

## University of Lapland

# ART/TTK - Fashion, Textile art and material studies, Autumn 2022

The following courses are open to all exchange students and available in Autumn period:

UART1102 Finnish Design 4 cr.

UART1105 Introduction to service design 5 cr.

UVAP0161 Adaptation Charting 3 cr.

UYLE0228 Independent Photography Studies Seminar 4 cr.

MAAD1102 Introduction to Arctic Cultures 5 cr.

MAAD1103 Arctic Art, Design and Innovation 5 cr.

UART1101 Fine Art Excursion in Lapland 5 cr.

UMUO4005 Arts-Based and Community-Based Participatory Research Approaches 3 cr.

The following courses are included in Fashion, Textile art and Material studies:

MUTE0101 Fashion and Textile History 2 cr.

FTEK3202 Experimental Textile Expression Workshop 6 cr.

MUTE0102 Weaving Workshop 3cr.

MUTE3201 Principles of collection design 5 cr.

Code	Name	Credits
<b>ARTMT22A</b>	<b>ART/TTK - Fashion, Textile art and material studies, Autumn 2022</b>	<b>48-53</b>
Open to all students and available in Autumn period		32-37
UART1102	<i>Finnish Design</i>	4
UART1105	<i>Introduction to Service Design</i>	5
UVAP0161	<i>Adaptation Charting</i>	3-5
UYLE0228	<i>Independent Photography Studies Seminar</i>	2-5
MAAD1102	<i>Introduction to Arctic Cultures</i>	5
MAAD1103	<i>Arctic Art, Design and Innovation</i>	5
UART1101	<i>Fine Art Excursion in Lapland</i>	5
UMUO4005	<i>Arts-Based and Community-Based Participatory Research Approaches</i>	3
Only for fashion and textile students		16
MUTE0101	<i>Fashion and Textile History</i>	2
FTEK3202	<i>Experimental Textile Expression</i>	6
MUTE0102	<i>Weaving Workshop</i>	3
MUTE3201	<i>Design principles in fashion collection</i>	5

**ARTMT22A ART/TTK - Fashion, Textile art and material studies, Autumn 2022: 48 - 53 op**

**Open to all students and available in Autumn period: 32 - 37 op**

## UART1102 Finnish Design: 4 op

### Objectives

At the end of this course student

- has basic knowledge on Finnish design
- can recognize different fields of design culture in Finland
- can apply the understanding of Finnish design in assignments

### Contents

The design culture in Finland is presented and discussed by using Finnish industrial, graphic, audio-visual, fashion and textile designers and their works as examples. Lectures are given from different fields of design. The emphasis is to introduce the key elements of Finnish design. Students will make assignments in groups, where they will apply their knowledge on Finnish design.

### Accomplishment methods

Presence during the lectures (80%) and the finished assignment with a presentation.

### Study methods

Lectures about different fields of Finnish design by using examples. Group assignment, where students are asked to apply their knowledge on Finnish design. Lectures and guided exercises 28 hours, 80 hours independent work.

### Further information

Max 30 students.

### Evaluation scale

H-5

### Assessment criteria

0-2

(0) The performance is very incomplete or incorrect, or contains significant misunderstandings. (1-2) Performance is narrow, superficial, or poorly matched to assignment. The performance is limited to listing things in isolation, or dealing with things unilaterally. Execution may contain errors or ambiguities.

3-4

Performance corresponds to assignment, demonstrates understanding and the ability to analyze and justify. The whole picture has been formed, but there may be shortcomings.

5

The performance outlines a broad entity and the knowledge can be applied multidimensionally or placed in different contexts. Performance demonstrates independent grip and insight. Performance is an intact entity that includes justified self-thinking or critical reflection. The tasks are well written and/or implemented.

## UART1105 Introduction to Service Design: 5 op

### Objectives

At the end of this course student - understands the key concepts, methods, process and background of service design - understands service design as a design activity and its link to one's own field of study - has got basics for further method studies and projects on service design

### Contents

The goal of the course is to give the participant an overview about service design, its key concepts, methods and process. The course will contain both theory and one practical case assignment, or smaller-scale service design tasks

**Accomplishment methods**

Presence during the lectures (80%), finished assignment and a final report.

