



Master's Educational Program

Name of the program

დიზაინი

Design

Faculty

დიზაინის საერთაშორისო სკოლა

International Design School

Program Supervisor

Professor Nicholas Shavishvili

Qualification to award

Master of Fine Arts in Design

will be awarded in case of passing not less than 120 credits of an educational program.

The language of teaching

English

Precondition for admission to the program

Applicant is admitted in compliance with the Georgian Legislation.

Description of the program

Master Educational English Language program “Design” is a two-year program. It comprises a range of courses in the Humanities, Social and Technical Sciences. The program include learning courses and research component

The program consists of 120 ECTS credits that are arranged in a following manner:

1. Learning courses -75 credits: mandatory -60 credits, elective courses – 15 credits);
2. Research component 45 credits :

Each of the semester consists of 30 credits.

First semester consists 30 credits learning course (mandatory 25 credits ; elective 5 credits)

Second semester consists 30 credits: Learning course 25 credits (mandatory 20 credits; elective 5 credits) and Research component 5 credits.

Third semester consists 30 credits: Learning course 20 credits (mandatory 15 credits; elective 5 credits) and Research component 10 credits.

Fourth Semester consists 30 credits Research component (Master Thesis).

One credit equals to 25 hours, comprised of in-class and independent work.

A year of the study program (2 semesters,) is scheduled accordingly: 15 weeks of each semester.

The First Year courses introduces students to the fundamental social, cultural, economic and political structures that govern contemporary material and visual culture. By tracing the history of examples of social behavior, students understand how the production and consumption of goods and services came to be as they are. Students will research into topics on the field of design; to develop and sharpen their critical perspective on the production and consumption of goods and services—a fundamentally important aspect of society today. Students will learn the design process, becoming visual thinkers, problem solvers and creative communicators. Students will iterate a cycle of the designed product while focusing on innovation and speed.

Second Year courses combine classroom theory with practical work experience, promotes the development of students' professional training level and practical skills, strengthening the theoretical knowledge acquired at learning in IDS, and acquiring the characteristics of real design of objects in the design process. Gives students the opportunity to discover the creative initiative and create an appropriate environment for independent action, aims at facilitating students to pursue the design practices with the methods through which the designs are implemented and solvency problems are solved. The courses advance the knowledge of use of the customer's product by analyzing product and service disruptions, consumer needs and human criteria, and meeting the needs of consumers by implementing the latest design approaches and methods, develop student's critical analysis skills when making sustainable decisions. Teach the latest approaches to sustainable design, modern trends of production and consumption.

The final step of the study is the completion and defense of a Master Thesis, while the student must demonstrate the multifaceted knowledge obtained during the course of studies. The prerequisite for the defense of the master's thesis is to obtain all basic educational and research components (90 credits). The project have to be presented in front of an interdisciplinary Examination Board, that is created for this sole purpose; The Board have to be comprised of examiners, who have relevant experience and knowledge needed for adequate assessment of a Master Thesis.

The purpose of the program

This programme is intended to enhance the knowledge and skills of design professionals, and those of other disciplines, to enter or continue within diverse careers in the design disciplines, and other allied professional disciplines. The programme extends the students' critical understanding of the historical and contemporary social, cultural, economic and political contexts of design, while providing advanced, state-of-the-art specialized training and experience — in design practice, processes and methods — necessary to undertake complex, multi-faceted design projects, and produce professional design outcomes and results to an international standard. Graduates of the programme will be imbued with the requisite knowledge and skills to continue their careers as successful practicing designers who are able to make a positive contribution to the community of designers, design stakeholders, and society at large. Graduates will also gain a rigorous scholarly grounding and experience appropriate for life-long learning and further doctoral education.

Learning Outcomes and Competences (General and Sectoral)

Knowledge and understanding:

Advanced knowledge and understanding based on re-analysis and re-evaluation of new interpretations on the interactions between design and society.

Advanced knowledge and understanding based on re-analysis and re-evaluation of the state-of-the-art of disciplines closely associated to design, including ergonomics; sustainable design; management and design management.

