Syllabus

Course name: **Experimental Design and Research / Social**
Language of instruction: English
Study year and semester: **Autumn 2021/22**

Course coordinator(s) / lecturer(s): Lakner Antal, Sosity Bea
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Level and Code: ER-GRA-MA-20212201-02	Position in the Curriculum: MA	Recommended semester: 1	Credits: 10	Teaching hours: 80 Student workload: 220
Related codes:	Type: balanced	Is it open to sign-up as an elective? No	Specific pre-conditions to sign-up as an elective: -	

Interlinkages: (prerequisites, parallel units):

The course aims to:
- To develop experimental design, creative and research methods
- Introduction to experimental and experimental design

Principles of the course:
- Problem-focused approach
- Research-based approach
- Process-oriented methodologies
- Complex professional specifications and theoretical knowledge

Learning outcomes (professional and general competences to be developed):

Knowledge:
- Specialized knowledge of recognizing originality in the design/creative practice of graphic design
- Understands the complexity and interrelationships behind the professional issues and concepts of graphic design
- Has a general and specialised knowledge of the processes and concepts underlying his/her own design/creative activity
- Specialised knowledge of the main theories, principles, stylistic periods and trends, and major sub-areas of graphic design
- Possesses an evolving independent knowledge
- Understands the philosophy of graphic design
- Awareness of analytical and critical thinking
- Has a good understanding of creativity and how to apply the creative skills learned in graphic design to other types of problems
- Have a thorough knowledge of the most important materials and techniques underlying design/creative activities in the field of graphic design, as well as the conditions under which these activities are carried out in their own field of specialisation.
- have a high level of specialised knowledge of traditional, classical and innovative materials, media, tools and techniques used in the field of graphic design, and an understanding of the main technological, production and manufacturing processes and the conditions in which these activities are carried out
- Detailed understanding and knowledge of the structure and context of the main phases of a design/creative project
- Has a broad knowledge of the interfaces between the different aspects of graphic design and design/(audio)visual arts/architecture and other artistic disciplines/disciplines, as well as the dynamic interaction between the creative and performing arts.

- Specialised knowledge of the underlying methods, implementation orientations and opportunities for research/resource collection in the field of graphic design.

Capacity:
- Ability to use effectively the technical and material basis of his/her activity Ability to manage and develop his/her own creativity
- Ability to use the knowledge acquired during his/her studies to act and react creatively in complex, unexpected situations requiring a new strategic approach; ability to make appropriate choices from his/her accumulated toolbox
- Focuses on the artistic aspects of graphic design, has a high level of knowledge of related arts and an awareness of the contemporary art world
- analyses and develops his/her own graphic design/creative/artistic processes
- Incorporates and integrates diverse knowledge into his/her thinking
- Able to apply knowledge of the principles and content of related fields to inform his/her own work
- Is able to mobilise his/her creativity effectively in the given design/creative/artistic process
- Adapts and develops stereographic skills, techniques and technologies to new types of problems.
- Recognises the problems that graphic design can solve
- Develops and evaluates graphic design concepts
- Develops and analyses principles and practices of idea development well suited to his/her own design/creative/artistic journey
- Ability to think in context
- Possesses the routine technical skills that enable him/her to develop his/her own design/creative/artistic ideas in an individual and
- Recognises, identifies and reflects on societal needs in relation to his/her own design/creative/artistic activity
- Link graphic design concepts with similar tools from other (related) disciplines
- Is able to integrate elements of other artistic disciplines into his/her own design/creative/artistic work (or in cooperation with other artistic disciplines)
- Ability to communicate effectively in collaboration
- Communicate own ideas and processes to clients and the general public
- Ability to assert his/her own expectations concerning the conduct of his/her own design/creative/artistic activity and its conditions and appropriate circumstances; to this end, he/she communicates effectively and convincingly
- Possess a refined critical judgement outside his/her own field of expertise.
- Ability to think and create with his/her professional community
- Ability to build international relationships and to cooperate with colleagues or students abroad in professional processes
- Ability to think analytically and critically in the context of a given design/creative/artistic situation
- Ability to organise analytical and critical thinking in a cost-effective way according to the objectives of a given design/creative/artistic situation
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Attitude:
- Characterised by critical, free thinking
- Open to the world, seeks to make sense of his world through his actions
- Oriented towards values
- Strives for social awareness and understanding of traditional and new approaches to art and works of art
- A mature critical sense of design/(audio)visual arts/architecture stylistic trends, historical as well as contemporary works, different design/creative practices and achievements
- Open-mindedness and inclusiveness in his/her creative/design approach
- Openness and awareness to expand professional practice and further education opportunities