**Study methods**

Lectures, exercises, design assignment and a final report for a case organization

**Learning material**

More literature information and extra material

Stickdorn, M. and Schneider, J. (Eds). 2010. "This is Service Design Thinking. Basics - Tools - Cases." BIS Publishers. NL.

**Evaluation scale**

H-5

**Assessment criteria**

0-2

5-1 / failed

**UVAP0161 Adaptation Charting: 3 - 5 op****Objectives**

Learning outcomes

-the application of theory and practice to the exploration of adaptation and change, culture and environment through artistic practice during the student's exchange period.

-to achieve a clearer understanding, through art, of the relationship between culture(s) and environment.

**Contents**

Theories of adaptation and the exploration of visualization of space and culture via artistic exploration.

**Accomplishment methods**

None other than to be an exchange student in the faculty of art and design.

**Study methods**

Seminar, field work and critique.

**Further information**

Additional reading and other

To be assigned in class.

Evaluation

Pass/fail

Timing

Autumn and spring

Target group

Foreign exchange students to the faculty of art and design (BA, MA)

Tutorâ€  
Michael Jacobsâ€

Language of instructionâ€  
English

**Evaluation scale**  
Approved/Rejected

## **UYLE0228 Independent Photography Studies Seminar: 2 - 5 op**

### **Objectives**

Learning outcomesâ€â€â€â€â€â€

- the application of theory and practice to the exploration of adaptation and change, culture and environment through artistic practice during the student's exchange period.â€
- to achieve a clearer understanding, through art, of the relationship between culture(s) and environment.â€

### **Contents**

Theories of adaptation and the exploration of visualization of space and culture via artistic exploration.â€â€

### **Accomplishment methods**

None other than to be an exchange student in the faculty of art and design.

### **Study methods**

Seminar, field work and critique.â€

### **Further information**

Additional reading and other materialsâ€  
Toâ€ assigned in class.â€

Timingâ€  
Autumn and springâ€

Target groupâ€  
Foreign exchange students to the faculty of art and design (BA, MA)â€

Tutorâ€  
Michael Jacobsâ€

Language of instructionâ€  
Englishâ€

**Evaluation scale**  
Approved/Rejected

## **MAAD1102 Introduction to Arctic Cultures: 5 op**

### **Objectives**

At the end of the course student is able to

- have basic understanding of the histories and experiences of the peoples of the Circumpolar North,

and the development of northern cultures

- discuss and distinguish traditions and features of northern cultures and art
- describe cultural and artistic similarities and differences of northern peoples and cultures

### **Contents**

The aim of this introductory course is to give knowledge of Arctic Cultures and how arctic landscapes and people have been presented in visual arts.

### **Accomplishment methods**

Lectures and seminars 28 hours, independent work, a learning diary and a seminar on literature.

### **Further information**

Timing

Autumn of first year

Target group

The student of Master's programme in Arctic Art & Design, exchange students (BA, MA)

Tutors

Maria Huhmarniemi and teaching and research staff of Arctic Centre and Faculty of Art and Design

### **Evaluation scale**

H-5

### **Assessment criteria**

**0-2**

Participation in the course is very low. Performance is narrow, superficial, or poorly matched to assignment. The performance is limited to listing things in isolation, or dealing with things unilaterally. Execution may contain errors or ambiguities.

**3-4**

Participation in the course is regular. Performance corresponds to assignment, demonstrates understanding and the ability to analyze and justify. Basic understanding of Arctic Cultures has been formed, but there may be shortcomings.

**5**

Participation in the course is active. The performance outlines a broad entity and the knowledge of Arctic Cultures can be applied multidimensionally or placed in different contexts. Performance demonstrates independent grip and insight. Performance is an intact entity that includes justified self-thinking or critical reflection. The learning diary is well written or implemented.

## **MAAD1103 Arctic Art, Design and Innovation: 5 op**

### **Objectives**

Students will be able to identify the main concepts and process related to thematic discussion and development processes in the arctic region. Students will learn how to use research and development strategies as well as methods and approaches based on art and creativity needed to solve extreme problems.

