

**Instructor** Thomas Garvey, BID, MSc, PhD, WDO  
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Office: ME 3474  
Office hours: During lecture hours or by appointment

**Time and location** Wednesday 11:35-14:25  
Location: CB 2302

### **Course Description**

Investigation of interdisciplinary design discourse about disciplines, themes, and concepts involved in design development. Examines a range of different professional perspectives and methods for integrating collaborative practices affected by leadership, negotiation, conflict management, and team building. Introduction to graduate academic writing. Includes: Experiential Learning Activity.

### **Learning Outcomes**

By the end of this course, students will be able to:

1. Critically discuss theoretical issues arising in the general discourse about interdisciplinary design,
2. Use course resources to learn about significant themes discussed in the design literature,
3. Identify unique aspects of disciplinary collaboration in interdisciplinary design activities,
4. Facilitate the use of logic and argument in debates about interdisciplinary design matters,
5. Engage others in activities that explore interdisciplinary design concepts and theories,
6. Cooperate with team members in working through class exercises and assignments,
7. Produce well developed written and presentation material,
8. Prepare final work for publication in the form of a conference poster and publication, and
9. Effectively communicate ideas through visual, written, and oral presentations.

### **Course Format**

In this course, students will explore practical concepts related to interdisciplinarity in design through group and individual discussions, with an emphasis on acquiring critical thinking, presentation, and writing skills appropriate to scholarly publications and events, especially conference papers and presentations.

Students will prepare academic papers applying the components of academic writing effectively to communicate their ideas. These topics will be explored and discussed in lectures, readings, and via the participation of guest speakers, which are experts in the addressed themes and fields. Furthermore,

students will be supported in their reflection process through weekly in-class seminar discussions and analysis, and group and independent investigations. All this will result in a critical overview of interdisciplinarity in design in addressing a complex societal issue, and in student final papers.

Active participation in class activities and discussions is required in this course. The course instructor will guide students throughout this theoretical exploration. However, students are expected to act independently to explore the topics further to prepare adequate arguments when summarizing an issue in a paper, presentation, or class discussion.

The first meeting will include an introduction to the course and learning outcomes, and a tour of the MacOdrum library resources. This will be followed by a discussion of the topic/context, and the range of sub-topics students may choose from. Students will participate in the development of sub-topics and will arrive at individual areas of interest within the prescribed areas.

Founded on individual research and interest, in the first weeks, students decide to work in topic theme teams of 2-3, based on a set of shared features or attributes. However, each student will develop an individual paper (paper/poster/presentation/documentation) for presentation to the class, and submission to a conference. The range of conference opportunities will be decided on with students.

Towards the end of the semester there will be a public event where student papers will be presented in summary as posters along with select sample oral presentations. The content of the in-class presentations and posters will be organized into a final publication, which will constitute a record of the course. It is expected that students will be actively involved in the organization of the public event and the final publication.

Weekly meetings will include presentations on a range of topics from national and international guests. These presentations are meant to be a source of general inspiration and not necessarily to be applied in the student papers. At the same time, approximately half the time each week will be dedicated to discussion on assigned readings.

This structure has been set up to support students in achieving the learning outcomes.

While general sources will be presented to the class, students will be expected to find additional sources of information relevant to their chosen sub-topics. At the same time there will be a focus on time management, to allow the greatest success and most rewarding experience within the time limits of the course, and with respect to the many academic and other obligations that students are balancing.

**Topic: “*BEYOND DESIGN + DESIGN BEYOND*”**

The topic will be explored from the professional viewpoint of industrial design with the aim to share perspectives and explore trends that better prepare young design professionals for new challenges and opportunities. We will invite the participation of academics and industry leaders, in thought provoking dialogue that focuses on more human-centered approaches to designing for a better world.

The aim is also to create bridges between these worlds in the belief that together we can further enhance the future of design research and education. The topic will be explored along three themes. Interconnections amongst the themes may also be explored and proposed for consideration.

## Theme 1. Critical Evolution of Design Education / Birth of New Learning

This theme reflects some of the most important recent thinking in the field of education for design. All around the world, and at every level, modes of education are being examined.

- Open education and the challenge of making higher education accessible to students in need
- Using virtual and augmented reality in design studios to enhance student experience
- Mobile phones as learning tools and access points to knowledge, particularly in developing contexts
- Changing needs and aspirations of students and young designers around the world, and methods for increasing engagement and participation at all stages of education
- Identifying the essential core of design learning, learning by doing, the value of apprenticeships, and the proper balance between professional practitioners versus academics as educators

## Theme 2. Design for Individual Uniqueness

Every individual wishes to contribute their experience, understanding, and special talents, in some way to their community and society at large. Designers contribute through designing but only a fully open approach to our diversity will allow for our greatest contribution.

- Diversity of thinking as an essential ingredient for creativity and community
- The role of design in promoting respect and inclusion of all people who design and all people designers design for
- Changes in personal work patterns, commuting, home/work environments
- Impacts on mental and physical health, daily schedules, and how to 'design' better lifestyles
- Understanding how designers approach complex problems and the inherent challenges and limits

## Theme 3. Space and Time for a Creative Mind

This theme has risen from years of observing how the design process has become both complex and more tightly scheduled. How are young designers able to meet the expectations without sufficient time for reflection, incubation, daydreaming, and getting lost in ideas?

