

## University of Lapland

# ART/TTK - Industrial Design, Autumn 2022

### INDUSTRIAL DESIGN:

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 for Industrial Design Exchange students in Autumn period:

MTEO0848 Furniture Design Models 5 cr.

UART1104 Arctic Inspiration 3 cr.

MTEO0613 Advanced Interaction Design 10 cr.

Code	Name	Credits
<b>ARTIND22A</b>	<b>ART/TTK - Industrial Design, Autumn 2022</b>	<b>50-55</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 industrial design students		18
MTEO0848	<i>Furniture Design Models</i>	5
UART1104	<i>Arctic Inspiration</i>	3
MTEO0613	<i>Industrial Design Advanced Project/ Interactive Design</i>	10

## ARTIND22A ART/TTK - Industrial Design, Autumn 2022: 50 - 55 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)

Tutor

Michael Jacobs

Language of instruction  
English

**Evaluation scale**

Approved/Rejected

**UYLE0228 Independent Photography Studies Seminar: 2 - 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 materials

To be assigned in class.

Timing

Autumn and spring

Target group

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

Tutor

Michael Jacobs

Language of instruction

English

**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 industrial design students: 0 op**

**MTEO0848 Furniture Design Models: 5 op**

### **Objectives**

Getting to know Finnish furniture design and analyzing it. Designing new products and making models at the workshops. The aim is to introduce model / prototype making at the workshops. The goal is to get acquainted with the tools, machinery and safety requirements of the workshops.

### **Contents**

Finnish furniture design classics are introduced and analyzed. New furniture design is created based on the analyzes. The model-making workshop and wood workshop are introduced. Designing and making models / prototypes at the workshops.

### **Accomplishment methods**

Compulsory course to all industrial design exchange students. Presence during the lectures and finished assignment. Writing a report. Exhibition of the finished models.

### **Study methods**

60 hours lectures and guided exercises, 75 hours independent work.

### **Further information**

Max 15 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.

## **UART1104 Artic Inspiration: 3 op**

### **Objectives**

The Arctic Inspiration Workshop is an introduction to local Lappish culture. The philosophy of arctic lifestyle is discussed and the stories of the arctic area are told. The group will travel somewhere in Lapland. The setting will offer peace, quietness, solitude, pristine nature, light and darkness, fire and warmth, inspiration for designing. The tools for surviving in the arctic wilderness are introduced. The goal is later to be able to organize similar wilderness experience by using rentable cabins ([www.luontoon.fi](http://www.luontoon.fi)) or even in the open air with respect for everyman's rights.

### **Contents**

Introductory lecture. Learning independent travel skills. Getting acquainted with the surroundings. Workshop in wilderness. Understanding sustainable way of living. Documentation of workshop experience.

### **Study methods**

The students are expected to document the atmosphere and experience of the workshop in images and sound material into social media for example YouTube. The angle will be arctic design and the University of Lapland. Previous videos are found from YouTube with "arctic inspiration" key words.

### **Further information**

Additional information

Arctic Inspiration is only for the exchange students of industrial design.

The courses take place outside from Rovaniemi and students might have to pay some travelling costs. Students pay for the food.

### **Evaluation scale**

H-5

### **Assessment criteria**

0-2

Pass / fail

## **MTEO0613 Industrial Design Advanced Project/ Interactive Design: 10 op**

### **Objectives**

Having completed the course students can

- have an overview to different interaction design techniques
- recognize the phases and tasks related to designing interactive products and user interfaces (UIs)
- apply the methods of interaction design in the contexts of graphical user interfaces (GUI) and beyond desktop UIs

- apply different methods in interaction design project work
- collaborate with different stakeholders, for example business, research, and end-users, in the context of interaction design

**Contents**

Comprehensive project work focusing on interaction design. Introduction of different phases of interaction design process. Different interaction design techniques on graphical user interfaces and mobile and ubiquitous interaction. The project work entails the application of interaction design and UI prototyping methods.

**Accomplishment methods**

Active participation in lecture and project work, completed project assignments, and a written report.

**Study methods**

Lectures as well as project work under supervision and independently, a total of 270 hours.

**Prerequisites**

Bachelor's studies, or can be included as part of international exchange studies.

**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 answer is well written or implemented.