### **Contents**

The course will introduce the thematic discussions related to the research, development and innovation work related to arctic art and design. The course will introduce central concepts in the core of arctic art, design and innovation: design for social innovation, design thinking, wicked problems and applied visual art. The course will also introduce research processes and case studies

on development work in the north. Arctic Art, Design and Innovation work can be applied into marginal contexts and help in generating radical innovation for both social and business contexts.

### **Study methods**

The course will be carried out through lectures and workshops 32 hours, and a seminar work, independent work.

### **Further information**

Timing

Autumn of first year

Target group

MA and Doctoral students

Tutor

Satu Miettinen and Glen Coutts

### **Learning material**

Brown, T. (2008). Design Thinking. Harvard Business Review, June 2008, 84-92. Darso, L (2004) Artful Creation: learning-Tales of Arts-in-Business.

Jokela, T., Goutts, G. Huhmarniemi, M. and Härkönen, E. (Eds): COOL – Applied Visual Arts in the North.

Kolko, J.: Wicked Problems: Problems Worth Solving. <https://www.wickedproblems.com/read.php>

Manzini, E.: Making Things Happen: Social Innovation and Design. Design Issues. Winter 2014, Vol. 30, No. 1

Tahkokallio, P.( Ed.): Arctic Design - Opening the Discussion. 2012

Jokela & Coutts: Relate North series 2014 – 2020

### **Evaluation scale**

H-5

### **Assessment criteria**

**0-2**

Participation in the course is very low. Performance is narrow, superficial, or poorly matched to assignment. The performance is limited to listing things in isolation, or dealing with things unilaterally. Execution may contain errors or ambiguities.

**3-4**

Participation in the course is regular. Performance corresponds to assignment, demonstrates understanding and the ability to analyze and justify. The main concepts and approaches of arctic art, design and innovation have been formed, but there may be shortcomings

**5**

Participation in the course is active. The performance outlines a broad entity and the knowledge of arctic art, design and innovation can be applied multidimensionally or placed in different contexts. Performance demonstrates independent grip and insight. Performance is an intact entity that includes justified self-thinking or critical reflection. The course tasks are well implemented.

## **UART1101 Fine Art Excursion in Lapland: 5 op**

### **Objectives**

At the end of this course student is able to- have an orientation to culture, landscape and environment in the Lappish north through photography, painting and regional cultural history

**Contents**

Introduction to photography, painting and culture of the Lappish landscape. The North presented via art of photography and painting, a cultural overview of the North in art and history.

**Accomplishment methods**

Participation and critique, diary based on experiences in the course, 6-8 pages.

**Study methods**

Lectures, practice, critique.

**Further information**

Additional information

Min. 6 students, max. 10 students. Students are required to pay for the travel, accommodation and subsistence costs (app. 150-200 eur) themselves. There will be lectures about basic photographic theory and practice. For painting only requirements are to bring the proper materials along. All students willing to attend need to REGISTER to michael.jacobs@ulapland.fi as soon as possible.

**Prerequisites**

A basic knowledge of photography.

**Evaluation scale**

Approved/Rejected

**UMUO4005 Arts-Based and Community-Based Participatory Research****Approaches: 3 op****Objectives**

Student will be able to use and combine arts-based and community-based methods and practice as research in the arts to his/her thesis and understands a specific nature of such methods in the field of academic research.

**Contents**

Introduction to a variety of arts-based and community-based research approaches of art education, applied visual arts and design.

**Accomplishment methods**

Active participation to the lectures, successful completion of assignments

**Study methods**

Lectures 24 hours, exercises and independent work 46 hours.

**Further information**

Timing

Autumn of first year Master's studies

Tutor

Maria Huhmarniemi, Satu Miettinen and Timo Jokela

**Learning material**

Leavy, Patricia: Research Design, 2017

Leavy, Patricia: Method Meets Art. Arts-Based Research Practice, 2009

Barone, Tom & Eisner, Elliot (2012) Arts based research

Cahnmann-Taylor, Melisa & Siegesmund, Richard (eds.): Arts-based research in education: Foundations for practice. 2008.

