



Materials, Processes and Drawing

Program Curriculum



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About DSA's commitment to accessibility and inclusivity

Design School Asia is a ground-breaking institute 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 partnerships; because education should be without boundaries.

Education is the future fuel of any economy—education that is accessible to everyone regardless of gender, faith, age, social status, or accessibility. For this reason DSA believes all of us in higher education should be responsible to challenge the embedded attitudes and other forms of discrimination rather than deliberate over character deficits of the individual.

Widening participation in design education in the last 10 years has rightly led to a more diverse student population. This is long overdue and more needs to be done. The need to ensure that strategies for supporting student learning that are inclusive for a diverse group of learners has become an important ongoing issue which DSA recognises and takes account of in our programs, because education should be without boundaries. We wholeheartedly support a more inclusive and diverse cohort of designers who can make change in South-East Asia and have a positive impact on society, culture and economy.
<https://designschoolasia.com>



From the DSA Founder

I believe 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.

Graham Newman
Founder | Design School Asia

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 program, 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.

General information

Awarding institute	Licensed under Creative Commons
Program name	Material Processes and Drawing
Award	Certificate
Program duration	50 hours
Total UK credits	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:	Induction		
Common Basic Framework Tier:	Week Zero		
Credits:	-	FHEQ Level:	4
Study hours:	1	Contact hours:	0
Location:	Online		

Unit code:	MPD-IN
Unit title:	Induction
Study hours:	1
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Familiarise themselves with the Moodle My DSA learning management system Student Hub and Program Hub; 2. Recognise the philosophy, objectives, learning outcomes and processes of the program.
Description:	<p>This “Unit Zero” induction unit will serve as the foundation to the program equipping students with the necessary methods and practical tools to engage with the learning units and progress through the award. Students will set up their profile and introduce themselves to the cohort through a forum post.</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"> • Program induction and introduction. • DSA learning dimensions definitions; • Familiarisation with the student regulations.
Assessment:	Formative. Each student will introduce themselves in the forum to their peers discussing expectations and possible outcomes of the program.

Module title:	Insight Development		
Common Basic Framework Tier	1		
Credits:	1	FHEQ Level:	4
Study hours:	10	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-ID-C1
Unit title:	Materials, Processes and Drawing Inquiry
Study hours:	2
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Recognise how materials, processes and drawing are the building block of design education; 2. Identify how to use local materials responsibly; 3. Formulate reflective practice.
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"> • Theory screencast on materials, processes and drawing; • Case study analysis of local materials; • Self-directed reflection.
Assessment:	Formative. Uploaded sketchbook photo to the Moodle forum.

Module title:	Insight Development		
Common Basic Framework Tier	1		
Credits:	1	FHEQ Level:	4
Study hours:	10	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-P1
Unit title:	Project 1–Local Materials
Study hours:	1
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Translate a project briefing; 2. Apply their making and doing craft skills; 3. Appraise their work through reflection.
Description:	<p>This learning session will comprise of your first ‘live’ project brief. Working with basic materials and tools, you will produce a 3-D object interpreting a keyword from the Bauhaus School. You will write a short statement on the object explaining your design thinking process and why the artefact has taken this shape and form to represent your keyword.</p>
Teaching and learning delivery:	Self-directed study from a ‘live’ project brief.
Assessment:	Formative. Submission of final outcomes and research from sketchbook/journal.

Module title:	Insight Development		
Common Basic Framework Tier	1		
Credits:	1	FHEQ Level:	4
Study hours:	10	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-ID-SM1
Unit title:	Personal Development Plan (PDP)
Study hours:	1
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Recognise a sense of self as a designer; 2. Explain and nurture a deep understanding of personal motivation; 3. Express an understanding of and practice, personal and professional responsibility aligned to design.
Description:	Create your personal development plan as a double page spread in your sketchbook/journal and use images to support your writing. Use collage materials, cut out and stick them in your sketchbook/journal. No drawing. Use existing ephemera (things that exist or are used or enjoyed for only a short time) around you to support your writing.
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> • Micro theory podcast on the value of a PDP; • Self-directed inquiry on how to structure a PDP; • Intensive project to prepare a PDP.
Assessment:	Formative. PDP sketchbook photo published to Padlet with written reflection.