Applying knowledge:

Able to independently plan and apply advanced creativity techniques, design methods, and innovation processes of the specialized fields of design, to a wide range of design problems, under varying conditions, using advanced state-of-the-art techniques, software and processes.

Able to independently plan and carry out advanced research into ergonomics, to consider the relations between humans and other elements of systems, and to develop design outcomes that optimise human well-being and overall system performance, and to produce research outcomes and new knowledge that have a bearing on the body of knowledge at an international level.

Applying advanced understanding knowledge of sustainable design to do research, to develop design outcomes that address the problems of sustainability, to produce research outcomes and new knowledge that have a bearing on the body of knowledge at an international level.

Applying advanced methods from the social sciences, for example, anthropology, to do research, and for greater understanding, to solve problems encountered by users and stakeholders, and to produce research outcomes and new knowledge that have a bearing on the body of knowledge at an international level.

Making judgements:

The broad education necessary to understand the social, cultural, economic and political forces shaping the design fields in contemporary society and how they impact design processes and outcomes.

A critical understanding of the impact of design and results processes on stakeholders and society at large and capable of providing advice to users and stakeholders on these issues.

Able to analyse and interpret quantitative and qualitative data and form reasoned conclusions on their basis.

Able to provide strategic business advice, to plan and implement business models, and to judge the value, appropriateness, feasibility, and other pertinent qualities, of design and business decisions.

Communication skills:

Able to communicate in written form and verbally with a variety of stakeholders, including clients, technicians and engineers, members of the public and officials; and undertake advanced research and write reports in English, and a second foreign language.

Able to communicate in written form and verbally and to engage in thematic debates with colleagues from the international scientific community in English and a second foreign language.

Learning skills:

Able to reflect on design methods, design processes and outcomes of the design process, and able to proscribe remedial action to address problems and one's own short-comings.

Able to engage in life-long learning, self-directed research, and able to undertake further education, such as doctoral studies.

Readiness to further develop new ideas or processes stemming from knowledge, that is based on recent developments in the course of learning and professional activity, and in the course of research.

Values:

Able to engage in a reasoned debate within an international community of practitioners and scholars about the design disciplines, their effects, and the impacts of design activities and outcomes.

Provide leadership in confronting the profound challenges brought on by sustainability and environmental degradation, and social and economic problems; while leading and enrolling colleagues from the design community in an inclusive, democratic, and open approach to applying the scientific approaches and research tools to addressing those complex problems.

Creative, innovative and entrepreneurial leaders, employing design and intellectual property rights for wealth creation and other benefits.

Methods of achieving learning outcomes (teaching and learning)

Lecture Seminar (work in group) Practical Laboratory practice Course paper / project

Master's paper Consultation Independent work

The most widely spread teaching and learning methods as well as their definitions are given below. A teacher should choose the proper method according to the concrete aim and problem.

1. Discussion/debates. This is the most widely spread method of interactive teaching. A discussion process greatly increases the quality of students' involvement and their activity. A discussion may turn into an argument and this process is not merely confined to the questions posed by the teacher. It develops students' skills of reasoning and substantiating their own ideas. 2. Cooperative teaching is a teaching strategy in the process of which each member of a group not only has to learn the subject himself, but also to help his fellow-student to learn it better. Each member of the group works at the problem until all of them master the issue.

3. Collaborative work; using this method implies dividing students into separate groups and giving each group its own task. The group members work at their issues individually and at the same time share their opinions with the rest of the group. According to the problem raised, it is possible to shift the functions among the group members in this process. This strategy ensures the students' maximum involvement in the learning process.

4. Problem-based learning (PBL) is a method which uses a concrete problem as the initial stage both for acquiring new knowledge and integration process.

5. Heuristic method is based on the step-by-step solving of a given problem. It is realized by means of independent fixing of the facts in the teaching process and determining the ties among them.

6. Case study – the teacher discusses concrete cases together with the students and they study the issue thoroughly. E.g., in the sphere of engineering safety it can be a discussion of a concrete accident or catastrophe.

