

Position and Proposition

PGDES1017

MODULE DESCRIPTOR

ECTS credits¹	10	Programme	MA in Interaction Design
NQF level	9	School	School of Design
Stage	1	Module Co-ordinator	Emma Creighton
Trimester	2	Module Team	Emma Creighton, Marcus Hanratty, Tara Whelan, Saoirse Higgins
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Responsibility	The NCAD Academic Council and the School of Design Board are responsible for this module.		

1. Introduction

This module supports students in critically analysing and positioning their own design practice within the broader field of interaction design. It helps students to identify the larger societal, cultural, technological, economic and political trends that both shape and reflect interaction design practice in diverse areas of application. A key component of the module is to provide students with the opportunity to explore and identify routes for the Design Studio Major Project (Trimester 3). During this module students are required to develop a self-initiated project proposal document, which outlines the inherent value of their proposed project and demonstrates the feasibility of the approach to be undertaken in the defined time frame.

The aims of this module are to:

- Advance critical awareness and understanding of the theory and practice of the discipline specifically as it relates to their individual practice
- Encourage analysis and reflection upon personal and professional development
- Support the identification and proposal of a novel, yet feasible, Major Project brief

2. What will I learn?

On successful completion of this module students will be able to:

1. POSITION: Critically evaluate and position the broad range of creative, commercial and academic work which comprises the field of interaction design.
2. REFLECT: Consider and reflect upon personal and professional development.
3. IDENTIFY: Identify a novel yet feasible area of enquiry for a project.

¹ European Credit Transfer and Accumulation System, where 60 ECTS credits equate to the workload of a full-time academic year

4. PROPOSE: Develop a proposal and timeline for a project brief, defining appropriate work methodologies and practices required to undertake the project.
5. INTERROGATE: Establish the feasibility of a chosen project, positioning it against relevant work in the specific domain, and the larger contextual factors underpinning it.

Module content

At the outset of the module an emphasis is placed on advancing the student's critical awareness and understanding of Interaction Design by engaging them in critical discussion and debates through guest lectures, workshops and peer-led seminar sessions. Throughout the module exploration for the Major Project is supported through various practical and hands-on sessions.

The module will introduce students to a range of forecasting and mapping methods, and aid them in identifying significant social, cultural and technical trends and opportunities. In parallel, students will identify personal areas of enquiry to pursue in a considered and appropriate manner. Guided learning activities will aid students to critically understand and position the broad range of creative, commercial and academic work which comprises the field of interaction design.

The module will enable students to identify the different methodological approaches required to undertake diverse project types such as; research, application and speculation, within a major project timeframe. In identifying and scoping an area of enquiry students will work to establish the feasibility of their chosen project approach, positioning it against relevant work in the specific domain, and the larger contextual factor underpinning it. Students will also undertake preliminary research activities, both primary and secondary, in order to determine the validity of their project proposition.

3. How will I learn?

Delivery of this module is embedded in a studio-based learning context with students working primarily in a self-directed manner. Peer learning is supported through workshops and group crits. During the module students will engage in a series of seminars and hands-on workshops to explore and consider their major project proposal. Students will be supported throughout with one-on-one tutorials.

Learning tool	Hours
Lectures, Seminars and Workshops	20
Tutorials	30
Specified Learning Activities	10
Autonomous Student Learning	140
Total Workload	200

4. What learning supports are provided?

Delivery of this module is supported with Google Classroom. Throughout the semester readings, case studies and reference material are posted to support students in their studio work. Off-campus learning and tutor-student communication is facilitated through the use of Google Classroom,

Google Meet, Zoom and Miro. Additional module specific material is posted on the module Google Classroom throughout the semester.

5. Am I eligible to take this module?

Module Requisites and Incompatibles

Pre-requisites	None
Co-requisites	None
Incompatibles	None
Prior learning	Where a student can demonstrate that they have achieved at least 80% of the learning outcomes of this module, by academic certified achievement, or through quantifiable and documented experience, they can apply to the School for that prior learning to be recognised. Applications must be received prior to the commencement of delivery of the module.
Recommended	None

6. How will I be assessed?

Assessment tool	% of final grade	Timing
Major Project Proposal	80%	Week 27
Proposal Poster	10%	Week 27
Presentation	10%	Week 27
Total	100%	

Assessment tool	Learning outcomes assessed
Major Project Proposal	1 - 5
Proposal Poster	3 - 5
Presentation	3 - 5

7. Feedback, results and grading

All module learning outcomes will be demonstrated and assessed through the submission of project work as detailed above. Students are expected to submit a series of deliverables during the module. These are submitted in either physical form to the module tutor or to Google Classroom.

Students receive formative feedback regarding stage submissions during tutorials and crits in the module. Individual assessment sheets are generated for each project detailing the student's formative grades and feedback. Summative module feedback is issued after grades have been formalised through the relevant Exam board.

Submissions are assessed using the NCAD Assessment Criteria (*See NCAD Academic Regulations for further detail*).

8. What happens if I fail?

Resit Opportunities

Opportunities are provided during or at the end of the Trimester to students who do not complete all assessments in this timeframe. Students will not be able to progress to the next stage of the programme until they have successfully completed all Trimester 1 and 2 modules, equivalent to 60 credits.

9. When and where is this module offered?

Trimester 2 (January to May), MA Interaction Design Studio

10. How will I have the chance to evaluate the module?

It is important to NCAD that students inform the development of teaching and learning at NCAD. We encourage all students to communicate their concerns and their observations about their study to members of staff so that any changes can be made in a timely manner.

About two-thirds of the way through the year, a student forum will be convened to gather students' comments about their study and the delivery of the programme. In addition, at the end of Trimester 2, students have the opportunity to complete an online evaluation of their study and experience at NCAD. These evaluation events are important to current and future students, to ensure we can enhance the delivery of programmes at NCAD.

In addition, students are invited to discuss their experience on the module with their lecturers at any point during the year. Students can also relay their comments to the class student representative who will communicate their comments to the staff.

**For further details on the content of your module and teaching arrangements,
consult your Programme or Module Handbook**