Module title:	Insight Development		
Common Basic Framework Tier	1		
Credits:	1	FHEQ Level:	4
Study hours:	10	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-ID-C2
Unit title:	Researching, Recording and Responding
Study hours:	2
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Recognise what design research is, and its use aligned to design practice; 2. Collect data in visual and written form; 3. Evaluate and analyse data.
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 should be 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 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"> • Theory screencast on design research: recording and responding through observation and documenting; • Case study analysis of research in the form of a journal; • Self-directed research study in a local context.
Assessment:	<p>Formative. Submit data sketch from journal and written reflection and published to Padlet.</p>

Module title:	Insight Development		
Common Basic Framework Tier	1		
Credits:	1	FHEQ Level:	4
Study hours:	10	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-P2
Unit title:	Project 2–Speculative Clothing 2031
Study hours:	6
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Construct a garment informed by Speculative Design and future thinking; 2. Employ non-destructive methods of garment fabrication; 3. Propose a rationale for why the final outcome is an appropriate solution to the brief.
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:	Summative. Final outcome and research published with written reflection to learning platform.

Module title:	Insight Development		
Common Basic Framework Tier	1		
Credits:	1	FHEQ Level:	4
Study hours:	10	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-ID-SM2
Unit title:	Journaling Using a Sketchbook
Study hours:	1
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Recognise why keeping a journal/sketchbook is essential to design education and practice; 2. Demonstrate reflective practice in written and visual forms; 3. Construct narratives within the journal.
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"> • Micro theory podcast on using a sketchbook as an everyday journal of design discovery; • Inquiry on sketchbooks from leading designers and illustrators; • Intensive self-directed project on using a sketchbook to document daily life using a variety of media.
Assessment:	Formative. Sample pages of sketchbook published to Padlet.

Module title:	Experience and Imagination		
Common Basic Framework Tier	1		
Credits:	1	FHEQ Level:	4
Study hours:	10	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-EI-C1
Unit title:	Design Principles I: What Design Can Do, What Design Should Do
Study hours:	2
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Identify what design is, as a separate discipline from artistic practice; 2. Describe the principles of design; 3. Evaluate and design their own design principles for social, cultural and economic value.
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; with the proposition that designers have a responsibility to produce and work 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 five 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"> • Theory screencast on how design can and should be applied to social, cultural and economic 'wicked problems'; • Case study analysis of design principles from leading designers; • Self-directed study on a taxonomy of design principles from the student's perspective.
Assessment:	<p>Formative. Taxonomy of design principles in a student's own words and images in journal (sketchbook) form.</p>

Module title:	Experience and Imagination		
Common Basic Framework Tier	1		
Credits:	1	FHEQ Level:	4
Study hours:	10	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-EI-SM1
Unit title:	Using Reference Material
Study hours:	1
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Recognise the value of reference material in design research and practice; 2. Recognise the value if self-directed study inquiry; 3. Schedule time to use a library and other reference institutions with physical literature.
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"> • Micro theory podcast on getting out and about in a neighbourhood to access reference literature; • Workshop on how to search for reference material through local materials case study; • Intensive self-directed project on evidencing different ways to access and use reference material to build skills and knowledge in materials, processes and drawing.
Assessment:	<p>Visual and written evidence of visiting an exhibition, museum or library published to learning platform in journal (sketchbook) form.</p>

