

**SD2464 Studio 1 - Process/Brand (Product Design)**

Discipline-specific compulsory

Level 2

Credits 3

Contact hours 39

**Pre-requisites**

Nil

**Co-requisites***SD2465 Computer 1 Solid Model**SD2466 Technology 1 Structure***Exclusions**

Nil

**Minimum pass grade**

Nil

**Objectives**

This course provides an introduction to the practice of industrial design, focusing on a single comprehensive industrial design project, specified by the instructor. Students will produce a complete product design with research, concept sketches and presentation renderings, mockups and study models, technical layouts, and final appearance model. Project focus is on establishing design methodology and product development process with brand and process as central issues. This subject introduces students to the concepts of product-branding and building product identity, relating it to the notion of product semantics and its application in industrial design.

**Intended Learning outcomes**

Upon completing the subject, students will be able to:

**Professional skills**

1. demonstrate the ability to carry through a design development process;
2. understand what a brand and branding mean to the marketer and consumer; appraise the importance of branding and its positioning within the consumer mindset;
3. have developed innovative concepts for products based on research in trends, emerging materials and technologies;
4. have developed the skills for conceptual drawing, production drawing and technical drawing for products;
5. construct visual maps/matrices such as, 'mood boards', 'lifestyle boards', 'taste matrix', 'positional map', etc. in the process of PI reference building;
6. develop techniques for building visual-verbal reference of CMF (colour, material and finish boards);
7. visualize designs in the form of 2D & 3D for production and presentation.
8. apply an analytical approach to design and form development through analysis of design elements of: form, materials, colors, finishes and scale;
9. have strengthened project management and design presentation skills.
10. have developed ability to define a product personality and identify a target market
11. produce adequate design presentation materials including text, graphics and models
12. defend their work in a critique context;
13. carry out design evaluations and refinement with sound time/project management;
14. apply relevant design development methods and processes learned on the programme;
15. produce a reflective report;

**Transferable skills**

16. Manage projects and time.
17. Entrepreneurship, leadership, critical and creative thinking, cultural appreciation.
18. develop imaging skills
19. The process and techniques learned in this class will apply to any future Industrial Design project- regardless of the project- products, vehicles, environments, information, systems, or strategy.

**Subject Synopsis****Product Development Process**

- Critical & creative thinking applied to design research processes

- Observational research processes
- Project management
- Identification of consumer market segments
- Definition of product personality and differentiation
- Product design development/material finishing
- Product aesthetics, semantics and ergonomics
- Application of visual identities, such as logos, color ways, hangtags, and packaging
- Design presentation techniques : 2D, 3D, 4D, web

### Concepts of identities in design

- corporate identity, brand identity, visual identity and product identity;
- brand identity and product identity – case studies;
- various dimensions of form semantics;
- nature of ‘semantic transfer’;
- process of ‘semantic transfer’;

### Product identity and design reference building

- visual mapping;
- introduction to visual-verbal reference (or CMF) making;
- product identity building process.

### Teaching and learning methods

Activity	Purpose
Lecture	To introduce students to theories and principles related to the topic.
Workshop	Putting principles into practice with short in-class exercises
Seminar	To discuss assigned readings related to the topic, expanding students’ contextual knowledge
Tutorial	To guide students on the development of projects, individually and in small groups
Critique	To allow students to learn from the strengths and weaknesses of their peers and to provide a framework for evaluating the effectiveness of the students’ projects from various perspectives

### Assessment methods

Assessment task	Weighting	Learning outcomes to be assessed					
		1-4	5-8	9-12	13-15	16	17-20
1 Learning journal	10%	•	•	•			
2 Projects	60%	•	•	•	•	•	•
3 In-class exercises	30%			•	•		•
Total	100%						

### Purposes

Learning journal To evaluate the students’ critical reflections on their learning experiences, how they have made connections between the concepts discussed in the subject with other areas of learning and their everyday lives, responses to

assigned readings and their project development processes.

Projects	To evaluate how the students have applied principles introduced to practical projects designed for specific contexts of use.
In-class exercises	To evaluate whether the students can apply the theories and principles introduced in lectures related to the topic.

#### Assessment Criteria

- Conceptual Strength - Identification of design opportunities, creativity, originality and clarity of concept; fitness for context and purpose, technology targeting.
- Overall development process and methodology - Explorations on user and context; evolution of insights into concept; experimentation.
- Execution - Overall professionalism in final outcome; aesthetics in form and interaction; clarity of final presentation
- Participation - Proof of teamwork
- Potential (user group) / Need marketable / Gap in the market - How well does the concept fit the identified user group, is the user group large or small (mass market or niche) is it relevant at the intended market, competition, added value.
- Feasibility / Extendibility (no one off) - How feasible is the concept, does it rely on available or future technologies, does the technology fit the user group, does it consider accessories, upgrades or fit into a larger system.

#### Student study effort expected

		hours
<b>Class contact</b>		
1	Lectures, workshops and seminars	10
2	Tutorials: group and individual	15
3	Critiques	14
<b>Other student study effort</b>		
1	Self-study	18
2	Project work	45
<b>Total student study effort</b>		<b>105</b>

#### References

##### Books

*Product Semantic '89: Proceedings from the Products Semantics '89 Conference.* 16–19 May 1989 at the University of Industrial Arts Helsinki UIAH. Helsinki: University of Industrial Arts, 1990.

Vaid, H. (2003). *Branding: Brand strategy, design and implementation of corporate and product identity.* New York: Watson-Guptill Publications.

Gobe, M. (2001). *Emotional branding: The new paradigm for connecting brands to people.* New York: Allworth Press.

Bedbury, S. (2001). *A new brand world.* UK: Viking Penguin.

Aaker, D.A. (1996). *Building strong brand.* New York: The Free Press.

## **Magazines/journals**

*Interni*

*Domus*

*Collezioni accessori*

*Details magazine*

*ID magazine*

*Outside magazine*

*Popular Science magazine*

*Sportswear magazine*

*Stuff magazine*

*View point*

*Wallpaper*

*Wired magazine*