

COURSE HANDBOOK



COURSE OVERVIEW

CREDITS

6 ECTS

LECTURERS

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DELIVERY

The course is delivered online
with the exception of scheduled times
in the print lab.

COURSE DESCRIPTION

Design Impact II is the culmination of the second year of the Bachelor's Program in Design. Running in tandem with Design Impact I, this course brings together first and second-year students to critically reflect on and communicate their accomplishments, and to identify emerging themes for design in the 21st century.

Students are introduced to different perspectives of the value of design and learn to situate their work within larger value systems. They consider how the theme(s) established at the end of last year have developed in their work and in relation to contemporary global and local issues.

A major focus of this course is visual communication and storytelling. Teams produce a publication that contextualizes and critiques their work from the past year, while engaging readers in discussions about future challenges for design.

Finally, students create an event that facilitates collaboration between first, second-, and third-year students. Together, they will determine themes for the following academic year, including potential directions for Thematic Studio I and II as well as their thesis projects.

LEARNING OUTCOMES

At the end of the course, students should be able to:

- Explain the value of design from different perspectives
- Reflect on their own design work in the context of current events and value systems
- Identify current and emerging design challenges
- Generate a story around their work and document it in the design and production of a printed publication
- Learn to work as an editorial team, use Indesign as a layouting tool and produce visually and contextually valuable printed publication
- Plan and run an event that facilitates collaboration

SCHEDULE

WEEKS 1 TO 6

Mondays with Elise
9:15 - 12:00

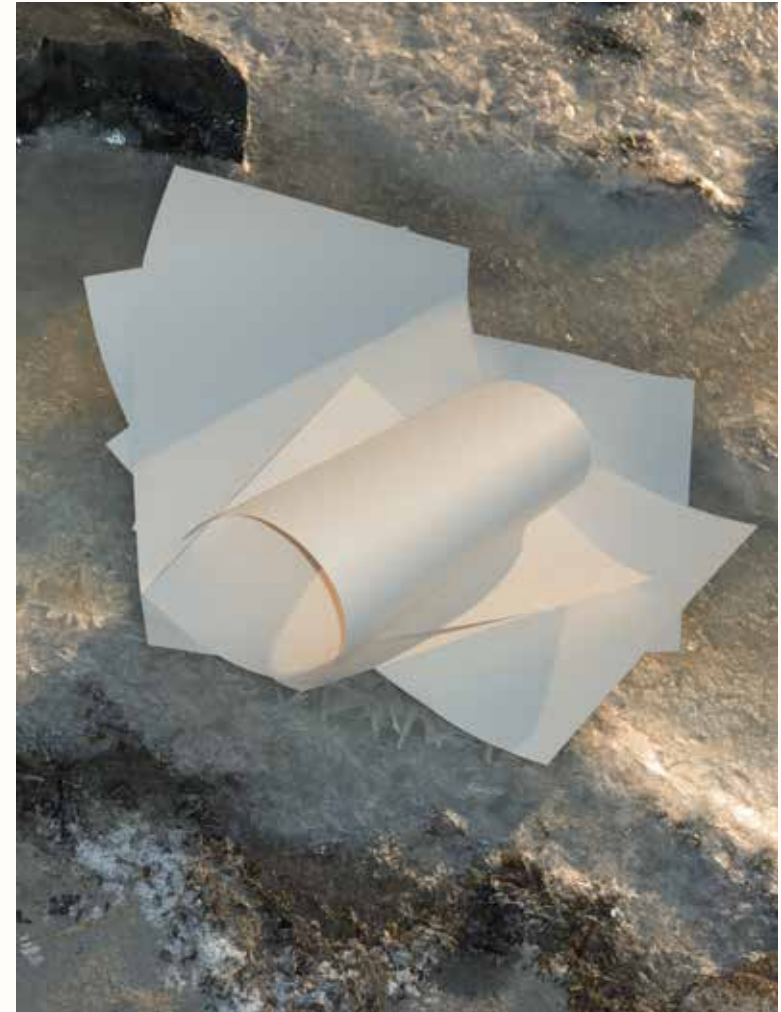
Wednesdays with Päivi and Amelie
9:15 - 16:00

