



ARTX-C1006
Design Impact II, Lecture
22.4.2024-7.6.2024

COURSE OVERVIEW

CREDITS

6 ECTS

LECTURERS

**Industrial Designer,
Professor of Practice Irina Viippola
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**Päivi Helander
Graphic Designer and Lecturer (VCD)
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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 and Design Impact III, this course brings together first, second- and third-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 theories and perspectives on the value of design and learn to situate their work within larger value systems. Visual communication forms a central mode for learning in this course. Teams produce a publication that contextualizes and critiques their work from the past year, while engaging readers in discussions about future opportunities for design.

Finally, students organize an event that facilitates collaboration between first, second-, and third-year students. Together, they will explore themes for the following academic year, including 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 theoretical perspectives (including economic, cultural, social and environmental)
- Communicate the value of design in relation to their own work and future opportunities for design based on research, writing and visual communication
- Use Indesign to create visual concepts using fonts, grids and illustrative elements
- Understand the differences between digital and printed publications
- Work as an editorial team to design and produce a printed publication
- Organize an event with multiple stakeholders

ASSESSMENT

ATTENDANCE

Students must attend and display active participation in at least 80% of contact teaching time (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 (individual)

40%

Final projects

20% based on team work, 20% based on individual contribution

TEAM 1 - PUBLICATION – week 7

TEAM 2 - WORKSHOP – week 7

TEAM 3 - EXHIBITION

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

SCHEDULE

WEEK 1

22.4 9:15 – 12:00
Course introduction

24.4 9:15 – 16:30
About designing publications,
storytelling & introduction to InDesign

WEEK 2

29.4 9:15 – 12:00
Writing an essay.
Quest lecturer Zoë Robertson.
ESSAY TOPIC DUE

1.5. VAPPU – NO CLASS

3.5 12:00 – 17:00

Field Trip to Tapiola and
Emma Museum

WEEK 3

6.5 9:15 – 12:00
Environmental value of design.
Guest lecturer: Zeynep Falay von Flittner:
“Practice-based examples environmental
activism and design”.

8.5 9:15 – 17:00
Creating a publication, basics
of editorial: grids, fonts, illustrative
elements
Guest lecturer: Designer Nina Grönlund:
“The process of image making”.
DEADLINE OF THE FIRST ESSAY DRAFT

WEEK 4

13.5 9:15 – 12:00
Cultural & social value of design
Guest lecturer: Mariana Salgado
ESSAY FINAL TEXT AND DRAFT LAYOUT DUE

15.5 9:15 – 17:00
Structuring a publication, look and feel,
scale and hierarchy
Guest lecturer: Designer Hanna Kahranaho
& Pauliina Vuorinen
ESSAY FINAL LAYOUT DUE

SCHEDULE

WEEK 5

20.5 9:15 – 12:00

Introduction to exhibition design

Economic value of design

Guest lecturer: Antti Ainamo

22.5 9:15 – 17:00

Preprint, layouting, testprint, structure

WEEK 6

27.5 9:15 – 12:00

Planning an event

29.05 9:15 – 17:00

9:15–12 Exhibition and workshop facilitation

13:15 Teamworking time

WEEK 7

3.6

Exhibition and workshop team meeting

2.6

Exhibition and workshop team meeting with

Irina, Magazine team meeting with Päivi

7.6

Full day:

FINAL EVENT: WORKSHOP + EXHIBITION

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 you are passionate about, where you think design can make a difference. You may wish to respond to current events and think about design in the present and near-future.

The essay should 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?

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.

It should build on discussions of design value from the course and on your own research and examples.

INDIVIDUAL ESSAY

THE ESSAY MUST

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.
Reference sources using APA style.

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 – 2-4 pages in a A4-sized Magazine. 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 2–4 pages in length.

PROCESS

As a class, we will work through different phases of developing the essays, with a focus on research and content on Mondays and visual storytelling and editorial design on Wednesdays.

The final essay, laid out in InDesign and saved as PDF, is due on MyCourses at 17:00 on Monday May 13. You will have until 9:00 am on Wednesday May 22 to make any minor revisions.

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
and highlights future directions for design.

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)

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 for working on 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 as a team, commenting, bringing ideas and encouraging others is necessary.

FINAL PROJECT
TEAM 2 - WORKSHOP FACILITATION

20% based on overall event, 20% based on individual contribution
Overseen by Irina

GOAL

to collaborate with first and third-year BA students to generate a selection of topics for 'design for the 21st century' that will be explored in the following school year. Build on learning from previous courses about workshop facilitation. The workshops should result in a list of topics that are interesting for first- and second-year students.

FINAL PROJECT

TEAM 2 - WORKSHOP FACILITATION

THIS SHOULD INCLUDE:

- Designing the facilitation guidebook
- Scheduling: building on basic schedule provided by teachers
- Presentations: welcome + conclusions
- Designing and preparing the materials for the workshops
- Facilitating the small group working
- Organizing the consensus decisions making
- Organizing the presentation(s) for all
- Documentation of the event and outcomes
- Dismantling the exhibition

ROLES, for example

- Workshop manager
- Assistant manager
- Facility manager (workshop spaces, interior design, sound/ acoustics design)
- Materials manager (design props, supplies)
- Catering manager
- Finance / budget manager
- Documentation manager
- Master of Ceremony

PROCESS

Together, the whole class will help to brainstorm the concept and main activities of the workshop. The workshop 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 workshop runs smoothly and meets the objectives.

FINAL PROJECT
TEAM 3 - EXHIBITION DESIGN

20% based on overall event, 20% based on individual contribution
Overseen by Irina / Päivi

GOAL

to showcase work done in Design Impact 1, 2 and 3.
To open the exhibition, to launch the magazines
and celebrate the end of the year.

The exhibition team is responsible for planning and executing the final exhibition and event taking place 7.6.2024. Students take on specific roles and identify deliverables they will be responsible for. Plans should be appropriate to the audience and to the time and resources available.

FINAL PROJECT

TEAM 3 - EXHIBITION DESIGN

TEAM WORK

- Setting exhibition objectives, theme, name + brand
- Managing planning and execution
- Location planning - room set up
- Design of any print or digital materials, e.g. poster, invitation to send to the participants the week before, signs, name tags, presentations, activity materials
- Communication – advance preparation of classmates and other participants as necessary
- Organize the opening and the visiting speakers
- Dismantling the exhibition

ROLES, for example

- Event manager
- Assistant manager
- Marketing manager
- Graphic designer
- Production manager
- AV manager / technician / lighting manager
- Finance / budget manager

PROCESS

Together, the whole class will help to brainstorm the concept and main activities for the final event. The exhibition 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 exhibition team can also delegate work to facilitation team members during the event.

EVALUATION CRITERIA

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

The final grade will be based on:

Attendance and participation: 10%
Essay: 50%
Final event/publication: 40%
Total: 100%

Final grade:
50–59: 1 (passable)
60–69: 2 (satisfactory)
70–79: 3 (good)
80–89: 4 (very good)
90–100: 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.

EVALUATION CRITERIA

2. 50% – ESSAYS

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. Meets format requirements (length, layout).</p>	
<p>DESIGN Effective use of imagery and text. Layout reflects course learnings about editorial and publication design. Thoughtful and finished use of fonts and illustrative elements to support or add value to the content.</p>	
<p>PROCESS Meets deadlines. Brings drafts to class for discussion. Takes feedback into account.</p>	
<p>TOTAL</p>	<p>= /50</p>

EVALUATION CRITERIA

3.

40% - FINAL PROJECTS (GROUP)

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., budget, time, space) • 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