7. Brain storming – this method implies forming and presenting as many radically different ideas and opinions on a given topic as possible. This method sets conditions for developing a creative approach towards a problem. This method is effective in a large group of students and consists of the following stages:

- using a creative approach for defining a problem/issue;
- for a certain period of time listing (mainly on the blackboard) students' ideas on the problem without any criticism;
- determining the evaluation criteria for stating the correspondence of the idea to the aim of the research;
- evaluating the chosen ideas according to the previously determined criteria;
- selecting the ideas that most of all correspond to the given issue by applying the method of exclusion;
- revealing the best idea for solving the given problem.

8. Role-playing games and simulations – games played according to a previously prepared scenario enable students to estimate the problem from different standpoints. They help students to form alternative points of view. Such games as well as discussions help students to develop skills of independently expressing their own ideas and participating in discussions.

9. Demonstration method implies presenting information with the help of visual aids. It is quite effective in reaching the required result. It is frequently advisable to present the material simultaneously through audio and visual means. The material can be presented both by a teacher and a student. This method helps us to make different steps of perceiving the teaching material more obvious, specify what steps the students are supposed to take independently; at the same time this strategy visually shows the essence of an issue/problem. Demonstration can be very simple. 10. Inductive method determines such a form of conveying any kind of

knowledge when in the process of learning the train of thought is oriented from facts towards generalization, i.e. while presenting the material the process goes from concrete to general. 11. Deductive method determines such

a form of conveying any kind of knowledge which presents a logical process of discovering new knowledge on the basis of general knowledge, i.e. the process goes from general to concrete. 12. Analytical method helps us to divide the whole teaching material into constituent parts. In this way the detailed interpretation of separate issues within the given complex problem is simplified. 13. Synthetic method implies forming one issue from several separate ones. This method helps students to develop the ability of seeing the problem as a whole. 14.

Verbal or oral method comprises a lecture, narration, conversation, etc. During the process the teacher conveys, explains the material verbally, and students perceive and learn it by comprehending and memorizing.

15. Written method implies the following forms of activity: copying, taking notes, composing theses, writing essays, etc.

16. Laboratory method implies the following forms of activity: conducting experiments, showing video materials, etc.

17. Practical methods unite all the teaching forms that stimulate developing practical skills in students. In this case a student independently performs different kinds of activity on the basis of the knowledge acquired e.g. field study, teaching practice, field work, etc.

18. Explanatory method is based on discussing a given issue. In the process of explaining the material the teacher brings concrete examples the detailed analysis of which is made in the framework of the given topic.

19. Activity-oriented teaching implies teachers' and students' active involvement in the teaching process, when practical interpretation of the theoretical material takes place.

20. Designing and presenting a project. While designing a project a student applies the knowledge and skills he has acquired for solving a problem. Teaching by means of designing projects increases students' motivation and responsibility. Working on a project involves the stages of planning, research, practical activity and presenting the results according to the chosen issue. The project is considered to be completed if its results are presented clearly, convincingly, and correctly. It can be carried out individually, in pairs or in groups; also, within the framework of one or several subjects (integration of subjects); on completion the project is presented to a large audience.

21. E-learning implies using the Internet and multi-media means in the process of teaching. It comprises all the components of the teaching process (aims, content, methods, means, etc.); the realization of these components takes place through specific means. There are three types of e-learning:

- Full-time tuition; when the teaching process takes place during teachers' and students' contact hours, and conveying the teaching material occurs through an e-course;
- Distant learning implies conducting the teaching process in the absence of a professor. The teaching course is conducted distantly; in the e-format.
- Hybrid (full-time/distant) – teaching is mainly conducted distantly but a certain part of it is conducted during contact hours.

Student knowledge assessment system

Grading system is based on a 100-point scale.

Positive grades:

- - Excellent - the rating of 91-100 points;
- - Very good - - the rating of 81-90 points
- - Good - the rating of 71-80 points
- - Satisfactory - the rating of 61-70 points
- - Enough - the rating of 51-60 points

Negative evaluation:

- (FX) - Did not pass - 41-50 points of rating, which means that the student needs more work to pass and is given the right to take the exam once more with independent work;
- (F) – Failed - 40 points and less, which means that the work carried out by the student is not enough and he/she has to learn the subject from the beginning.