Wednesdays review with Päivi and Elise
16:00 - 17:00

WEEK 7

Wednesday - printing and finalizing workshop
plans, times to be confirmed

Friday - final event
9:15 - 17:00



SCHEDULE

WEEK 1

19.04 9:15 – 12:00
Course introduction
What is the value of design?
Publication project

21.04 9:15 – 17:00
About designing publications
Guest lecture: Marina Veziko &
Tino Nyman: FEW Magazine

WEEK 2

26.04 9:15 – 12:00
Social value of design
INITIAL ESSAY TOPIC DUE IN CLASS

28.04 9:15 – 17:00
Storytelling in editorials
Introduction Teaching Assistant
InDesign Part 1
Guest lecture: Nina Grönlund:
Astra Magazine

WEEK 3

03.05 9:15 – 12:00
Environmental value of design
Guest lecture: Michael Lettenmeier
ESSAY CONCEPT DUE IN CLASS

05.05 9:15 – 17:00
Creating a publication, basics
of editorial
InDesign Part 2

WEEK 4

10.05 9:15 – 12:00
Economic value of design
Guest lecture: Paulo Dziobczenski
ESSAY DRAFT DUE IN CLASS

12.05 9:15 – 17:00
Structuring a publication, look and feel
InDesign Part 3
Meet DI1 students

14.05 17:00
**FINAL ESSAYS DUE ON
MYCOURSES**

SCHEDULE

WEEK 5

17.05 9:15 – 12:00
Planning an event

19.05 9:15 – 17:00
Producing a publication,
preparing files for print
InDesign Part 4

WEEK 6

24.05 9:15 – 12:00
Workshop development

DRAFT WORKSHOP PLAN AND
PUBLICATION DUE IN CLASS

26.05 9:15 – 17:00
9:15 – 12:00 File preparation
13:15 – 17:00 Test printing (in person)

28.05 17:00

FINAL PRINT FILES DUE

PUBLICATION AND WORKSHOP
INFORMATION SENT TO DH1 STUDENTS

WEEK 7

02.06
Final printing

14:00 – 16:00
Workshop review meeting

03.06 15:00

FINAL WORKSHOP PLAN AND MATERIALS DUE

04.06 9:15 – 17:00

FINAL EVENT WORKSHOP AND PUBLICATION LAUNCH

07.06 23:59

SUBMIT SELF-ASSESSMENT
TO MYCOURSES

ASSESSMENT

ATTENDANCE

Students must attend and display active participation in at least 80% of the contact teachings (lectures, workshops, etc.). Participation in the final event in week 7 is mandatory.

ASSIGNMENTS

The final grade for the course is based on assignments that students execute both individually and in groups throughout the course.

10%

contributions to in-class discussions and group work (individual)

50%

Essays – week 4, 17:00 Friday 14.05.21 (individual)

40%

Final projects

TEAM 1 - PUBLICATION – week 7 (group – 20% based on overall publication, 20% based on individual contribution)

TEAM 2 - WORKSHOP – week 7 (group – 20% based on overall event, 20% based on individual contribution)

Grading of the course is on a scale of 1 - 5.
Refer to the evaluation criteria in each assignment.

WORKLOAD

The total workload for the course amounts to 164 hours.

- Contact teaching 60 hours
- Final presentations and event 7 hours
- Individual and group work 77 hours
- Personal reflection 20 hours

INDIVIDUAL ESSAY

50%

GOAL

to create thought provoking, creative essays that discuss the value of design from different perspectives in relation to an issue of interest.

Identify an issue where design does or could play a role. We recommend choosing a topic that relates to your work in the Design Futures course (multispecies justice, climate change and biodiversity crises in urban contexts). This would allow you to go deeper with your research and get more feedback in both courses. While the Design Futures course asks you to think 25 years ahead, for this course you can think about the present and near-future.

The essay is an opportunity for you to contextualize your own work and to raise questions about the value of design and its role in addressing larger issues. These explorations will help to determine themes for the following year and may help you think of potential thesis topics.

