STUDENT AND ACADEMIC SERVICES

UWE Bristol | University of the West of England

MODULE SPECIFICATION

Part 1: Information			
Module Title	Design Contexts		
Module Code	UFCFBL-30-1	Level	Level 4
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Environment & Technology	Field	Computer Science and Creative Technologies
Department	FET Dept of Computer Sci & Creative Tech		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
Overview: This module consists of a series of lectures, seminars and workshops which will introduce students to important design contexts, principles and methods. They will synthesize these methods and principles through the study of historical and contemporary sources. Students will gain a comprehensive overview of key themes, debates and theories in the history of the design of interactive technologies. The module will further examine significant contextual issues within current interaction design practice and provide a historical framework within which to evaluate these issues. Through an exploration of case studies, technological artefacts and ideas, students will gain an appreciation for persistent themes within interaction design and synthesise these within the context of design as a practice and method of enquiry in the development of user-centred technologies. The lecture series will be augmented by visits to appropriate exhibitions. **Educational Aims:** See Learning Outcomes **Outline Syllabus:** This module delivery consists of a series of lectures, seminar sessions augmented with workshop sessions. The content is drawn from the wider field of digital design, and may contain topics such as

historical design roots, cultural design conventions, contexts of use and encounter, notions of class in society, the role of technology in design, ethical design practices, notions of audience, professional design guidelines. Where possible the syllabus will refer to contemporary socio-cultural trends and debates.

Teaching and Learning Methods: This module delivery consists of a series of lectures, seminar sessions augmented with workshop sessions .

The lectures will provide a historical and socio-cultural context for the week's topic. The seminar session will provide an opportunity for students to discuss the week's reading around the lecture topic with the lecturer and their peers.

Students will be supported in setting up research blogs and will be asked periodically to share and comment on each other's' entries. Regular blog entries will introduce students to writing as a reflective practice and commenting is encouraged to further academic dialogue.

Students will use their online blogs as research journals and will present and write a case study on a design context, with a topic chosen in consultation with the module leader. Feedback will be given through discussions in class, group tutorials, written feedback for assignments and comments on student's research blogs by lecturers, peers and guest speakers.

Having completed a written case study, students will continue to further their investigations into design contexts. A project with portfolio assignment asks students to respond to a context in a range of media. Supportive feedback will be given during class discussions as well as peer and tutor feedback activities.

Reading and research outside of scheduled hours is an essential component to the successful completion of the assigned work. Students will be ask to dedicate at least 3 hours a week to reading. Reading may include journal and conference papers, books and wider digital media and systems such as films, programs and services. Students will be expected to come prepared for the module sessions with assigned pre-lecture reading/research completed for active participation in subject specific discussions.

Part 3: Assessment

Summative Assessments:

A written case study on a design context or approach, including a discussion of relevant historical and socio-economic factors (Component B). Students are expected to demonstrate analytical skills; as well as the ability to map out a socio-cultural and historical context that is relevant to the case study in writing.

A project and portfolio that examines design context(s) (Component B). This project and portfolio allows students to examine and explore a previously agreed design context in and through a variety of media.

A presentation on a design context or research approach from a prescribed list (Component A). Students are predominantly expected to practice the skill of synthesizing and verbally articulating research findings in a clear and concise manner.

Formative Assessment: A mix of individual, peer-to-peer and group tutorials where feedback will be given for example during group discussions, individual tutorials or comments added to students' research blogs.

The resit coursework submission is a rework of the case study. The resit presentation is a new topic set by the module teaching staff.

First Sit Components	Final Assessment	Element weighting	Description
Project - Component B		30 %	Project and portfolio that examines Design Contexts
Presentation - Component A	✓	30 %	Oral presentation of a design context or approach (in-class, 10-15 mins)
Case Study - Component B		40 %	Written case study report on a design context or approach (2000 words)
Resit Components	Final Assessment	Element weighting	Description
Project - Component B		30 %	Project that examines Design Contexts
Presentation - Component A	✓	30 %	Oral presentation: of a design context or approach (10 mins, recorded as a video)
Case Study - Component B		40 %	1. Written case study report on a design context or approach (2000 words)

Part 4: Teaching and Learning Methods	
Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:

Module Learning Outcomes	Reference
Research and analyse information relating to design methods and processes.	MO1
Synthesise and articulate research findings in a clear and concise manner	MO2
Analyse technologies and trends in digital design within their socio-cultural and historical context.	MO3
Respond to socio-cultural and historical contexts for digital design in a variety of media	MO4

Contact Hours	**Independent Study Hours:**	
	Independent study/self-guided study	228
	Total Independent Study Hours:	228
	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	72
	Total Scheduled Learning and Teaching Hours:	72
	Hours to be allocated	300
	Allocated Hours	300

Reading List	*The reading list for this module can be accessed via the following link:*
	https://uwe.rl.talis.com/modules/ufcf7l-15-1.html

Part 5: Contributes Towards
This module contributes towards the following programmes of study: