Course Thematics

Interdisciplinary Design and Research / Social, Personal

Tutors of the course, contact : Antal Lakner (lakner.antal@g.mome.hu) Balázs Vargha (vargha.b@mome.hu) Beáta Pintérné Sosity (beatasosity@g.mome.hu)

Code: ER-GRA-MA-212202-03 ER-GRA-MA-212202-04	Curriculum place : MA	Recommended semester: 2.	Credit: 10	Number of lessons: 80 Individual student working hours: 220
Related codes:	Type: balanced	Can I add as custom? No	In case of free choice, special prerequisites:	

Course relations (prerequisites, parallels): prerequisite: Interdisciplinary Design and Research

- The aim of the course: Development of interdisciplinary design, creative and research methods Principles of the course: Problem-focused approach Research-based approach Process-oriented methods Complex professional specifics and theoretical knowledge

- Learning outcomes (professional and general competencies to be developed):
- Knowledge:
- Has specialized knowledge of recognizing the authenticity of the design / creative practice of design graphics
- Understands the complexity and connections behind the professional issues and concepts of design graphics
- Has general and specialized knowledge of the processes and concepts underlying his / her own design / creative activities
- Has specialized knowledge of the main theories, principles, style epochs and trends of design graphics, the most important works of his works
- It has renewable independent knowledge
- He understands the philosophy of design graphics
- He is aware of analytical and critical thinking
- Are you sure you understand what creativity is and how to apply the creative skills you learn from design graphics to solve other types of problems
- He / she is thoroughly familiar with the most important materials and techniques on which the design / creative activities in the field of design graphics are based, as well as the conditions for carrying out the activities in his / her own professional specialization.
- Has a high level of specialized knowledge of traditional, classical and innovative materials, media, tools, techniques used in the field of design graphics, is familiar with the main technological, production, manufacturing processes and the conditions of carrying out the activities
- Understands and knows in detail the structure and connections of the main phases of the design / creative project
- He has a wide range of knowledge about the interfaces between parts of design graphics and between design / (audio) visual arts / architecture and other branches of art / disciplines, and the dynamic interactions between the creative and performing

arts. / about the methods, implementation directions, possibilities serving as the basis of fundraising.

Ability:

- Able to manage and develop his own creativity
- Relying on the knowledge acquired during his / her studies, he / she is able to act and react creatively in complex, unexpected situations and requiring a new strategic approach; is able to make an adequate choice from its accumulated toolbox
- Focuses on the artistic aspects of design graphics, cultivates related arts at a high level and is aware of the world of contemporary art
- Analyzes and further develops his / her own graphic design / creative / art processes
- It adopts and incorporates various brought knowledge into its thinking
- He / she is able to apply his / her knowledge of the principles and contents of related fields to establish his / her own work
- He / she is able to effectively mobilize his / her creativity in the given design / creative / art process
- It adapts and develops design graphics skills, techniques, and technologies to new types of problems.
- Recognizes problems that can be solved by design graphics
- Develops and evaluates graphic design concepts
- Develops and analyzes idea development principles and practices that are well-suited to your own design / creative / artistic path
- Able to think in context
- Has all the routine technical skills that allow you to use your independent design / creative / artistic ideas in an individual way and
- Recognizes, identifies, reflects on the social needs related to his / her own design / creative / artistic activity
- It connects design graphic concepts with similar tools in other (related) fields (today)
- Able to incorporate elements of other artistic disciplines into his / her own design / creative / artistic activity in connection with his / her own work (or in cooperation with actors from other artistic branches)
- Able to communicate effectively during collaboration
- It communicates its own ideas and processes to clients and the general public
- Is able to enforce his / her own expectations regarding the performance of his / her own design / creative / artistic activity, as well as its system of conditions and appropriate circumstances; to this end, it communicates effectively and convincingly
- He has sophisticated critical judgment beyond his own field of expertise.
- He is able to think and create together with his own professional environment
- Able to build international relationships and collaborate with colleagues or students abroad in professional processes
- Able to think analytically and critically in the context of a given design / creative / artistic situation
- Able to systematize his analytical and critical thoughts with constructive results according to the goals of the given design / creative / artistic situation

Attitude:

It is characterized by critical, free thinking It is open to the world, by its operation it seeks to give meaning to its world It is oriented along values It strives for the social acquaintance and understanding of traditional and new approach works of art.
He has a mature critical sense of the style trends of design / (audio) visual arts / architecture, his historical and contemporary works, his various design / creative practices and results. Openness and inclusion characterize his creative / designer

approach It expands its internship and further training opportunities openly and consciously His graphic design creative activity is characterized by a high degree of quality and value orientation, artistic sensitivity and intellectual approach. Socially sensitive and committed to choosing the theme of his plans and works of art and creating them He is committed to taking ecological aspects into account in his design / creative activities He is characterized by initiative, provocative in his professional gestures He is actively seeking collaboration with actors from other arts / disciplines He strives to build and nurture a professional relationship system It consciously strives to cross and exceed its own professional boundaries and the boundaries and traditional frameworks between disciplines. Actively looking for challenges and complex problems where you can use your professional knowledge and creativity to give adequate answers, create original works, individually or as members of a group He is actively looking for new knowledge, methods, creative, dynamic implementation possibilities

- Autonomy and responsibility:
- His professional self-perception is characterized by autonomy and self-knowledge Able to solve problems on its own His professional identity is clearly established It is characterized by creative power, independence, autonomy An autonomous, objective balance characterizes its design / creative operation It carries out its activities with environmental awareness Through his activities, he consciously and responsibly shapes his environment In the selection and delivery of the target audience of his socially sensitive and committed plans and works of art He regularly initiates, leads and shapes projects As a member of the project team, he is responsible for most of the large-scale design / (audio) visual arts / architecture and research and development projects.