- A high degree of quality and value-orientation, artistic sensitivity and intellectual approach in his/her graphic design work
- socially sensitive and committed to the choice of subject matter and the creation of his/her designs and artworks
- Is committed to taking ecological aspects into account in his/her design/creative work
- Initiative and provocative professional gestures
- Actively seeks collaboration with other artistic disciplines/other fields
- Strives to build and maintain professional relationships
- Consciously strives to transcend and transgress professional boundaries, interdisciplinary boundaries and traditional frameworks
- Actively seeks out challenges and complex problems where he/she can use his/her professional knowledge and creativity to provide appropriate responses and original creations, either individually or as part of a group
- Actively seek new knowledge, methods, creative and dynamic ways of implementation

Autonomy and responsibility:
- Professional self-concept characterised by autonomy and self-awareness
- Autonomy and autonomy are self-determined and self-reliant.
- A clearly established professional identity

Creative, autonomous and self-reliant

- Carries out activities with environmental awareness
- Acts in a conscious and responsible way to shape the environment
- Socially sensitive and committed to the selection and delivery of his/her designs and artistic creations to the target audience
- Regularly initiates, leads and shapes projects
- Takes responsibility for major parts of large-scale design/(audio)visual art/architecture and research and development projects as a member of the project team
- Recognises, identifies and reflects on societal needs in relation to his/her own design/creative/artistic activity
- Link graphic design concepts with similar tools from other (related) disciplines
- Is able to integrate elements of other artistic disciplines into his/her own design/creative/artistic work (or in cooperation with other artistic disciplines)
- Ability to communicate effectively in collaboration
- Communicate own ideas and processes to clients and the general public
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Topics and themes to be covered in the course:
Experimental design and research methodology
Community and personal responsibility
The role of creativity in design
New design and creative horizons
Frontiers of graphic design

Specificities of learning organisation/process organisation:
- The course structure, the nature of each session and its timing (including, in the case of several teachers, the sharing of teaching input:
- Introduction of the tasks, topic consultation, description of objectives and expectations (seminar, consultation)
- Theoretical knowledge, methods of topic research (seminar)
- Development of knowledge and perspectives on the topic (lecture, seminar)
- Problem mapping and analysis (consultation)
- Conscious structuring of the creative process (consultation)
- Concept development (consultation)
- Impact analysis, test phase (consultation)
- Presentation of outline design (seminar)
- Technical implementation, modelling, prototyping (workshop)

Students' tasks:
Active participation in seminars and consultations
Independent preparation and presentation on a topic assigned by the course instructor
Documentation and presentation of the research, concept and creative process
Technical preparation of designs for printing and modelling

The learning environment:
- Classroom
- outside location
- digital lab
- workshop

Assessment:

Requirements to be fulfilled:
- A paper documenting the topic research (15,000 characters)
- A presentation that demonstrates:
- topic research
- concept structure
- phases of the creative process
- documentation of finished designs
- Presentation of the mock-up/prototype
- Submission/uploading of design documentation within the given deadline and according to the given technical parameters
Preparation and submission of the mock-up/prototype in a photographic quality
Active participation in class min. 60% of class attendance

Assessment method:
written (assessment of the study)
oral answer, presentation

Assessment criteria:
Coherence of the research-creative-development process
Content and aesthetic quality of the concept and the resulting solution

Calculation of the grade:
Process (quality of the overall research and design process and the content of the documentation) - 50%

Product (quality of the content and aesthetics of the finished concept and the resulting solution and documentation) - 50%

