Propose a design that has social and cultural purpose;</li> <li>3. Evaluate their final outcome reflective practice.</li> </ol>
Description:	<p>This unit is the summation of the program. Students are expected to produce a valuable research project and final outcome design made of cardboard that will add value to their neighbourhood using cultural probe research methodology to gain unique insights and exceptional engagement from research participants.</p> <p>Cultural probes are a qualitative research methodology, where open ended activities are given to a group of participants to learn more about their daily lives and environment. They start conversations amongst designers and bring novel insights.</p> <p>The final outcome will be an artefact/tool/public space using local materials and/or paper and cardboard for the community. Students will be expected to answer how might their project add value to the community and how might this project be scaled to work in other neighborhoods and community scenarios. Simplicity and usability though human centered design is key to this project's success.</p>
Teaching and learning delivery:	Self-directed study from a 'live' project brief.
Assessment:	Final outcome with supporting research published to learning platform/Padlet and in journal (sketchbook) form.

Module title:	<b>Experience and Imagination</b>		
Common Basic Framework Tier	1		
Credits:	0.3	FHEQ Level:	4
Study hours:	3	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-EI-SM1
Unit title:	<b>Using Reference Material</b>
Study mins:	15
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise the value of reference material in design research and practice;</li> <li>2. Recognise the value of self-directed study inquiry;</li> <li>3. Schedule time to use a library and other reference institutions with physical literature.</li> </ol>
Description:	<p>This unit encourages students to go beyond referencing their own experiences and materials readily available from the internet. Knowledge and experience are found in many places and visiting an art exhibition and reference library is encouraged for getting a perspective on how to access reference material that can inform and inspire design practice. In Bangkok for example, a day pass for TCDC's Material and Design Innovation Center or AIS Design Center would be an excellent way to develop reference material and archive literature on design.</p>
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> <li>• Micro theory screencast on getting out and about in a neighbourhood to access reference literature;</li> <li>• Workshop on how to search for reference material through local materials case study;</li> <li>• Intensive self-directed project on evidencing different ways to access and use reference material to build skills and knowledge in materials, processes and drawing.</li> </ul>
Assessment:	<p>Visual and written evidence of visiting an exhibition, museum or library published to learning platform/Padlet and in journal (sketchbook) form.</p>

Module title:	<b>Experience and Imagination</b>		
Common Basic Framework Tier	1		
Credits:	0.3	FHEQ Level:	4
Study hours:	3	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-EI-C2
Unit title:	<b>Design Principles II: Drawing and Making Techniques</b>
Study mins:	30
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Apply drawing and making techniques to practice with a high degree of aesthetic professionalism;</li> <li>2. Recognise the variety of techniques in materials, processes and drawing;</li> <li>3. Prepare alternative techniques through experiential learning.</li> </ol>
Description:	<p>This unit will develop student knowledge in shaping and forming techniques with local materials especially paper and cardboard such as paper slit technique; bamboo or wooden structures and string; weaving, heat, glue, cardboard, fringing, pleats etc that develops experience, imagination and creativity; creating new human centred design products based on local resources.</p>
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> <li>• Theory screencasts on making techniques using readily available materials and tools;</li> <li>• Case study analysis of using paper and cardboard;</li> <li>• Self-directed study on working with materials, techniques and processes.</li> </ul>
Assessment:	<p>Examples of making and doing techniques published to learning platform/Padlet and in journal (sketchbook) form.</p>