Assessment forms:

In case of accumulation of 51 and more points, but in case of failure to overcome the minimum level of competence in the final exam, as in the case of FX, the student once has the right to pass an additional examination. The interval between the final and the addition examinations must be at least 5 days.

The number of assessment points received by the student in the additional examination will not be added to the

assessment score received in final exam. The assessment of additional exam is the concluding assessment and will be reflected in the score of final evaluation of the component of the educational program. Taking in account the final assessment of additional exam, in case of gaining the score of 0-50 points in the final evaluation of the educational component, or in case of student failure to overcome the minimum competency level for the final / additional exam, the student will be awarded the F-0 score.

Evaluation of the research component

Final exam /defense of research components (Master Project Thesis /Prospectus, Theoretical/Experimental Research/Colloquium , "Master's Qualification work completion and defense"), the maximum score of which are 100 points, is conducted once for the Master Program students;

The right to pass the final exam of Master Project Thesis/ Prospectus and Theoretical/experimental Research/Colloquium has the Master Program student, who has performed and timely handed the minimum amount of works defined by the program over to the Supervisor;

The right to pass the Master's degree work defense has the student, who has fully completed all the components provided by the Educational Program in the previous semesters and at the same time completed and timely handed over the qualification work to the Supervisor;

In case of getting the scores FX - (41-50 points), the student is entitled to submit the revised scientific-research component (Prospectus / Colloquium / Master's qualification work) within the next semester; In case of getting the scores of F- (40 points and less) he/she loses the right to present the same Prospectus / Colloquium / Master's Qualification work;

The assessment methods, criteria and scales of the student's knowledge are given in syllabuses

Field of employment

Specialists in Interior and Furniture Design

- construction industry
- service industry
- entertainment industry
- leisure and the hotel trade
- employed by construction companies and related organisations, advertising agencies, consulting design companies, or they may choose to be self-employed.

Specialists in Product Design:

- manufacturing industry
- packaging industry
- service industry
- computer software and hardware industry
- entertainment industry
- employed by industrial companies manufacturing consumer products and capital goods and software and hardware, companies in the entertainment sector, consulting design companies

Specialists in Transportation Design

- automotive and vehicle industries
- service industry
- entertainment industry
- employed by industrial companies manufacturing consumer and commercial products, companies in the entertainment sector, consulting design companies

Specialists in Visual Communication Design:

- publishing industry
- advertising and packaging industries
- media industries including the internet, television production and post-production
- computer software and hardware industry
- service industry
- entertainment industry

employed by industrial and media companies, industrial companies producing software and hardware, advertising agencies, government agencies, NGOs, consulting design companies

Opportunity to continue learning

Doctoral Educational Programs

Human and material resources necessary for the implementation of the program

The program provides the appropriate human and material resources. For more information, see the attached syllabi.

Number of attached syllabi :22

Program Study Load

№	Course Title	Precondition of admit	ECTS Credits			
			I Year		II Year	
			Semester			
			I	II	III	IV
1	Critical Studies in Design	None	5			
2	Innovation Studio	None	10			
3	Innovation Design Management	None	5			
4	Design CAD Studio	None	5			
5	Science & Technology Studies	None		5		
6	User-Centred Studio	Innovation Studio		10		
7	Advanced Design CAD Studio	Design CAD Studio		5		
8	Work placement	None			5	
9	Sustainable Studio	User-Centred Studio			10	
Electives						
10	English for Business and Study	None	5			
11	Design Presentation	None				
12	Italian Language B1.1	None				
13	Russian Language B1.1	None				
14	German Language B1.1	None				
15	Applying Skills: Sharing Experience with Students	None	5			
16	Advanced Design Presentation	Design Presentation				
17	Italian Language B1.2	Italian Language B1.1				
18	Russian Language B1.2	Russian Language B1.1				

19	German Language B1.2	German Language B1.1				
20	Usability in Design	None				
21	Sustainable Futures	None			5	
22	Sustainable Design and Built Environment	None				
Per semester			30	25	20	0
Total:			75			
Research Component:						
	Master Research Project / Prospectus			5		
	Theoretical / experimental research / colloquium	Master Research Project / Prospectus			10	
	Accomplishment and Defense of Master's Thesis	Theoretical / experimental research / colloquium and all educational components				30
Total per semester:			30	30	30	30
Total per year:			60		60	
Total:			120			