Module title:	Experience and Imagination		
Common Basic Framework Tier	1		
Credits:	1	FHEQ Level:	4
Study hours:	10	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-EI-C2
Unit title:	Design Principles II: Drawing and Making Techniques
Study hours:	2
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Apply drawing and making techniques to practice with a high degree of aesthetic professionalism; 2. Recognise the variety of techniques in materials, processes and drawing; 3. Prepare alternative techniques through experiential learning.
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"> • Theory screencasts on making techniques using readily available materials and tools; • Case study analysis of using paper and cardboard; • Self-directed study on working with materials, techniques and processes.
Assessment:	<p>Examples of making and doing techniques published to learning platform/Padlet and in journal (sketchbook) form.</p>

Module title:	Experience and Imagination		
Common Basic Framework Tier	1		
Credits:	1	FHEQ Level:	4
Study hours:	10	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-EI-SM2
Unit title:	Art, Design and Craft
Study hours:	1
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Recognise how art, design and craft are constructively aligned to each other; 2. Self-directed desk research studying local materials, techniques and processes. 3. Sketching, painting, collaging and written annotation of the research findings.
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"> • Desk research on art, design and craft in a local context; • Sketches, paintings, samples and written annotation of art, design and craft.
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:	Prototyping and Modelling		
Common Basic Framework Tier	1		
Credits:	1	FHEQ Level:	4
Study hours:	10	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-PM-C1
Unit title:	Modelling and Prototyping Principles
Study hours:	2
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Recognise the value of modelling and prototyping; 2. Apply ethical and sustainable materials for modelling and prototyping; 3. Employ health and safety procedures and common sense when working with tools.
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"> • Theory screencast on modelling and prototyping principles. • Self-directed modelling and prototyping study aligned to the final project.
Assessment:	Formative. Reflection in discussion forum and Padlet.

Module title:	Prototyping and Modelling		
Common Basic Framework Tier	1		
Credits:	1	FHEQ Level:	4
Study hours:	10	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-P3
Unit title:	Final Project–Design for the community using a cultural probe toolkit
Study hours:	12
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Interpret research methods and data analysis from their cultural probe toolkit; 2. Design an exceptional piece of work that has social and cultural purpose; 3. Evaluate their final outcome reflective practice.
Description:	<p>This unit is the summation of the Materials, Processes and Drawing 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:	<p>Self-directed study from a 'live' project brief:</p> <p>How might we create something for the community to use;</p> <p>By using cardboard or sustainable local materials;</p> <p>So that we can make people's lives better.</p>
Assessment:	Summative. Final outcome with supporting research published to learning platform and Padlet.

Module title:	Prototyping and Modelling		
Common Basic Framework Tier	1		
Credits:	1	FHEQ Level:	4
Study hours:	10	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-PM-SM1
Unit title:	Iteration Processes
Study hours:	1
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Recognise iteration as the foundation of experiential learning; 2. Assess iterative design processes to formulate new practice based outcomes; 3. Appraise alternative iterations from self-directed study.
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"> • Screencast on the purpose of iteration; • Iteration case study examples; • Intensive self-directed project on rapid iteration.
Assessment:	Formative.

Module title:	Prototyping and Modelling		
Common Basic Framework Tier	1		
Credits:	1	FHEQ Level:	4
Study hours:	10	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-PM-C2
Unit title:	Critical Engagement and Evaluation
Study hours:	2
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Evaluate design propositions using critical thinking; 2. Propose value and critical engagement in the professional context; 3. Formulate criticality and evaluation of their final project through critical drawing and written rhetoric.
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"> • Theory screencast on critical engagement and evaluation; • Self-directed study on critical evaluation of final project.
Assessment:	Formative. Upload on critical engagement and evaluation in sketchbook/journal form on Learning platform Forum and Padlet.