Module title:	<b>Experience and Imagination</b>		
Common Basic Framework Tier	1		
Credits:	0.3	FHEQ Level:	4
Study hours:	3	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-EI-SM2
Unit title:	<b>Art, Design and Craft</b>
Study mins:	15
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise how art, design and craft are constructively aligned to each other;</li> <li>2. Describe the historic context of craft in a local context;</li> <li>3. Construct narratives on how art and craft inform design practice.</li> </ol>
Description:	<p>This unit unpacks how making and doing in craft is applied to design practice. Craft has a rich history and significant cultural importance in South-East Asian communities, both urban and rural. This is also true for traditional painting and related auspicious visual semiotics found in Buddhist and Muslim faiths. Students will research how local art and craft is used in contemporary instances through the lens of design.</p>
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> <li>• Micro theory screencast on South-East Asian art and craft;</li> <li>• Workshop on re-imagining local materials and art for contemporary design practice;</li> <li>• Intensive self-directed project that investigates art, craft and design.</li> </ul>
Assessment:	<p>Learning management or Padlet post with an example of a local art or craft that has been investigated and could potentially be applied to contemporary design practice. And to be included with supporting images and annotation in the students' journal/sketchbook.</p>

Module title:	<b>Prototyping and Modelling</b>		
Common Basic Framework Tier	1		
Credits:	0.3	FHEQ Level:	4
Study hours:	3	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-PM-C1
Unit title:	<b>Modelling and Prototyping Principles</b>
Study mins:	30
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise the value of modelling and prototyping iteration;</li> <li>2. Apply ethical and sustainable materials for modelling and prototyping;</li> <li>3. Employ health and safety procedures and common sense when working with tools.</li> </ol>
Description:	<p>This unit focusses on developing rapid prototyping techniques as a research and development method for human centred design through the lens of craftsmanship, structural integrity and attention to details in the design execution. Students will reflect with a short annotated descriptions of the idea and design sketches of their final project including supportive materials, technical samples and explorations (most notably, appearance and behaviour), and providing an approach covering a wide range of levels of granularity, fidelity, and abstraction.</p>
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> <li>• Theory screencast on modelling and prototyping principles as an iterative approach to making;</li> <li>• Case study analysis on the principles from a higher education program;</li> <li>• Self-directed study on</li> </ul>
Assessment:	<p>Photographic evidence and sketches of modelling and prototyping published to learning platform/Padlet and in journal (sketchbook) form.</p>

Module title:	<b>Prototyping and Modelling</b>		
Common Basic Framework Tier	1		
Credits:	0.3	FHEQ Level:	4
Study hours:	3	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-PM-SM1
Unit title:	<b>Iteration Processes</b>
Study mins:	15
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise iteration as the foundation of experiential learning;</li> <li>2. Assess iterative design processes to formulate new practice based outcomes;</li> <li>3. Appraise alternative iterations from self-directed study.</li> </ol>
Description:	<p>Iteration is at the heart of experiential learning—and supports design not being practice through incremental steps; more about reflection and intuitive leaps. Students will discover the power of iteration to develop design propositions that may have not been discovered until ink is put to paper.</p> <p>David Kolb published his learning styles model in 1984 from which he developed his learning style inventory and is the signature pedagogy of studio based design education. Students will recognise the value of iteration as a cycle of concrete experience (feeling), reflective observation (watching), abstract conceptualisation (thinking), and active experimentation (doing).</p>
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> <li>• Micro theory screencast on the purpose of iteration;</li> <li>• Workshop on how to iterate using low fidelity tools;</li> <li>• Intensive self-directed project on rapid iteration.</li> </ul>
Assessment:	Examples of iteration published to learning platform/Padlet and in journal (sketchbook) form.

Module title:	<b>Prototyping and Modelling</b>		
Common Basic Framework Tier	1		
Credits:	0.3	FHEQ Level:	4
Study hours:	3	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-PM-C2
Unit title:	<b>Critical Engagement and Evaluation</b>
Study mins:	30
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Evaluate design propositions using critical thinking;</li> <li>2. Propose value and critical engagement in the professional context;</li> <li>3. Formulate criticality and evaluation of their final project through critical drawing and written rhetoric.</li> </ol>
Description:	<p>Criticality is the difference between subjectivity and objectivity when discussing design; and an area of practice higher education looks for in candidates. Design evaluation needs a series of processes to determine the best-known design for a specific project. The foundation is a complete, clear and quantified set of requirements, against which to judge the design ideas. The second is a detailed design specification including justifications, assumptions, sources, and expected impacts. The third is the ability to see the expected effects of a set of design ideas, and their total impact on requirements. This unit will develop student's ability to critically engage and evaluate their final project and sketchbook/journals as a prelude to the Tier 2 learning modules.</p>
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> <li>• Theory screencast on critical engagement and evaluation;</li> <li>• Case study analysis on critical evaluation framework;</li> <li>• Self-directed study on critical evaluation of final project.</li> </ul>
Assessment:	Quiz, forum post and written annotation in a journal/sketchbook in learning platform or Padlet.