The essays will be brought together in a publication that will be distributed to faculty and the students in Design Impact 1. The publication will reflect the 2020-21 school year (what you have accomplished and what you have been thinking about) and it will help to set the tone for the workshop at the final event.

INDIVIDUAL ESSAY

THE ESSAY MUST address these questions:

Why is the issue you chose important now and in the future?
What is the current and/or potential value of design in relation to this issue?
Build on discussions of design value from the course.
Include your own research about different perspectives.
Reference examples of work by your class and beyond.

NARRATIVE STYLE Tell a story, share your opinion, make an argument – choose a narrative style that is effective in communicating your point of view and that you will enjoy developing. This might be academic, journalistic, speculative fiction, etc.

DESIGN

The essays will take the form of illustrated pages within a magazine. Each student will create content and layout for their individual contributions based on a page size determined by the class.
Apply course learnings about editorial and publication design as you prepare your essay for the final printed publication. Consider how to visually communicate your story. The balance between text and visual material is up to you, but essays must be a maximum of 1000 words and 4 pages in length. Photographs, diagrams and illustrations may prove to be more effective than text.
Reference any sources using APA style.

PROCESS

As a class, we will work through different phases of developing the essays, with a focus on research and content on Mondays and storytelling and editorial design on Wednesdays. We will use two miro boards to collaborate. There are moments for peer review including group reviews at the end of every Wednesday afternoon with Elise and Päivi.

There are milestones listed in the course schedule. Everyone is expected to bring drafts to class for discussion.

The final essay, laid out in InDesign and saved as PDF, is due on MyCourses at 17:00 on Friday May 14. You will have until 9:00 am on Wednesday May 19 to make any minor revisions identified in class on Monday May 17.

FINAL PROJECT
TEAM 1 - PUBLICATION

20% based on overall publication, 20% based on individual contribution
Overseen by Päivi

GOAL

to create a printed publication that brings together student perspectives on the value of design, reflects the school year and highlights future directions for design.

The publication can also be used during the workshop and/or to prepare participants for the workshop.

TARGET AUDIENCE

students and faculty in the BA program

FINAL PROJECT

TEAM 1 - PUBLICATION

TEAM WORK

Students learn to work as an editorial team and use Indesign as a layout tool to produce a visually and contextually valuable printed publication.

The publication team is responsible for making a cohesive publication, managing design and production. Students take on specific roles and identify deliverables they will be responsible for.

THIS SHOULD INCLUDE:

- Look and feel, publication name
- Front and back cover
- Front matter, table of contents
- Introduction
- Organizing the student essays in a logical manner (e.g. by theme)
- Other content decided on by the team (e.g. dividing pages between sections, bios and pictures of contributors, materials to prompt thinking for the workshop)

DESIGN

Apply course learnings about editorial and publication design.

Develop skills using Indesign as a layout tool

Learn how to produce a printed publication

Take responsibility on working for a coherent collaborative publication.

PROCESS

We do individual visual development and conceptual thinking for the individual essays, but also work closely in responsible editorial teams to create a collaborative publication. How to contextualise and produce a publication is the key learning goal. While working in a zoom landscape, commenting, bringing ideas and encouraging others is necessary.

FINAL PROJECT
TEAM 2 - EVENT

GOAL

to collaborate with first-year BA students to generate a selection of topics for 'design for the 21st century' that will be explored in the following school year

to showcase work in Design Impact 1 and 2

to launch the publication and celebrate end of year

FINAL PROJECT

TEAM 2 - EVENT

TEAM WORK

Students plan and facilitate the event including a workshop and celebration with faculty, 1st and 2nd year students.

THIS SHOULD INCLUDE:

The event team is responsible for the planning and execution of the final event. Students take on specific roles and identify deliverables they will be responsible for.

