



istitutomarangoni



**STUDY ABROAD
INTERIOR DESIGN SEMESTER**

Version 01

Brief Descriptive Summary

Over the past years Istituto Marangoni has grown and developed alongside the thriving Italian fashion and design industry. Through an exciting curriculum aimed to develop practical, creative, and business and management skills which are subject specific, and relevant to the international fashion industry, Istituto Marangoni undergraduate programmes prepare students with the necessary knowledge and know-how approach in order to enter a professional career in the fields of Fashion Design, Accessories and Footwear Design, Fashion Styling, Fashion Business and Communication, Multimedia Arts, Interior Design, Product Design, Art History and Culture.

General Information

1. Certification attained

Istituto Marangoni Certificate and Transcript

*The recognition of credits obtained within their Semester experience will be evaluated and then confirmed by their own University.

Programme Information

2. Educational & Programme Aims

Educational Aims:

- to develop flexible approaches to programme delivery and student support which reflect the needs and expectations of our students;
- to provide a supportive and inclusive learning environment which will enable success for all learners;
- to develop the students' intellectual and imaginative powers, creativity, independence, critical self-awareness, imagination and skills;
- to establish a culture of constant improvement in learning, teaching and assessment that is anticipatory, enabling, supportive, rewarding and fully aligned with the Institutions vision and strategic objectives;
- to provide a learning experience that is informed by research, scholarship, reflective practice and engagement with fashion and design industry and the professions.

Programme Aims:

Study abroad courses provide an opportunity to see the world, experience new cultures, learn a new language, visit neighbouring countries, and make new lifelong friends.

Study abroad semesters at Istituto Marangoni offer students a chance to experience different styles of education and learn key skills from international experts in the field. The study abroad level is structured and taught at year two of a three-year undergraduate programme. According to the chosen course, credit transcripts or class (contact) hours are awarded on successful completion.

Courses are offered twice a year. Course content changes with each start date to offer a wider range of subjects, giving participants the opportunity to choose the course that best suits their needs.

Interpreting space the way we live. This 6 months course applies a contemporary approach to design, addressing the main areas of contemporary lifestyle interiors: residences, offices, commercial premises, public spaces and exhibition spaces. Students will explore the "identity" of a given space, taking into consideration the demand for physical well-being but also the need for functional performance in relation to the space in question. Aimed at students who have completed at least one year of undergraduate level studies in Interior Design or similar, this stimulating course aims to reinforce skills already acquired in Interior Design, combining technical aspects of construction with elements of contemporary design, fundamental for optimal management and for the development of design proposals.

3. Course Learning Outcomes

Students successfully completing the Semester Abroad programme in Interior Design will have developed:

LO 1 - Demonstrate a sound understanding of the appropriate creative, intellectual and technical skills necessary to practice within the broader interior design;

LO 2 - Develop a detailed understanding of current and emerging technologies and their applications to the contemporary interior design;

LO 3 - Demonstrate a sound understanding of the methodologies underpinning interior design;

LO 4 - Demonstrate the ability to evaluate the appropriateness of different approaches to problem solving;

LO 5 - Demonstrate an understanding of the cultural, social and environmental drivers and their impact on the interior design.

4. Teaching/Learning and Assessment Strategy Curriculum:

Sociology and Anthropology of Design I

The subject aims to provide students with a general understanding of the cognitive mechanisms that govern users' relationship with digital devices, as a central experience in the contemporary anthropological scenario. Particular attention is paid to the critical issues that emerge from this type of relationship and to the negative effects of a "toxic" relationship with digital devices, both cognitively and socially.

Innovative Technologies and Construction Materials

Aim of the course is to consolidate and extend the previous year topics related to materials and processes together with a specific insight on the theme of materials perception, sensoriality and aesthetics by using CMF methodology and approach. Scope of this module is to provide students a professional tool and a specific approach that allows to develop creativity and at the same time a professional design language.

After a review of the primary aspects related to materials and their main technical competencies requested to an interior designer, the course will then move to the creation of specific tools of research, concept generation and communication of the material aspects of a project with the goal to provide students of solid theoretical and practical competencies to be used for their on-going projects and future profession.

Interior Design I

In this subject, students will be introduced to the methodological approach and the complete design process that will have to be translated through project proposals. The subject will focus on defining the correct steps and will introduce and strengthen the design tools to be used. Students will create two different proposals, each focused on a different type of project. The students' projects will be based on solid foundations of space organisation that meet pragmatic and functional requirements but also on design intentions for a user-oriented experience. The two independent projects that students will face will be of different nature allowing them to investigate and define a design approach, while addressing different elements (and inspirations) of an Interior Design project. The themes of the projects will range from contemporary social needs to more sensory and experiential interpretations of interior space.

Environment Design I

In this course, students will elaborate the design process concentrating on the interpretation of interior design proposals in which the aesthetic, functional and experiential components are considered and balanced in an approach that reflects the particular context and reflects the user/client's needs. The architectural and interior interpretation of a sensorial design intention will be examined through the coordinated use of materials, lighting and colours. The students will create two different design proposals, each concentrating on a different project typology. The design themes will range from contemporary social needs to the more sensorial and experiential interpretations of interior space. The two independent projects that the students will address during the course are of a different nature allowing them to investigate and define a design approach while addressing different elements (and inspirations) of an interior design project. Lighting design will be examined as an element of sensory and technical design to be coordinated with the design aspects of two different projects. Students will learn the basics of the lighting discipline and explore the qualities of light. They will learn through theoretical courses as well as through the design project.

Techniques of Project Communication

This subject introduces students to the fundamentals of digital communication tools used in creative project presentation. Alongside the continued use of Adobe Photoshop and InDesign, students will be introduced to Adobe Illustrator for vector-based graphics and Adobe Premiere for video editing and multimedia content creation. The course emphasizes both the technical-functional and aesthetic-expressive dimensions of these tools. Students will learn how to produce visually compelling documents, presentations, and audiovisual content, with a particular focus on multimedia storytelling. Projects will involve creating professional portfolios and dynamic presentations to effectively communicate individual design ideas.

Computer Aided Design (CAD) 2

The subject deepens the technical representation of the project by introducing elements of the executive design with the support of the CAD system. Construction details and architectural elements will be analysed and adapted to the specific project. The custom-made furniture design will be analysed further according to the contents of the Product Ergonomics subject. A three-dimensional modeling of some custom sizes is provided during the duration of the subject. The techniques of rendering, lighting and definition of the materials will be investigated. Tools for post-production and photo montage of the three-dimensional model in a pre-existing digital image will also be provided.

Programme teaching methods

The programme is designed to facilitate the development of a student who will be highly employable and will allow them to investigate and develop their strengths.

The programme will present students with a variety of approaches to learning and assessment strategies that will promote intellectual, imaginative, analytical and critical judgement.

It will allow students to develop understanding as well as their presentation and communication skills, which they will be able to demonstrate in a variety of forms.

A combination of different learning and teaching methodologies are employed in order to promote reflective learning and develop generic transferable skills.

Methods include:

- projects to encourage independent learning through investigation, enquiry and problem solving;
- group project to enhance interpersonal and collaborative skills;
- tutorials and group tutorials to facilitate shared experiences and best practice;
- seminars, formal lectures and workshops;
- study, trips, external projects and competitions present the students with another dimension to their learning experience;
- guest speakers provide the students with a full, broader and real perspective to their specialist field of study

Students will have the opportunity to demonstrate their achievement of the intended learning outcomes through a variety of tests appropriate to their field of study

Course Specific Assessment Criteria:

The methods of assessment used give breadth and depth, which allow for both the formative and summative assessment of every student at each stage of the programme.

Assessment methods to support learning:

The programme uses a balanced assessment system, both summative and formative as an integral part of gathering information on student learning. Different forms of assessment can, and where appropriate should, be used to test different types of skills and learning.

Formative Assessment:

Formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. In formative assessment students could be involved in the assessment process. These formative assessment situations will also give students an opportunity to learn to critique the work of others. Some of the instructional strategies that will be used formatively include the following:

- criteria and goal setting: asking students to participate in establishing what should be included in criteria for success;
- self and peer assessment: With peer evaluation, students see each other as resources for understanding and checking for quality work against previously established criteria;
- student record keeping: helps students better understand their own learning as evidenced by their classroom work. This process of students keeping ongoing records of their work not only engages students, it also helps them, beyond a "grade," to see where they started and the progress they are making toward the learning goal.