Course content (topics and themes):

Garden in the Anthropocene era

The challenges of human-controlled nature

Course:
MA2
Experimental Design and Research - Social

Course leaders:
Antal Lakner
Beáta Sosity

Guest teachers, lecturers:
Dominika Tihanyi
Mónika Kertész

Assignment edition:
07.09. 2021
Course dates:
Tuesday 13:40-16:30
Wednesday (08. 09) 13:40-16:30
Thursday 13:40-16:30
Location:
MOME

Topic
This course is about reinterpreting the relationship between man and the nature he controls in an era when this relationship has been transformed by globalization, overpopulation, scientific and technological progress and global warming. Students will individually choose a possible area of interest - e.g. botanical gardens, planetary gardens, community gardens, guerrilla gardening, urban gardening, meditation gardens, permaculture gardens, the relationship between man and landscape architecture - and will research and lecture on this topic, and then use this to develop their own garden project.
Content
Botanical gardens were created as laboratories for the cultivation, study, experimentation, mixing and collection of different species, the idea of the 'garden' as a place to gather diversity and to create new life out of movement and diversity.
"Gardens are places where different forms of life mix and adapt to live together. They allow cross-pollination based on encounter. In 1997, French botanist Gilles Clément described the world as a "planetary garden", with humanity doing the gardening. But how do we care for a world driven by invisible information networks, transnational private interests, algorithmic intelligence, environmental processes and growing inequalities? Twenty years on, the metaphor of the planet as a manageable garden is still appealing, not as a place where humans take control, but as a place where 'gardeners' recognise their dependence on other species and respond to climate, time or a range of social factors with shared responsibility."

The challenge
Based on the research, an autonomous art project will be designed,

reflecting on the theme from the perspective of community empowerment and community power.
The assignment is a self-interpreted publication, with a graphically elaborated guide, with possible solutions for the project.
In the realisation of the project, the students will be given a great deal of freedom in terms of the form, size, visual appearance, cover design, typographical scheme and the structure of the book's inner pages. However, the final result should be a practical, clear publication with well-kept texts, with a well-organised layout and a visual system that is easy to follow, with exciting illustrations that redefine the character of manuals. The first part of the handbook should contain a presentation of the chosen interpretation of the garden, covering the topic from all angles, and the second part should contain a project-like presentation of a possible interpretation along its own strategy.

Completion of the task
The final assignment must be completed and presented by the end of the 5-week course. The whole period is divided into three basic sections, ending with partial assignments:
1. thematic research
Analysis of the theme: exploring the idea of the garden and its possible forms
Exploring the idea of the garden and its concept
Analytical collection of national and international examples. Garden research, interpretation, analysis and organisation of the information collected in the context of the project
Preparation of a summary research paper summarising the above, presenting the results of the research in the form of a text illustrated with pictures and diagrams (approx. 3000 characters, without spaces)
2. Conceptual design
 Development of a content concept
 Definition of media, visual interfaces
 Systematising the elements of the concept
  Establishing the visual character of the project
  Preparation of sketches and visual plans showing the overall conceptual design of the project

3. Execution
 Drawing up the design plans
  Workshop
  Making models (depending on the concept, using appropriate materials and techniques)

4. Presentation
Presentation of the whole design process and the final result
Scheduling
1. theme research 16.09.
2. concept development: 16.09. - 30.09 (presentation: 30.09)
3. implementation:05.-06. 10.
4. **presentation, evaluation: 14.10**

Evaluation
Evaluation will take place on the last day of the course, at the same time as the final presentations on 14 October. The grade obtained here will be counted as a grade point towards the end of the year grade for the course!
Assessment criteria:
// depth of research on the topic
// thoughtfulness and structure of the concept
// systematic thinking
// the quality of the visual designs and presentation

Literature:

Gábor Rosta : Community Gardens, Urban Gardens Association , 2014
https://www.bffd.hu/butterfly_pdf/tobbmintzoldseg_online.pdf
http://www.guerrillagardening.org/Natania Meeker/ Antónia Szabari: Radi