Module title:	<b>Prototyping and Modelling</b>		
Common Basic Framework Tier	1		
Credits:	0.3	FHEQ Level:	4
Study hours:	3	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-PM-SM2
Unit title:	<b>Designing For a Non-design Audience</b>
Study mins:	15
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise designers as originators of work always design for a non-design audience and user;</li> <li>2. Recognise the role of the designer from the fine artist;</li> <li>3. Describe the purpose of design to a non-designer.</li> </ol>
Description:	<p>This unit unpacks for role of the designer and how their work is produced for their smallest viable audience. It makes a point of distinguishing between design and fine art practice; they are fundamentally different, and this is something students historically struggle with before entering higher education. Much of designs success or failure comes down to how the work is presented, the stories and narratives of the work are as important as the work itself. Being able to recognise this and the intrinsic purpose of design relative to its non-design audience will develop student's communication and self-actualisation.</p>
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> <li>• Micro theory screencast on why designers (should) always design for a non-design audience;</li> <li>• Workshop on design as a service and product industry;</li> <li>• Intensive self-directed project critically reflecting on the role of the designer.</li> </ul>
Assessment:	<p>Taxonomy of designing for a non-design audience in a student's own words and images published to learning platform/Padlet and in journal (sketchbook) form.</p>

Module title:	<b>Value Creation</b>		
Common Basic Framework Tier	2		
Credits:	0.15	FHEQ Level:	4
Study hours:	1.5	Contact hours:	0
Location:	Online		

Unit code:	MPD-T2-VC-C1
Unit title:	<b>Preparation and Progression to Higher Education</b>
Study mins:	30
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise the different schools of design in higher education;</li> <li>2. Schedule time to visit or see graduate degree shows from higher education programs;</li> <li>3. Organise a meeting with a member of higher education teaching staff as a prerequisite of applying to a program.</li> </ol>
Description:	<p>This Tier 2 kick off unit prepares the student to consider applying for design programs in higher education. Emphasis is on shortlisting a variety of programs and allowing sufficient time to research the courses of study; in particular visiting graduate shows either face to face or online; networking with program graduates and formally writing to the program office or teaching staff for a prospectus, or meeting to discover what the program is looking for in terms of incoming student skill competencies and mindset.</p>
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> <li>• Theory screencast on higher education pathway options for aspiring designers;</li> <li>• Case study analysis on the programs of study within a design school or faculty of design;</li> <li>• Self-directed study on a student's potential pathways reflecting their PDP in week 1.</li> </ul>
Assessment:	<p>Quiz, forum post and mind map or spider diagram in a journal/sketchbook to evaluate progression and preparing in higher education.</p>

Module title:	<b>Value Creation</b>		
Common Basic Framework Tier	2		
Credits:	0.15	FHEQ Level:	4
Study hours:	1.5	Contact hours:	0
Location:	Online		

Unit code:	MPD-T2-VC-SM1
Unit title:	<b>Aesthetics and Function</b>
Study mins:	15
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe aesthetics and function, and their roles in Human Centred Design (HCD);</li> <li>2. Explain why local materials and techniques are the best resource for projects;</li> <li>3. Express how aesthetic response is a human reaction to the artistic qualities of a sensory experience.</li> </ol>
Description:	<p>This unit focusses on aesthetics and function within materials, process and drawing using local materials. Design is suffering from globalisation; there is an abundance of sustainable resources at a local level to make products and services that are often overlooked for imports. Students will recognise the value of local materials, their aesthetics and potential function in a local design ecosystem; and compare and contrast how other local materials, aesthetic and functions—used in the same context may be transplanted to a similar ecosystem.</p>
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> <li>• Micro theory screencast on aesthetics and function;</li> <li>• Workshop on aesthetics and function as case study in architecture;</li> <li>• Intensive self-directed project.</li> </ul>
Assessment:	<p>Examples of aesthetics and function published to learning platform/Padlet and in journal (sketchbook) form.</p>