Module title:	Prototyping and Modelling		
Common Basic Framework Tier	1		
Credits:	1	FHEQ Level:	4
Study hours:	10	Contact hours:	0
Location:	Online		

Unit code:	MPD-T1-PM-SM2
Unit title:	Designing For a Non-design Audience
Study hours:	1
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Recognise designers as originators of work always produce value for non-design audiences, customers and users; 2. Recognise the role of the designer from the fine artist; 3. Describe the purpose of design to a non-designer.
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"> • Micro theory podcast on why designers (should) always design for a non-design audience; • Intensive self-directed project critically reflecting on the role of the designer as a taxonomy.
Assessment:	<p>Formative. Taxonomy of keywords explaining designing for a non-design audience in a student's own words and images published to learning platform and Padlet and in journal (sketchbook) form.</p>

Module title:	Value Creation		
Common Basic Framework Tier	2		
Credits:	0.5	FHEQ Level:	4
Study hours:	5	Contact hours:	0
Location:	Online		

Unit code:	MPD-T2-VC-C1
Unit title:	Preparation and Progression to Higher Education
Study hours:	2
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Recognise the different schools and disciplines of design education provision in higher education; 2. Identify the area of design/creative industries they are interested in; 3. Summarise their motivation behind their area of design and express it creatively.
Description:	<p>This Tier 2 kick off unit prepares students to consider which course would be appropriate to their area of interest in the design ecosystem. 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 ideally meeting face to face 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"> • Theory screencast on higher education pathways for aspiring designers; • Self-directed study on courses available to students in their region. • Personal statement on area of design the student is interested in as an addition to the PDP after identifying the area of design the student is interested in.
Assessment:	<p>Formative. Reflect on the area of design you are interested in and explain why in your sketchbook/journal.</p>

Module title:	Value Creation		
Common Basic Framework Tier	2		
Credits:	0.5	FHEQ Level:	4
Study hours:	5	Contact hours:	0
Location:	Online		

Unit code:	MPD-T2-VC-SM1
Unit title:	Aesthetics and Function
Study hours:	1
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Describe the aesthetics of local materials; 2. Formulate the function of local materials; 3. Express how aesthetics and function can be used for social , cultural and economic benefit.
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 in another country.</p>
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> • Self-directed inquiry on the usage of aesthetics and function in two case studies; • Reflection on how aesthetics and function can contribute to a sustainable design ecosystem in another region.
Assessment:	Formative. Examples of aesthetics and function published to learning platform and Padlet and in journal (sketchbook) form.

Module title:	Leadership and Negotiation		
Common Basic Framework Tier	2		
Credits:	1	FHEQ Level:	4
Study hours:	10	Contact hours:	0
Location:	Online		

Unit code:	MPD-T2-LN-C1
Unit title:	Preparing a Portfolio of Work
Study hours:	2
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Recognise the use of storytelling narrative in a portfolio of work; 2. Construct a showcase of work that demonstrates the breath, depth and range of their emerging practice; 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.
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"> • Theory screencast on storytelling your work through a portfolio; • Self-directed study on a low-fidelity portfolio preparation.
Assessment:	Formative. Storyboard of Student portfolio of work as a low fidelity sketch in sketchbook/journal published to learning platform and Padlet.

Module title:	Leadership and Negotiation		
Common Basic Framework Tier	2		
Credits:	1	FHEQ Level:	4
Study hours:	10	Contact hours:	0
Location:	Online		

Unit code:	MPD-T2-IE-SM1
Unit title:	Creative Industry Pathways
Study hours:	1
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Describe what the creative industries do; 2. Evaluate which of the creative industries resonates with them. 3. Recognise several of the leading design agencies in South-East Asia.
Description:	<p>This unit looks at the professional practice of design and its contribution to the economy unpacking what these companies offer to their customers, and how they make money. What are the differences between an advertising agency and a design studio? Or a gaming development company and a motion graphics agency? A multinational agency and a SME agency? This gives the student a roadmap towards careers after higher education and offers an insight into one of the leading design practices in Bangkok and Singapore.</p>
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> • Theory screencast on the creative industries in South-East Asia, what they do and who their customers are; • Self-directed study of leading creative industry businesses in Bangkok and Singapore; • Intensive self-directed project to expand the students PDP.
Assessment:	Formative. Upload photo of PDP sketchbook/journal to the forum/Padlet

