

Name **Strategic Product Design A –
Design for children’s hospital**

Classroom
 Studio or workshop
 External venue
 Online

Codes **Kód helye**

Host **Design Intézet**

	Type	ECTS	Contact hours	Student work	Course type	Semester	Unit
Basic info	Gyakorlat		4 per week		studio work	1	

Recommendation **This course focuses on topics related to care and human needs.** The aim of the course is to acquire strategic thinking in the broader context of design and design methodology, and to learn about and apply different design and research methodologies. The focus will be on a thorough mapping and understanding of the needs of those involved in the design and the final design concept.

Short Description The problem at the centre of the course is children’s healthcare. Parents have the right to stay the night in any hospital but there is no object that can solve the problems arising from the lack of space and the many colliding functions a hospital room has to fulfill. The course bases it’s work on a previous research project (provided by the Service Design Postgraduate Program) and is specific to the Bókay Street Children’s Hospital of Budapest. Students will take part in field resesarch, develop prototypes and deliver a final concept for a bed for parents in the Childrens Hospital - in the form of a model, 3d visualizations and a presentation.

Teachers	Name	Contact information	Short bio	Open hours
	Ádám Mikósi	info.adammiklosi@gmail.com		as needed
	Dóri Féja	feja@mome.hu		as needed

Semester schedule	Course scheduling	Weekly class appointments
	course starts ont he 3rd week of the semester	weekly consultations on Monday 13.40-16.30 (additional, optional, online consultation sessions and research appointments can be arranged in different time slots)

#	Date	Weekly educational content
1	09.23.	Briefing, introduction to the topic and the course
2	09.30.	design research methodology basics, forming design research plans
3	10.07.	research, studio work and consultation about ongoing research
4	10.21.	presenting and discussing insights based on research
5	10.28.	introducing first design concepts (sketches, mock-ups, prototypes)
6	11.4.	consultation, iterations, developing personal concepts
7	11.11.	consultation, iterations, developing personal concepts
8	11.18.	consultation, iterations, developing personal concepts
9	11.25.	consultation, iterations, developing personal concepts, finalizing concepts
10	12.2.	consultation, iterations, developing personal concepts, finalizing concepts
11	12.10.	(prep week) preparatory consultations for final presentations
12		
13		
14		
15		

Requirements and evaluation	Assignments	Evaluation criteria	Deadline	% in evaluation
	Design diary (documenting the process in a sketchbook or any other form)	the documentation should keep track of research activity, decisions made during the process, sketches, variations, testing, iterations etc. – should be visual (not just verbal form)		
	no more than 3 absences during the semester	no exceptions (medical or other reason included) – after 2 absences the student gets a warning in email		
	prototypes and sketches – small scale working models and sketches	shows the design process, shows different variations and iterations of the final design (the quality of these prototypes do not need to be super refined)		
	final concept – 3d visualization and 1:2 ratio model	good quality prototype that shows the main		
	final presentation	visual quality of the presentation, fits within given timeframe, concise and clear communication of the project, detailed presentation of the final work and the process		

Compulsory readings

Research material provided by the previous design team

Recommended readings

Learnings

Knowledge	<ol style="list-style-type: none"> 1. Have a general knowledge of the processes and concepts underlying their own design work. 2. have a high level of knowledge of the most important materials, techniques and methods underlying design activities in the field of design and design making. 3. Knowledge of the main basic presentation tools, styles and channels used in the profession. 4. Understands the role and importance of analytical and critical thinking within the discipline. 5. Has a high level of understanding of the importance and role of creativity in design. 6. Understands the basic content and general principles of other fields related to design (e.g. economics, culture, futurology, ecology, technology). <p>Understands the role and potential of design in the context of the economy and society and the environment.</p> <ol style="list-style-type: none"> 8. is familiar with a range of different research methods to identify the needs of stakeholders.
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	9. understands the fields in which the design toolbox can be applied and that design processes can have a wide range of outcomes.
Skills	1. adapt and develop design skills, techniques and technologies in response to current and future social, cultural and economic challenges to new types of problems 2. identify and analyse problems that design can solve. 3. Develops and evaluates design concepts. Links design concepts to similar tools in other (related) disciplines. 5. is able to make creative use of the technical, material and information resources on which his/her design work is based. 6. Analyses and develops his/her own design and design processes, constantly adapting to new technologies. 7. Communicates his/her ideas and processes to clients and the general public. 8. Is able to collaborate with his/her professional community. 9. Able to communicate effectively when working collaboratively. 10. Ability to absorb and integrate diverse knowledge into his/her thinking. 11. Ability to work effectively and proactively in a team. 12. Identifies the needs of stakeholders in the planning process, involving them in the planning process where appropriate.
Attitude	1. Focuses on the creative aspects of design. 2. An open, inclusive and empathetic approach to design. 3. Strives to build and cultivate national and international professional relationships. 4. Consciously manages the interactions that arise during the design process (presentation, teamwork, brainstorming, workshop, etc.). 5. Approaches design tasks with a future-oriented and strategic mindset.
Responsibility	1. develops a design concept, either independently or in collaboration, and implements it professionally, either independently or in a team 2. acts autonomously and responsibly in multidisciplinary projects and activities.

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