Module title:	<b>Leadership and Negotiation</b>		
Common Basic Framework Tier	2		
Credits:	0.3	FHEQ Level:	4
Study hours:	3	Contact hours:	0
Location:	Online		

Unit code:	MPD-T2-LN-C1
Unit title:	<b>Preparing a Portfolio of Work</b>
Study mins:	30
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise the use of storytelling narrative in a portfolio of work;</li> <li>2. Construct a showcase of work that demonstrates the breath depth and range of their emerging practice;</li> <li>3. Identify the importance of including sketches, propitiatory research, work in progress, annotations and iteration examples to support the narrative of the portfolio's final outcomes.</li> </ol>
Description:	<p>This unit will develop student criticality for their portfolio as a 'calling card' to higher education applications; this includes a strong emphasis on the continuing practice of working iteratively within a sketchbook/journal. Students will consider the breadth, depth and range of their work; and then synthesise this into a compelling portfolio narrative to resonate with its intended design audience eg, a higher education admissions panel.</p> <p>Importance is given to expressing final outcomes derived from successes and failures as work in progress iterations and not just 'show and tell' of the final outcomes. Better to have a constructive body of work in a low fidelity showcase, than a highly polished selection of work without any proprietary evidence of how the final outcome was achieved. Less style, more substance is the backbone of a successful portfolio narrative.</p>
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> <li>• Theory screencast on storytelling through a portfolio;</li> <li>• Case study analysis of a typical portfolio;</li> <li>• Self-directed study on portfolio preparation.</li> </ul>
Assessment:	Storyboard of Student portfolio of work as a low fidelity sketch in sketchbook/journal published to learning platform/Padlet.



Module title:	<b>Leadership and Negotiation</b>		
Common Basic Framework Tier	2		
Credits:	0.3	FHEQ Level:	4
Study hours:	3	Contact hours:	0
Location:	Online		

Unit code:	MPD-T2-IE-SM1
Unit title:	<b>Creative Industry Pathways</b>
Study mins:	15
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise the different types of product and service businesses that contribute to the creative industries;</li> <li>2. Describe what the creative industries do;</li> <li>3. Evaluate which of the creative industry currently resonates with them.</li> </ol>
Description:	<p>This unit looks at the professional practice of design and its contribution to the economy unpacking what these companies are how they make money and what they do. What are the differences between an advertising agency and a design practice? Or a gaming development company and a motion graphics agency? A multinational agency and a boutique one? This gives the student a roadmap towards careers after higher education and offers an insight into one of the leading design practices in Bangkok.</p>
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> <li>• Micro theory screencast on the creative industries in South-East Asia, what they do and who their customers are;</li> <li>• Workshop on case study of a leading design practice in Bangkok;</li> <li>• Intensive self-directed project to expand the students' PDP.</li> </ul>
Assessment:	<p>Quiz, forum post and mind map or spider diagram explaining creative industry pathways and how the disciplines of design are by nature <i>interdisciplinary</i> in shape and form published to learning platform/Padlet and in journal (sketchbook) form.</p>

Module title:	<b>Leadership and Negotiation</b>		
Common Basic Framework Tier	2		
Credits:	0.3	FHEQ Level:	4
Study hours:	3	Contact hours:	0
Location:	Online		

