istitutomarangoni

STUDY ABROAD
PRODUCT 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 students the opportunity to choose the course that best suits their needs.
Designing luxury furniture, i.e. unique pieces or products for industrial design and marketing. The six month Product Design course combines a range of digital, manual, technical and applied design skills to develop and refine the creative talent in the methods and in the process design up to the creation of the final product. Addressed to students who have completed at least one year of university studies in Product Design or similar path, this course addresses key topics in the field of design, also analysing trends, materials and 3D modelling and offering contemporary insights on design processes through the study of subjects such as sociology of design, design communication and the anthropology of design. Everything is oriented towards the research and development of innovative ideas that satisfy the needs and requests of a customer brief or for the creation of contemporary design proposals aimed at the user of the product.

3. Course Learning Outcomes
Students successfully completing the Semester Abroad programme in Product Design will have developed:
LO1 - Sound understanding of current and emerging technologies, with the intention of showing applications and insight within the contemporary interior design industry;
LO2 - Appropriate understanding of problem-solving and concept-generating approaches required by the interior design industry;
LO3 - Reflective and self-managed appropriate approach to dealing with complex issues both systematically and creatively, making judgements in the absence of complete data, and communicating their conclusions clearly to specialist and non-specialist audiences;
LO4 - Self-direction and originality in tackling and solving problems, acting autonomously in planning and implementing tasks in respect of the interior design industry;
LO5 - Understanding importance of and being able to apply working relationships using teamwork and leadership skills, recognising and respecting different perspectives within the interior design industry.

4. Teaching/Learning and Assessment Strategy
Curriculum:

Product Design Semester Abroad · October start

Sociology and Anthropology of Design subject
The subject aims to provide students with a general knowledge of the cognitive mechanisms that govern the relationship of users with digital devices, as a central experience of the contemporary anthropological scenario. Particular attention is paid to the criticalities that emerge from this type of relationship and to the negative effects of a "toxic" relationship with digital devices, both on a cognitive and social level.

Materials Science and Technology subject
The subject focuses on presentation of selected design companies, grouped in materials and process clusters. Starting from the acquisition of the basic notions of research methods, a methodological introduction to give an extensive scaffold in support to the students, thus for acquiring the research knowledge and criteria, through a research driven process applied to the field of product and furniture design. The students will analyse the contemporary scenario of furniture and product design, past and contemporary examples that present also the important aspects of the Italian Design culture through different themes for each lesson. Students will build a critical approach to the methodology of academic research in relation with contemporary design. They will be encouraged to develop in class and at home researches based on the handouts and notions presented during the lessons. Showroom visits and collection of photos and clues collected during the external visits, made in groups or in autonomy will be highly encouraged. The class will develop individual researches, demonstrating to the class the outcomes of their focuses and discussing the different results in a collective debate. One of the purposes of this subject is to increase the awareness and invite the students to reflect about how design creativity has different origins and approaches related to with each material and production process.

Product Design I subject
The subject comprises two main parts. In the first part, students will be given the methodological tools to envision a new idea for a product or furniture element. In the second part, they will learn how to study and approach a company to design something original for them. They will be challenged to develop design solutions to a specific theme identified after a first phase of study, analysis and critical research of the current global context.

CAD/CAM Modelling subject
The subject aims at providing students with advanced skills and methods of 3D CAD software and rendering software. Students will acquire the ability to use a varied set of tools comprising Fusion 360, Rhinoceros, and 3dsMAX for 3D modelling, and V-Ray and Key-Shot for rendering images. All classes will comprise a software learning part during which student will deepen their 3D and rendering skills, and a tutoring part during which they will guide and support in preparing virtual models and rendering images for their projects.

Techniques of Design Communication subject
The subject aims to deepen students' of graphic design methods and tools covered in the year. The software leaning is intensified, and the cultural baggage of graphic design and its principles is strengthened. This is an advanced design subject with an emphasis on brand identity development. Topics include logo development, product packaging, marketing and advertising collateral as well as web branding. Special attention is given to the creation of the packaging and the whole presentation. Students will learn to combine typography, color theory and layout to form a cohesive brand identity and apply that identity.

Modelling subject
The subject aims at providing students with practical and methodological skills for the use of laboratory as a working place where design concepts and product ideas undergo a structural and dimensional verification. In the first part, students will learn how to employ basic tools and materials for conceptual and physical modelling. In the second part, modelling lessons will support the projects that students will be working on with project tutors so as to proceed with a constant physical verification as part of the design process. Part of lessons will be dedicated to 3D printing as a means to build models to rapidly scrutinise ideas sensorially. In the last part, lessons will be dedicated to the development and fine-tuning of the models to be present on the exam as an integral part of project documentation.

Product Design Semester Abroad · February start

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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.

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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 leaning experience;
• guest speakers provide the students with a full, broader and real prospective 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 is some study areas, where a clear and structured brief is provided and the students are asked to submit work to me marked independently and anonymously by staff.
Formal Examinations are required is some study areas.
Presentations are used in some subjects to allow the student to develop their professional communication and presentation skills.
Student Projects are used when the student is required to submit work to be marked independently and anonymously.

5. Course structure

Product Design Semester Abroad • October start
Semester 1

Subjects	Total Hours	Credits (ECTS*)
Sociology and Anthropology of Design	37,5	5
Materials Science and Technology	30	4
Product Design	75	6
CAD/CAM Modelling	75	6
Techniques of Design Communication	37,5	5
Modelling	50	4

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Semester 2

Subjects	Total Hours	Credits (ECTS*)
Materials Science and Technology	30	4
Product Design	75	6
CAD/CAM Modelling	75	6
Techniques of Design Communication	37,5	5
Modelling	50	4

*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 Product Design or similar;
• For non English/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 design methodology, technical drawings and digital tools;
• 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).

9. 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.

10. 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 attedance, 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.