- Creativity and how it emerges in mysterious and often paradoxical ways seemingly out of nowhere and then not always when we need them most
- Theories on creativity and the management of time
- Design process as iterative, non-linear, and progressive
- Nature as a source of inspiration for thought and form in the creative fields
- Biomimicry and creative knowledge transfer from natural to human systems

### **Course Deliverables and Evaluation**

Paper*	60%	(Abstract 5% / Interim Paper 40% / Final Paper 15%)
Poster	15%	(Interim Poster 10% / Final Poster 5%)
Presentation Files	10%	(For public presentation)
Final Course Documentation	15%	(Production of seminar presentations and final documentation)

*\*Abstract 450-500 words / Interim Paper 2500-3500 words / Final Paper 3000-4000 words*

Specific requirements regarding content and format (papers, posters, audiovisuals, presentations), and process activities (final documentation, organization and conducting of the event) will be discussed and announced at appropriate points in the process. These will constitute the criteria for evaluation.

### **Course Schedule of Key Dates and Deliverables**

07-Sep	Start	
21-Sep	Research Interests	
28-Sep	Theme + Abstract	(05%)
19-Oct	Interim Paper	(40%)
26-Oct	BREAK	
02-Nov	Interim Poster	(10%)
16-Nov	Final paper (+ Abstract)	(15%)
23-Nov	Final Poster	(05%)
30-Nov	Presentation Files	(10%)
07-Dec	Course Documentation	(15%)

### **Individual/Group Work**

Courses may include individual and group work. It is important in collaborative work that students clearly demonstrate their individual contribution.

### **Seminar Attendance**

Attendance at the scheduled Seminars is mandatory. Failure to attend the Seminar without reasonable cause will result in a grade of F. Students arriving late for the Seminar or not remaining for the complete session without approval from the instructor, will be addressed on a case-by-case basis at the discretion of the instructor. If you are not able to attend a Seminar it is important that you provide a reasonable rationale for your absence, late arrival, or early departure.

### **Late Submission of Required Material**

All work submitted late will receive a 10% per day deduction to a maximum of 3 days, from the original deadline time and date. Failure to submit within 3 days, without approval from the instructor, will result in a grade of F.

### **Regulation on Minimum Grade Requirements**

A grade of B- or better must be obtained in each credit counted towards the master's degree. The School of Industrial Design does not permit exceptions to this rule. Students will be required to withdraw from the program if their grade point average falls below 7.0 (B-), or if they receive a grade of less than B- in any two courses that are eligible to be counted toward the Master's degree.

For more information on General Regulations, please refer to:

<https://calendar.carleton.ca/grad/gradprograms/design/#regulationstext>

### **Participation and Professionalism**

Active participation and professional conduct (e.g., class discussion, consultations with instructors, work ethic, etc.) are important in lecture and studio courses and may be formally evaluated by a grade. Professionalism also includes Carleton's Policy on Academic Integrity described in more detail below with links to content which you are required to review.

## **Academic Integrity**

Carleton's Policy on Academic Integrity is available at: <https://carleton.ca/registrar/academic-integrity/> and covers the following topics:

- Plagiarism (e.g., submitting work in whole or in part by someone else, failing to acknowledge sources using proper citations when using another's work)
- Other Violations (e.g., improper access to confidential information, disruption in classroom activities, misrepresentation of facts for any academic purpose)

The policy governs the academic behavior of students. In industrial design, ideas and concepts come from a multitude of sources and may be modified and utilized in the design and development process. The student should reference such sources appropriately and it is strongly advised that you read Carleton's Policy on Academic Integrity prior to conducting any work at the University.

## **Requests for Academic Accommodation**

You may require special arrangements to meet your academic obligations during the term. For an accommodation request for any of the following topics below, refer to the link provided for more information: <https://students.carleton.ca/course-outline/>

- Parental Leave
- Religious/Spiritual Obligation
- Academic Accommodations for Students with Disabilities
- Survivors of Sexual Violence
- Accommodations for Student Activities

## **Student Responsibility**

The student is responsible for knowing the content of this course outline, the schedule of classes and assignments, and material covered during any absence. Unless otherwise arranged, the class will meet during scheduled class hours. Please note that attendance is important since issues and questions may be raised in class, and announcements made, along with information disseminated through cuLearn.

## **Changes to the Course Outline and Schedule**

The course outline may be subject to change in the event of extenuating circumstances. In such a case, every effort will be made to advise students as early as possible.

## **Special Information Regarding Pandemic Measures**

For the most recent information about Carleton's COVID-19 response and required measures, please see the University's COVID-19 webpage, and review the Frequently Asked Questions (FAQs). <https://carleton.ca/covid19/>

Please note that failure to comply with university policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the Student Rights and Responsibilities Policy.

<https://carleton.ca/studentaffairs/student-rights-and-responsibilities/>