Summative Assessments:

These assessments are a means of gauging student learning, at a particular point in time, relative to established marking criteria.

Summative assessments can occur during as well as at the end of each unit and concentrate on specific evidence of student work, examples as follows:

Portfolio Assessment is used to assess a variety of projects that have been developed throughout the unit.

Practical Coursework allows the students to demonstrate their understanding and application of practical areas of study.

Written Reports are required in some study areas, where a clear and structured brief is provided and the students are asked to submit work to be marked independently and anonymously by staff.

5. Course structure

Interior Design Milano
US Calendar

Subjects	Total Hours	Credits (ECTS*)
Sociology and Anthropology of Design I	40	6
Innovative Technologies and Construction Materials	25	3
Interior Design I	52,5	6
Environment Design I	52,5	6
Techniques of Project Communication	45	5
Computer Aided Design (CAD)	35	4
Total	250	30

*European Credit Transfer System

6. Personal Development Planning

The Personal Development Plan is a structured and supported process to develop the capacity of individuals to reflect on their own learning and to plan for their personal and educational career development.

All students may participate to receive guidance and where appropriate, set individual development goals. Success in achieving these goals will be determined through their studies and through extra-curricular activities etc. At the end of the programme all students are given the opportunity to meet with the school placement officer and discuss their future employment possibilities

7. Course Specific Admission Requirements

Admission is based on the reasonable expectation that the student will be able to fulfil the objectives of the programme and achieve the standard required for the award.

Admission requirements are listed below:

- Completed the first year (L4) of an Undergraduate Bachelor programme in Interior Design or similar;
- For non English/French/Italian native speakers: certificate of language skills, level b1 of Common European Framework of Reference with specific requirements (e.g. IELTS 5.0 without elements below 4.5);
- Portfolio;
- Good knowledge of basic design, materials and graphic design;
- Signed personal statement.

The Admissions Manager coordinates and supports the subject specific Programme Leader and the Director of Education in dealing with interviews and portfolio assessments (where appropriate).

(Admission requirements may be subject to change from time to time in order to comply with entry requirement regulations).

8 Student Support Strategy

Istituto Marangoni provides services and student care options to enhance the students' academic experience:

- Programme Leaders: the first point of call to acquaint students with regulations and issues arising on the programme.
- Student Desk / IM Life: care officers dedicated to support students for any personal / academic issues (where appropriate).
- Programme and Student Handbooks.
- Induction programmes for facilities including library, IT, online resources (where applicable), School facilities and media services.
- WeListen Counselling Desk: a psychological health counseling desk service available for students upon appointment (at the moment, this service is available only at the Milano School).
- Student Representatives.

9. Student Evaluation

Student feedback is essential to the programme development and student comments are used to enhance both the successful management of the programme and the teaching/learning strategies.

Istituto Marangoni gathers student opinion in a variety of ways, which may include the following:

- Informal contact with Programme Leader and subject Tutor through appointments with academic staff;
- Issues will be taken to Programme Reflective Meetings and added to the Annual Academic Monitoring Report;
- Formal Student Representation;
- Semester/Term Questionnaire;
- Resources Questionnaire (at the end of each academic year);
- Final Questionnaire (at the end of a study cycle);
- NPS (Net Promoter Score) Questionnaire (at the end of each academic year).

It would be desirable that students provide details of their identity when giving constructive feedback on the course and teaching methods. There might be occasions when that is not appropriate and Istituto Marangoni recognises such exceptions. In these instances, the programme teams and central support services will ensure that anonymity and confidentiality are respected. In order to 'close the feedback loop' and to communicate any improvements resulting from participants attendance, at least once in the academic year, programme teams relate back to participants the actions taken in response to their views.

Participants will be asked to answer to a series of questions, for example, if it was clear what they were meant to be learning on the unit, if the teaching had helped them learn effectively and if they have developed new skills or improved the existing ones. The data will be analysed and the Programme Leader will be required to comment on:

- key strengths and issues arising from student performance;
- key strengths and issues arising from student feedback;
- actions and improvements for the next academic year.