Unit code:	MPD-T2-LN-C2
Unit title:	<b>Communicating Your Work to a Design Audience</b>
Study mins:	30
Learning outcomes:	Students should be able to: 1. Employ visual and verbal rhetoric to a design audience; 2. Formulate rhetoric to explain your work to a design audience; 3. Describe what is the purpose of design to a design audience.
Description:	This unit prepares students for communicate their work and more importantly, their mindset to peer design students, design practitioners and design educators. Having the ability to discuss verbally and critically engage in subject discourse is an essential part of design education and practice. Students will discover that simple and succinct rhetoric is far better than a long-drawn-out monologue. Interview panels are looking for mindset as much as design comprehension; realising student ability through self-actualisation goes a long way to convincing design audiences that the student has what it takes to be accepted to an undergraduate program.
Teaching and learning delivery:	This unit will comprise of: <ul style="list-style-type: none"> <li>Theory screencast on storytelling and narrative;</li> <li>Case study analysis on writing a personal statement and interviewing;</li> <li>Self-directed study on personal development plan refreshment.</li> </ul>
Assessment:	A refreshment of the Week 1 Personal Development Plan (PDP) to explain their work and mindset to a design audience their own words and images, published to learning platform/Padlet and in journal (sketchbook) form.

Module title:	<b>Leadership and Negotiation</b>		
Common Basic Framework Tier	2		
Credits:	0.3	FHEQ Level:	4
Study hours:	3	Contact hours:	0
Location:	Online		

Unit code:	MPD-T2-LN-SM2
Unit title:	<b>What to Expect at an Interview</b>
Study mins:	15
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe how they have researched and ideally engaged in activities the program has externally promoted;</li> <li>2. Explain their work succinctly;</li> <li>3. Prepare to ask questions to the interview panel.</li> </ol>
Description:	<p>There is no shortcut to interview. Students preparing for higher education entrance examination and interview panel should spend a minimum of 5 months preparing before their submission. This unit will explain why and how. Further, there is no standard format of what the panel will ask the candidate; there are however basic ways a candidate can articulate their design mindset and discuss a portfolio of work engaging in subject criticality that will be favourable for an interview panel to discuss with the candidate—all of which comes from the candidate's hand, heart and head. This unit will focus holistically on what a panel are looking for, and perhaps more importantly, what they are not—all of which is mainly down to appearing and communicating professionally in a manner that explains why the candidate would be suitable for the program, and how much they want it.</p>
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> <li>• Micro theory screencast on how to present your work at interview;</li> <li>• Workshop on communicating the right message to an audience;</li> <li>• Intensive self-directed project.</li> </ul>
Assessment:	<p>Students to answer questions and reflection in the learning platform set against a typical higher education entrance interview. Additional mind maps and spider diagrams in a journal/sketchbook are encouraged for further scenario building.</p>

Module title:	<b>Innovation and Entrepreneurship</b>		
Common Basic Framework Tier	2		
Credits:	0.15	FHEQ Level:	4
Study hours:	1.5	Contact hours:	0
Location:	Online		

Unit code:	MPD-T2-IE-C1
Unit title:	<b>Launchpad to Further Projects</b>
Study mins:	30
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Choose further projects to develop their design practice;</li> <li>2. Recognise the value of self-directed study and not necessarily rely on tuition;</li> <li>3. Apply to a higher education program.</li> </ol>
Description:	<p>This unit invites students to develop their own practice through materials, processes and drawing <i>making and doing</i>. In many ways this program is the start of what hopefully will be a lifelong journey of self-discovery by and through design using local materials. Students will formulate projects beyond the program and continue to develop their reflective practice through sketch booking and journaling.</p>
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> <li>• Theory screencast on further areas of design projects and methods of intent;</li> <li>• Case study analysis on a range of live project 'briefs' found on a typical foundation course using a template framework;</li> <li>• Self-directed study on identifying other potential projects and sketchbook/journal discoveries to develop student practice.</li> </ul>
Assessment:	<p>Submission of two further self-directed projects using materials, processes and drawing that can be accomplished with local materials published to learning platform/Padlet and in journal (sketchbook) form.</p>

Module title:	<b>Innovation and Entrepreneurship</b>		
Common Basic Framework Tier	2		
Credits:	0.15	FHEQ Level:	4
Study hours:	1.5	Contact hours:	0
Location:	Online		

