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|---------------------|-------------------|
| <b>Unit Title</b>   | Responsive Spaces |
| <b>FHEQ Level</b>   | Level 5           |
| <b>Unit Code</b>    | USE18204          |
| <b>Credit Value</b> | 30                |
| <b>Unit Type</b>    | Subject           |

| Learning Hours                 |    |                                  |            |
|--------------------------------|----|----------------------------------|------------|
| Staff – Student Contact Hours  |    | Independent Study Hours          |            |
| Classes                        | 75 | Independent Study                | 120        |
| Supervised access to resources |    | Preparation for Assessment       | 65         |
|                                |    | Unsupervised Access to Resources | 40         |
| <b>Total</b>                   |    |                                  | <b>300</b> |

## Unit Description

This unit explores the potential of designing experiences for spatial environments, from exhibitions to public space, indoors and outdoors, with a variety of purpose. Project outcomes may vary in scope dependent on the brief set and development path of the student. This might range from designing a whole exhibition, or focus on a specific exhibit. Project purpose vary from public information, campaign engagement, to pure playfulness. (Originate Principle)

You will apply research methods to explore ideas on curation, narrative, wayfinding, signage, identity, materials, and experience design. Through iterative testing and prototyping, you will gain experience on working with typography, imagery, and content, at different scales and perspectives. This unit reinforces visual design skills from the *Design, Systems, and Process* unit and user-centred design approaches from *Exploring Experience* and *Extending Experience*. (Advocate Principle)

Anyone developing a singular exhibit will further develop skills in interaction design and using real time inputs including user, sensor and networked data, thus deepening your understanding of how to communicate concepts and content. Experience and skills learned on *Concepts of Interaction* are extended in a singular exhibit. Playfulness, intuitive interactions, multisensory, atmosphere, can play a role in this unit. (Cultivate Principle)

The Five Principles underpin the Mindsets and Skillsets Manifesto and are the foundation upon which all course curriculum frameworks and unit specifications are based. The relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):

1. Cultivate / Where the individual thrives.
2. Collaborate / Where disciplines evolve.
3. Integrate / Where education engages industry.
4. Advocate / Where purpose meets practice.
5. Originate / creativity meets technology.

## Unit Indicative Content

- Concept development in relation to content and collections
- Narrative and user experience
- Working with content at scale
- Advanced use and combination of sensors and data for interaction
- Use of materials for exhibition design

## Unit Aims

To increase awareness of authorship through content curation

To gain skills in designing wayfinding, signage and identity

To experiment with content at different scales and perspectives

To experiment with sensors and data for use in interactive experiences

To explore the potential of material and sensory aspects of experience design

To synthesise design and coding skills, user experience awareness, in communicating concepts and information

## Unit Learning Outcomes

### LO 4 (Pre) Production

Employ relevant knowledge of production skills alongside a grasp of the creative potential of a selection of processes, materials and methods that inform creative and academic practice.

**Related Principle: COLLABORATE**

### LO 5 Presentation /Storytelling For Influence

Select and employ effective methods of presentation and communication of projects in considering the audience/client and the purpose of the work, whether in visual, oral or written form.

**Related Principle: ADVOCATE**

### LO 8 Professional Identity

Investigate specific professional contexts to situate your own practice.

**Related Principle: CULTIVATE**

## Learning and Teaching Methods

Briefings

Lectures

Project work

Seminars

Workshops

Group work

Online activity  
 Individual Presentations and critiques  
 Self-directed independent study

### Assessment methods and tasks

*More detailed assessment tasks will be specified in the brief.*

| Assessment tasks   | Weighting (%) (one grade or multi-grade unit) |
|--|---|
| Portfolio of work with supporting physical and digital material detailing project research, process and development. | Unit assessed holistically (100% of unit)     |

### Indicative Assessment Criteria

*Assessment criteria are the basis on which the judgment of the adequacy of the work is made. A more detailed assessment criteria will be specified in the brief.*

- Show awareness of authorship through content curation (L05, L08)
- Demonstrate skills in designing wayfinding, signage and identity (L04, L05)
- Evidence experimentation with content at different scales and perspectives (L04)
- Evidence experimentation with sensors and data used in interactive experiences (L04)
- Show a practical understanding of material and sensory aspects of experience design (L04)
- Demonstrate a synthesis of design and coding skills with user experience awareness in communicating concepts and information (L04, L08)

### Essential Reading list

1. Calori, Chris (2015) *Signage and Wayfinding Design: A Complete Guide to Creating Environmental and Graphic Design Systems*, Hoboken: Wiley
2. Hughes, Philip (2010) *Exhibition Design*, London: Laurence King
3. Klanten, Robert (2011) *A Touch of Code: Interactive Installations and Experiences*, Berlin: Gestalten
4. Lefteri, Chris (2006) *Materials for Inspirational Design*, Mies: Rotovision
5. Locker, Pam (2011) *Exhibition Design*, Lausanne: AVA
6. Wang, Shaoqiang (2016) *Exhibition Art: Graphics and Space Design*, Barcelona: Promopress