Module title:	Leadership and Negotiation		
Common Basic Framework Tier	2		
Credits:	1	FHEQ Level:	4
Study hours:	10	Contact hours:	0
Location:	Online		

Unit code:	MPD-T2-LN-C2
Unit title:	Communicating Your Work to a Design Audience
Study hours:	2
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Employ visual and verbal rhetoric to a design audience; 2. Formulate rhetoric to explain your work to a design audience; 3. Explain work in their sketchbooks/journal to a design audience.
Description:	<p>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.</p>
Teaching and learning delivery:	<p>This unit will comprise of:</p> <ul style="list-style-type: none"> • Theory screencast on storytelling and narrative; • Workshop on scripting a sketchbook walkthrough. • Guidelines for communicating work to a design audience.
Assessment:	Formative. Video submission of sketchbook/journal highlights.

Module title:	Leadership and Negotiation		
Common Basic Framework Tier	2		
Credits:	1	FHEQ Level:	4
Study hours:	10	Contact hours:	0
Location:	Online		

Unit code:	MPD-T2-LN-SM2
Unit title:	What to Expect at an Interview
Study hours:	1
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Describe how they have researched and ideally engaged in activities the program has externally promoted; 2. Explain their work succinctly; 3. Prepare to ask questions to the interview panel.
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"> • Theory podcast on how to present yourself at interview; • Reflection on a typical set of questions an interview panel may ask.
Assessment:	<p>Formative. Students to answer questions and reflection in the learning platform set against a typical higher education entrance interview in the forum.</p>

Module title:	Innovation and Entrepreneurship		
Common Basic Framework Tier	2		
Credits:	0.5	FHEQ Level:	4
Study hours:	5	Contact hours:	0
Location:	Online		

Unit code:	MPD-T2-IE-C1
Unit title:	Launchpad to Further Projects
Study hours:	2
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Construct further materials, processes and drawing projects to develop their design practice; 2. Recognise the value of self-directed study; 3. Plan to apply for higher education programs of study.
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"> • Theory screencast on further areas of materials, processes and drawing inquiry; • Case study analysis on a range of live project 'briefs' from open access sources on the internet; • Self-directed study identifying other potential projects and sketchbook/journal discoveries to develop student practice.
Assessment:	<p>Formative. Submission of one self-initiated materials, processes and drawing project that can be accomplished with local materials. Published to learning platform and Padlet and in sketchbook/journal form.</p>

Module title:	Innovation and Entrepreneurship		
Common Basic Framework Tier	2		
Credits:	0.5	FHEQ Level:	4
Study hours:	5	Contact hours:	0
Location:	Online		

Unit code:	MPD-T2-IE-SM1
Unit title:	Course Reflection and Feedback
Study hours:	1
Learning outcomes:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 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:	<p>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.</p>
Teaching and learning delivery:	<ul style="list-style-type: none"> • Program wrap up screencast; • Final reflection on the program for student feedback for DSA to evaluate successes and failures.
Assessment:	Closed and open ended survey questionnaire reflecting the satisfaction and experience of the program.

Module title:	Innovation and Entrepreneurship		
Common Basic Framework Tier	2		
Credits:	0.5	FHEQ Level:	4
Study hours:	5	Contact hours:	0
Location:	Online		

Unit code:	MPD-T2-COC
Unit title:	e-Certificate of Completion (optional)
Study hours:	0.5
Learning outcomes:	-
Description:	Students are eligible for a Materials, Processes and Drawing e-certificate of completion provided they have met the following criteria: 1. Submission of 3 projects; 2. All activities have been marked as complete.
Teaching and learning delivery:	-
Assessment:	None.

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>

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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.

Reference

Laurillard, Diana. (2002). Rethinking University Teaching: A Conversational Framework for the Effective Use of Learning Technologies. 10.4324/9780203160329.

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