Shared articles

**Evaluation scale**

H-5

**Assessment criteria****0-2**

Participation in the course is very low. Performance is narrow, superficial, or poorly matched to assignment. The performance is limited to listing things of arts-based and community-based research strategies and methods in isolation, or dealing with things unilaterally. Execution may contain errors or ambiguities.

**3-4**

Participation in the course is regular. Performance corresponds to assignment, demonstrates understanding and the ability to analyze and justify. The whole picture of arts-based and community-based research strategies has been formed, but there may be shortcomings.

**5**

Participation in the course is active. The performance outlines a broad entity and the knowledge of arts-based and community-based research strategies and methods can be applied multidimensionally or placed in different contexts. Performance demonstrates independent grip and insight. Performance is an intact entity that includes justified self-thinking or critical reflection. The essay is well written.

**Only for fashion and textile students: 0 op****MUTE0101 Fashion and Textile History: 2 op****FTEK3202 Experimental Textile Expression: 6 op****Objectives**

At the end of the course student is able to

- design and produce surfaces utilizing various textile techniques.
- experiment and combine different materials and techniques innovatively and creatively

**Contents**

The possibilities and meanings of experimental textile techniques in artistic expression. Material-based, experimental approach to creative process.

**Accomplishment methods**

Active participation and successful completion of studio work.

**Study methods**

60 hours lectures and guided exercises, 102 hours independent work

**Evaluation scale**

H-5

**Assessment criteria****0-2**

Fail (0)

The performance is very incomplete or incorrect, or contains significant misunderstandings.

Passable and satisfactory (1-2)

Performance is narrow, superficial, or poorly matched to assignment. The performance is limited to listing things in isolation, or dealing with things unilaterally. Execution may contain errors or ambiguities.

3-4

Good and commendable (3-4)

Performance corresponds to assignment, demonstrates understanding and the ability to analyze and justify. The whole picture has been formed, but there may be shortcomings.

5

Excellent (5)

The performance outlines a broad entity and the knowledge can be applied multidimensionally or placed in different contexts. Performance demonstrates independent grip and insight. Performance is an intact entity that includes justified self-thinking or critical reflection. The answer is well written or implemented.

## **MUTE0102 Weaving Workshop: 3 op**

## **MUTE3201 Design principles in fashion collection: 5 op**

### **Objectives**

At the end of the course student is able to:

- Design and coordinate collections for a target group and a company strategy.
- Assess the quality of a fashion collection from commercial, esthetic and ethical viewpoints.
- Utilise imagination in ideation and storytelling in design

### **Contents**

Collection design process and its application for different target groups. The roles of international fashion fair system and commercial trend forecasting. The structure, quality and consistency of a fashion collection. Produce a collection in relation to the production methods and the clarity of design communication.

### **Accomplishment methods**

Active participation to lectures and guided exercises and successful completion of studio work.

### **Study methods**

60 hours lectures and guided exercises, 75 hours independent work

### **Further information**

Fashion minor students; Fashion, Textile Art and Material Studies Exchange Students. There is a limited number of places available. (BA, MA)

### **Learning material**

Aspelund, K. (2015). The design process. NewYork: Fairchild.

Loschek, Ingrid (2009). When Clothes Become Fashion. Design and Innovation Systems. Berg Publishers

Zaccagnini Flynn, Judy & Foster, Irene M. (2009). Research Methods for the Fashion Industry. Fairchild Books

### **Evaluation scale**

H-5

### **Assessment criteria**



**0-2**

**Fail**

The performance is very incomplete or incorrect, or contains significant misunderstandings.

**Passable and satisfactory (1-2)**

Performance is narrow, superficial, or poorly matched to assignment. The performance is limited to listing things in isolation, or dealing with things unilaterally. Execution may contain errors or ambiguities.

**3-4**

**Good and commendable (3-4)**

Performance corresponds to assignment, demonstrates understanding and the ability to analyze and justify. The whole picture has been formed, but there may be shortcomings.

**5**

**Excellent (5)**

The performance outlines a broad entity and the knowledge can be applied multidimensionally or placed in different contexts. Performance demonstrates independent grip and insight. Performance is an intact entity that includes justified self-thinking or critical reflection. The answer is well written or implemented.