Unit code:	MPD-T2-IE-SM1
Unit title:	<b>Course Reflection and Feedback</b>
Study mins:	15
Learning outcomes:	Students should be able to: 1. Evaluate the student experience against the learning outcomes; 2. Describe the benefits of the program; 3. Propose how the program could be improved for peers.
Description:	This final unit will gather feedback and reflection from the student on the structure and learning outcomes of the program. DSA are always seeking to improve how they can support teaching and learning through the lens of student feedback which will be collected anonymously. Submission of a completed course reflection survey and Final Project will permit the student an e-certificate of completion from DSA.
Teaching and learning delivery:	<ul style="list-style-type: none"> <li>• Program wrap up screencast;</li> <li>• Final reflection on the program for student feedback for DSA to evaluate successes and failures.</li> </ul>
Assessment:	Closed and open ended survey questionnaire reflecting the satisfaction and experience of the program.

## **For Teachers and Design Educators**

This short course has been extensively developed with higher education teaching experts and industry partners. It is equivalent to a UK level 4 diploma learning unit. Materials, Processes and Drawing is licensed as Open Course Ware (OCW) under Creative Commons CC BY-SA 4.0. The entire curriculum is available for you to remix, transform, and build upon the material for any purpose here: <https://github.com/designschoolasia/matprocdraw>

## **From the DSA Founder**

Design education needs to be transformed. To reflect the current complexities of education in an uncertain social, cultural and economic world, I'm reminded of Tom Hierck's celebrated statement that, "21st century students are being taught by 20th century tutors using 19th century curriculum and techniques on an 18th century calendar". I'm inclined to agree. At DSA we deliver this through our core basic framework of People, Technology and Organisation; a curriculum based on trajectory rather than a position to prepare graduates to succeed in a rapidly changing profession using informed design inquiry methods as the transition of practice as a skill (making) to practice following principle (doing) gathers momentum. Making and doing, I believe, remains the signature pedagogy of design education and we should not lose sight of this as experiential reflective learning through iteration is founded in craft.

## **Acknowledgements**

DSA would like to thank Khun Wittamon Niwattichai–Thailand's most influential illustrator and printmaker for her ground-breaking work in materials, processes and drawing education. Wittamon inspires hundreds of passionate artists and designers regardless of age or ability to express themselves through drawing and making every year, and continues to be the source of many of the current leading creative studios across South-East Asia. At the same time her illustration practice is in high demand with an enviable international client base queueing up for her astonishing work. To find out more, contact her at Witt Studio on Facebook: <https://www.facebook.com/witti.studio>

DSA would also like to thank Khun Dhanyachanok Kusonjai and Khun Pakanun Luppayaporn for their contributing work.

## **Pedagogy reference**

Everyone who teaches wants their students to have a good experience of learning. The DSA conversational framework of learning is resultant from theories and research on learning and teaching (Laurillard, 2002, 2012). There are six learning types in each unit:

**1. Acquisition**

When the student is listening to the teacher, or watching a video or a demonstration, or reading a book or a website.

**2. Inquiry**

When the student is going to the teacher or the library or the internet to find out something that's learning through self-directed inquiry.

**3. Discussion**

When the student is asking questions with other students or answering their questions, exchanging ideas, challenging each other's arguments.

**4. Practice**

When the teacher sets up a learning environment with a task goal, the student then has to generate an action, interpret the feedback and maybe think about the relevant concept and try again to get nearer the goal.

**5. Collaboration**

When students work together on a project, where they have to produce a shared output, maybe a mind map or a definition, or a design. It's different from discussion. Having to produce a shared output means they have to negotiate their ideas and practice until they agree.

**6. Production**

When students are producing something for the teacher to evaluate, having to produce a public presentation of what they have learnt is as important as getting feedback from the teacher.

**About DSA**

Design School Asia is a ground-breaking college that creates cultural, social and economic value with industry collaboration. We are committed to broadening access to design education that supports students to achieve their aspirations through our online campus and industry co-op; because education should be without boundaries.

<https://designschoolasia.com>

## Document version control

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