- Topics to be processed within the course: Interdisciplinary Design and Research Methodology Autonomy and community responsibility Complex design methods Autonomous creative methods The role of creativity in design New design and creative horizons Boundaries of design graphics Design graphics in the light of contemporary technological possibilities Personal creative methods and research areas

- Peculiarities of learning organization / process organization: The course of the course, the nature of each session and their schedule (in the case of several teachers, even indicating the division of the teacher's contribution: Task description, topic consultation, description of goals and expectations (seminar, consultation) Expertise, methods of topic research (seminar) Extension of knowledge related to the topic and development of the criteria system (lecture, seminar) Problem map and analysis (consultation) Conscious structure of the creative process (consultation) Concept development (consultation) Impact analysis, test phase (consultation) Sketch design presentation (seminar) Technical construction Students' tasks and tasks: Active participation in seminars and consultations Documentation and presentation of the topic research, concept and creative process in the form of a presentation Technical preparation of plans. Learning environment: online classroom

- Evaluation: Requirements to be met: Study documenting the topic research (3,000 characters) Presentation showing: topic research concept structure phases of the creative process documentation of finished plans Presentation of digital product / result / mock-up / prototype Submission / upload of the design documentation by the specified deadline and according to the specified technical parameters Preparation and delivery of digital product / result / mock-up / prototype in photographic design Active participation in lessons min. 60% Evaluation method: written (evaluation of the study) oral answer, presentation Evaluation criteria: Coherence of the research-

creative-construction process The content and aesthetic quality of the concept and the created solution
• Calculation of the grade: Process (the quality of the entire research and design process and the content of the documentation) - 50% Product (the finished concept and the created solution, as well as the content and aesthetic quality of the documentation) - 50%

Required reading:
• Huizinga, Johann: *Homo ludens. A Study of the Play-Element in Culture. Beacon, 1971, and further publications* • Millar, Susanna: *The psychology of play. Penguin Books, 1968, and further publications* • Winnicott, Donald Woods: *Playing and Reality.* Routledge, 2005

Other informations:

Recognition / validation principle of knowledge acquired elsewhere / previously:

Extracurricular consultation dates and locations:

Task description

Game on!
The game as a tool for culture building

"Man is only fully human when he plays!"

— Friedrich Schiller, <u>On the Aesthetic Education of Man</u>

Playing is how you learn about the world. Even as a foetus, in the womb, it is already at play, in the first months with his hands, then with toys and puppets. In early childhood, role play takes over, and from adolescence onwards, human play takes over.
In play, it moves from joint action to cooperation. Playing for boredom, fun, curiosity, to win, for the sake of company, or just for fun for the sake of playing. They play with shadows, dice, cards, models, models, build dioramas, drive cars, play hide and seek, play Lego, download game apps, throw paper galaxies and blow bubbles, play musical instruments, play roles on stage, play Olympic games, invent community games. Play as a culture-building tool is as old as man.
The theme of the exercise is an "Attempt to identify the elements of play in culture".

Course: MA1
Interdisciplinary Design and Research

Supervisors:
Antal Lakner
Balázs Vargha
Beáta Pintérné Sosity

Guest teachers and lecturers: Klára Cserne, Anett Ragó, Tamás Ullmann
Consultant: Áron Filkey

Assignment: 08.02.2022.

Course dates:

Tuesday: 13:40-16:30
Wednesday: (09.02., 09.03.) 13:40-16:30
Thursday: 13:40-16:30

Location: MOME Master, Workshop room

Topic
The theme of the course is to redefine the relationship between man and play as a means of cultural creation. Students will individually choose a possible area of research, listen to lectures and develop their own game project.

Content

Play is the primary cultural fact of human life. The "higher contents" of culture, ideas, ideologies, magical cults are all derivative, phenomena that have developed afterwards, over time, in the play of culture, "the higher and higher forms of human culture" begins and unfolds in play, as play", says Johan Huizinga. Play therefore needs no explanation, its presence is a natural given from the very beginning.

The task

The first part of the assignment is to redefine play as a tool for cultural creation, based on independent research. The second part of the task is to design, prototype, model and perform a play object or other play concept, or organise a collaborative, participatory community play activity. The concept can also be implemented with the involvement of sensitive social groups. The medium for realising the game can be freely chosen. The project plan must include user guidelines, rules and possibilities of the game, implementation parameters, conditions, visual elements, and a precise definition of the target group.

The game designs should not mainly include board games or card games.

Completion of the task

The final result of the exercise must be completed and presented by the end of the exercise. The whole period is divided into three basic stages, which end with partial deliverables:

1. Thesis research
   - Analysis of the topic
   - Research and analysis of background material
   - Analysis of national and international examples (study of similar or different but comparable institutions)
   - Interpreting, analysing and organising the information gathered
   - Preparation of a summary research paper summarising the above in the form of a text illustrated with pictures and diagrams the results of the thematic research (approximately 10,000 characters, without spaces)
2. Conceptual design
3. Implementation
4. Presentation

Scheduling

1. Research topics: 08.02.–01.03.
2. Concept planning: 01.03–31.03.
3. Implementation: 01.04–28.04.
4. Presentation, evaluation: 03.05.–05.05.

Evaluation

The assessment will take place on the last day of the course, at the same time as the final presentations, on 5 May. The grade received here will be counted as a grade point towards the end of the year grade for the course!

Evaluation criteria:

// the depth of the topic research
// the thoughtfulness and structure of the concept
 // thinking in a system
 // the quality of the visual designs and presentation