- Event goals and how they will be achieved
- Location taking into account covid-19 restrictions, involvement of those who cannot attend in person, contingency for bad weather, virtual platforms
- Schedule
- Activities including facilitation plans and materials, prepared and tested in advance
- Advance preparation of classmates and other participants as necessary
- Invitation to send participants the week before
- Presentations at the event (e.g. welcome, conclusion)
- Documentation of the event and outcomes

DESIGN

Build on learning from previous courses about workshop facilitation and apply discussions about event planning from this course. Create an event that meets the goals outlined on the previous page and the objectives determined by the class. Plans should be appropriate to the audience and to the time and resources available. The event should result in a list of topics that are interesting for first- and second-year students. At the same time, this is an opportunity to celebrate the end of the school year and recognize each other's hard work.

PROCESS

Together, the whole class will help to brainstorm the concept and main activities for the final event. The event team will then refine the plan and present it to the class and teachers for feedback. Each team member will take ownership of specific tasks and support the others to ensure the event runs smoothly and meets objectives. The event team can also delegate work to publication team members during the event.

EVALUATION CRITERIA

Students must attend and display active participation in at least 80% of the contact teachings (lectures, workshops, etc.). Participation in the final event in week 7 is mandatory.

All assignments will be evaluated on a scale of 1 to 5:
1 = Poor
2 = Satisfactory
3 = Good
4 = Very good
5 = Excellent

1.

10% – CONTRIBUTIONS TO IN-CLASS DISCUSSIONS AND GROUP WORK (INDIVIDUAL)

Half of this grade is determined by the teachers based on whether the student:

- Attends all classes and arrives on time.
- Does all required assignments (e.g. readings, any other homework).
- Prepares for class by taking notes and reviewing materials.
- Demonstrates knowledge of course content.
- Contributes to class discussion with thoughtful questions, comments and examples.
- Is attentive and participates actively in class activities.
- Respects, listens and supports classmates.
- Gives constructive feedback and takes others' feedback into account.

The other half of this grade is the average of your peer-evaluation. Complete the template and submit on MyCourses by the end of day June 7, 2021.

EVALUATION CRITERIA

2.

50% – ESSAYS – WEEK 4, 17:00 FRIDAY 14.05.21 (INDIVIDUAL)

Teachers will evaluate the final version submitted for the publication.

EVALUATION CRITERIA	CRITERIA
<p>TOPIC Identifies a focused issue where design does or could play a role and explains why the issue is important now and in the future. Discusses the current and/or potential value of design in relation to the issue. Builds on discussions of design value from the course.</p>	
<p>RESEARCH Includes your own research and different perspectives on the topic. Includes examples, and your class' work from the past two years if relevant. Sources (text, images, other) are properly cited using APA style.</p>	
<p>PRESENTATION Presents a creative, thought provoking exploration of the topic. Narrative style is appropriate in conveying the content. Effective use of imagery and text. Layout reflects course learnings about editorial and publication design. Meets format requirements (length, layout).</p>	
<p>PROCESS Meets deadlines. Uses Miro board to collaborate and build ideas. Brings drafts to class for discussion. Takes feedback into account.</p>	
<p>TOTAL</p>	<p>/20 = /50</p>

EVALUATION CRITERIA

3.

40% - FINAL PROJECTS – DUE WEEK 7 (GROUP)

Teachers will evaluate final deliverables taking into account the peer- and self-evaluations.

Group - 20% based on overall publication or final event

Individual contribution - 20% based on individual deliverables and self-evaluation form

EVALUATION CRITERIA	CRITERIA
10% GROUP: CONTENT AND DESIGN As a whole, final deliverables: <ul style="list-style-type: none"> • Meet goals set out in assignment brief and objectives set by the team • Are cohesive with all elements working together and demonstrating a unified vision • Demonstrate creativity and initiative • Demonstrate attention to quality and detail • Are appropriate to the resources available (e.g. amount of time for the project, use of online platforms) • Reflect course content and feedback 	
10% GROUP: TEAM WORK <ul style="list-style-type: none"> • Tasks were fairly distributed • Group work was organized • Group solved problems together and supported one another • Group met deadlines 	
20% INDIVIDUAL CONTRIBUTIONS: <ul style="list-style-type: none"> • Fulfill responsibilities as allocated within the team • Support goals set out in assignment brief and objectives set by the team • Demonstrate creativity and initiative • Demonstrate attention to quality and detail • Reflect course content and feedback 	
TOTAL	/40