Map of learning outcomes

Nº	Course	Knowledge and understanding	Applying Knowledge	Making judgments	Communication skills	Learning skills	Values
1	Critical Studies in Design	X	X	X	X	X	X
2	Innovation Studio	X	X	X	X		
3	Innovation Design Management	X	X	X	X		
4	Design CAD Studio	X	X	X	X	X	
5	Science & Technology Studies	X	X	X	X	X	X
6	User-Centred Studio	X	X	X	X		
7	Advanced Design CAD Studio	X	X	X			
8	Work placement	X	X	X	X	X	X
9	Sustainable Studio	X	X	X	X	X	X
10	English for Business and Study	X	X	X	X	X	
11	Design Presentation	X	X	X	X	X	X
12	Italian Language B1.1	X	X		X	X	
13	Russian Language B1.1	X	X		X	X	
14	German Language B1.1	X	X		X	X	
15	Applying Skills: Sharing Experience with Students	X	X	X	X	X	X
16	Advanced Design Presentation	X	X	X	X	X	X
17	Italian Language B1.2	X	X		X	X	
18	Russian Language B1.2	X	X		X	X	
19	German Language B1.2	X	X		X	X	
20	Usability in Design	X	X	X	X	X	X

21	Sustainable Futures	X	X	X	X	X	X
22	Sustainable Design and Built Environment	X	X	X	X	X	X
Research Component:							
	Master Research Project / Prospectus	X	X	X	X	X	X
	Theoretical / experimental research / colloquium	X	X	X	X	X	X
	Accomplishment and Defense of Master's Thesis	X	X	X	X	X	X

Program curriculum

№	Course code	Course Title	ESTS credits / hours	Hours									
				Lecture	Seminar (work in the group)	Practical classes:	Laboratory	Practice	Course paper / project	Mid-semester exam	Final exam	Independent work	
1	SOS41509E1-SK	Critical Studies in Design	5/125	15						30	1	1	78
2	ART11509E1-K	Innovation Studio	10/250							120	1	1	128
3	BUA53309E1-LP	Innovation Design Management	5/125	15		30					1	1	78
4	ICT43609E1-K	Design CAD Studio	5/125							45	1	1	78
5	SOS41609E1-LK	Science & Technology Studies	5/125	15						30	1	1	78
6	ART11609E1-K	User-Centred Studio	10/250							120	1	1	128
7	ICT43709E1-K	Advanced Design CAD Studio	5/125							45	1	1	78
8	ART21309E1-R	Work placement	5/135					75			1	1	48
9	ART21409E1-K	Sustainable Studio	10/250							120	1	1	128
		Electives											
10	LEH16309E1-P	English for Business and Study	5/125			45					1	1	78
11	JOI17009E1-P	Design Presentation	5/125			45					2	2	76
12	LEH10309E3-P	Italian Language B1.1	5/125			45					1	1	78
13	LEH12112E3-P	Russian Language B1.1	5/125			45					1	1	78
14	LEH11912E3-P	German Language B1.1	5/125			45					1	1	78
15	BUA71709E1-P	Applying Skills: Sharing Experience with Students	5/125			45					1	1	78
16	JOI17109E1-P	Advanced Design Presentation	5/125			45					2	2	76
17	LEH10409E3-P	Italian Language B1.2	5/125			45					1	1	78
18	LEH12212E3-P	Russian Language B1.2	5/125			45					1	1	78
19	LEH12012E3-P	German Language B1.2	5/125			45					1	1	78

20	SOS41709E1-LS	Usability in Design	5/125	15	15					1	1	93
21	ENV10509E1-LS	Sustainable Futures	5/125	15	15					1	1	93
22	ENV10609E1-LS	Sustainable Design and Built Environment	5/125	15	30					1	1	78

Program Supervisor

Nicholas Shavishvili

Agreed with

Quality Assurance Service of GTU

Irma Inashvili

Chairman of the Academic Board

Archil Prangishvili