

MODULE DES3180: THE DESIGN PROFESSION

Level: Advanced

Theme: Business/Issues/History

Prerequisite: None

Module Description: Students develop an understanding of the business aspect of the design profession, including educational qualifications, opportunities in design and some of the issues and challenges designers face. Ethical, legal and social issues may also be explored.

Module Parameters: No specialized facilities or equipment.

Note: It is recommended that students have access to instruction from an individual with formal, specialized training in a design discipline and business experience.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">conduct research in one area of the business/profession of design	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">demonstration of a general knowledge of the business and profession of design through project work. <p><i>Assessment Tool</i> <i>Project Assessment: The Design Profession (DES3180-1)</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p>	40
<ul style="list-style-type: none">identify and consider various issues faced by designers	<ul style="list-style-type: none">formal presentation to teachers and peers. <p><i>Assessment Tool</i> <i>Presentation/Reports: The Design Profession (DES3180-2)</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p>	40

MODULE DES3180: THE DESIGN PROFESSION (continued)

Concept	Specific Learner Expectations	Notes
Applied Problem Solving	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • outline a plan for a small design company; e.g., identify the area of design specialty, prospective clients, production logistics, financing, promotion, etc. 	<p>This module provides an excellent opportunity for students to establish contacts in the design field of their choice. These contacts may be local, regional, provincial, national or international. Once a contact has been made, the student may be able to use this contact as a primary research source for the module. The issues faced by practitioners, their day-to-day activities and their background and training will provide the student with valuable insight into the business and profession of design.</p> <p>This module could be addressed by a design team. The team could conduct individual and/or joint research and then make a joint presentation of the findings.</p>
Presentation, Design Journal and Portfolio	<ul style="list-style-type: none"> • see Specific Learner Expectations for 2-D Design Studio 1 • present interim findings for teacher/peer review and input. 	See notes from other Studio modules.

