

Name **Graduation process development**

Classroom ☐  
 Studio or workshop ☐  
 External venue ☐  
 Online ☐

Codes **M-FR-403-PROC-DEV**

Host **Design Institute**

|            | Type     | ECTS | Contact hours | Student work | Course type | Semester     | Unit |
|------------|----------|------|---------------|--------------|-------------|--------------|------|
| Basic info | Practice | 5    | 48            |              | Required    | 4th semester |      |

Recommendation **A course supporting the master's thesis process. During the semester, students participate in 3 joint consultations (KÖKO) and two presentation occasions with two external experts. Workshops and supporting materials and tools are offered to prepare for the presentations.**

Short Description The development and maintenance of individual diploma projects is primarily the task and responsibility of the supervisor and the graduating student. In addition, the content quality of the diploma theses, the preparedness of the graduating students, and the quality of the diploma presentations are supported by the departmental teachers and other professionals (designers, alumni, communication trainers) with feedback, questions to support improvements, and workshops throughout the semester.

| Teachers | Name          | Contact information  | Short bio | Open hours |
|----------|---------------|--|-----------|------------|
|          | Panni Pais    | <a href="mailto:pais.panni@mome.hu">pais.panni@mome.hu</a>                       |           |            |
|          | Dorottya Féja | <a href="mailto:feja@mome.hu">feja@mome.hu</a>                                   |           |            |
|          | Blanka Tímári | <a href="mailto:timariblanca.design@gmail.com">timariblanca.design@gmail.com</a> |           |            |
|          | Dávid Ottlik  | <a href="mailto:david@impact.design">david@impact.design</a>                     |           |            |

| Semester schedule | Course scheduling                                       | Weekly class appointments   |
|-------------------|---|---|
|                   | variable frequency, see detailed schedule in MIRO Board | Mainly Mondays 10:00-12:50Mainly<br>For details please check MIRO Board |

| #   | Date        | Weekly educational content  |
|-----|-------------|-----------------------------|
| 1   |             | Course week                 |
| 2   | February 17 | Pre-KÖKO 1                  |
| 3   | February 24 | KÖKO 1                      |
| 4   | March 3     | Grad-Café                   |
| 5   | March 10    | Grad Café                   |
| 6   | March 17    | Pre-KÖKO 2                  |
| 7   | March 24    | KÖKO2                       |
| 8   | March 31    | Feedback Board              |
| 9   | April 7     | Grad-café                   |
| 10  | April 14    | Pre-KÖKO 3                  |
| 11  | April 22    | Design Concept Presentation |
| 12  | April 28    | Feedback Board              |
| 13  |             |                             |
| 14  |             |                             |
| 15  |             |                             |
| 16  |             |                             |
| 17. |             | Thesis defense              |

| Requirements and evaluation | Assignments  | Evaluation criteria  | Deadline | % in evaluation |
|-----------------------------|--|--|----------|-----------------|
|                             | presence, active work, appearance at joint consultations | 2 absences from workshops are accepted, joint consultations cannot be missed |          |                 |
|                             |  |  |          |                 |
|                             |  |  |          |                 |
|                             |  |  |          |                 |
|                             |  |  |          |                 |

Compulsory readings

Recommended readings

|           |           |  |
|-----------|-----------|--|
| Learnings | Knowledge | <ol style="list-style-type: none"> <li>1. Has a high level of knowledge in recognizing the originality of design and design practice.</li> <li>2. Understands the complexity and connections behind the professional questions and concepts of design and design.</li> <li>3. Understands technical language and effective (written, oral and visual) professional communication in his/her native language and at least one foreign language.</li> <li>4. Part of his/her knowledge is broad-spectrum literacy.</li> <li>5. Has a firm understanding of what creativity is and how to apply the creative skills learned from design and design to solve other types of problems.</li> <li>6. Has specialized knowledge of the methods, implementation directions and opportunities that serve as the basis for research/source collection in the field of design and design.</li> <li>7. Has a broad knowledge of the individual parts of design and design planning, as well as the connections between design, (audio)visual arts, architecture and other fields, as well as the dynamic interaction between the fields of design, creative and performing arts.</li> <li>8. Has a thorough knowledge of the functioning of design and design as a profession and as part of the cultural institutional system.</li> <li>9. Has a high level of understanding of the basic methods of design and project management and their importance, role and function during product development and project implementation.</li> </ol> |
|           | Skills    | <ol style="list-style-type: none"> <li>1. Develops and evaluates design concepts.</li> <li>2. Develops and analyzes idea development principles and practices that are well-suited to their own design journey.</li> <li>3. Based on the experiences gained during their studies, they are able to process and manage knowledge material, and they have sophisticated critical judgment outside of design.</li> <li>4. They have high-level reflective skills.</li> <li>5. They are able to participate in discussions about the position of design and design in social, cultural, artistic, political, ecological and economic contexts.</li> <li>6. They are able to think in the context of a wide range of environmental factors affecting the current project and to convey their thinking to a professional or lay audience.</li> <li>7. They are able to apply their knowledge of the principles and content of related fields to the foundation of their own work.</li> </ol>   |

|                |   |
|----------------|---|
| Attitude       | <ol style="list-style-type: none"> <li>1. His/her design concept always has some kind of social or cultural foundation.</li> <li>2. He/she has a mature critical sense of the stylistic trends, historical and contemporary works of design, (audio)visual arts and architecture, and the various design/creative practices and results.</li> <li>3. He/she is oriented along values.</li> <li>4. He/she strives to make traditional and new approaches known and understood by society.</li> <li>5. He/she actively seeks cooperation with actors from other design art branches/specialties.</li> <li>6. He/she is socially sensitive and committed in choosing and creating his/her design and research topics.</li> <li>7. He/she adheres to the ethical standards of his/her profession.</li> <li>8. He/she is characterized by initiative and is provocative in his/her professional gestures.</li> <li>9. He/She deals with the design themes he/she finds on a permanent basis, understanding the role of time in becoming a designer personality.</li> </ol> |
| Responsibility | <ol style="list-style-type: none"> <li>1. Their professional self-perception is characterized by autonomy and self-awareness.</li> <li>2. They regularly initiate, lead and shape projects.</li> <li>3. They independently plan and manage medium-sized design projects.</li> <li>4. Their design work is characterized by an autonomous, objective balance.</li> <li>5. They carry out their activities with environmental and social awareness.</li> <li>6. They initiate cooperation, in which they strive for a leading role.</li> <li>7. In addition to a high level of autonomous activity, they also manage the work of others.</li> <li>8. They lead a design/creative/art project group, encourage the members, and coordinate their activities in new, previously unknown situations.</li> <li>9. In creative processes, they manage themselves as well as their peers.</li> </ol>  |

Exemption

- ☒ Exemption from attending and completing the course cannot be granted  
☐ Exemption may be granted from the acquisition of certain competencies and the fulfilment of tasks  
☐ Some tasks can be substituted with other activities,  
☐ A full exemption can be granted

Curriculum connections

| Unit                    | Parallel courses     | Course proportion in unit |
|-------------------------|----------------------|---------------------------|
| Befoglaló tantárgy címe | [Ez a kurzus]        |                           |
|                         | Másik kurzus címe    |                           |
|                         | Harmadik kurzus címe |                           |

| Course prerequisites | Is it available as an elective? | Prerequisites in case of elective |
|----------------------|---------------------------------|-----------------------------------|
|                      |                                 |                                   |

Misc. information