

MDes 1st YEAR COURSE DESCRIPTIONS

Welcome and transcultural courses

Targeted Skills

Understand a new cultural environment and learn about important aspects of French society, through Anthropology, Semiotics, Observation and Cultural visits

Teaching Objectives

Students become familiar with the values and customs of the country, in particular in terms of communication, knowledge and behavior. Opportunity to analyze one's own culture from an external point of view.

To be able to identify and understand everyday modes of interaction.

Elective technical courses

Targeted skills

Learn new skills or software that could be directly applied in future projects.

Teaching objectives

Each student may select three technical courses based on its needs.

Marketing

Targeted skills

Understand the process of strategic marketing, its value in the company, its role towards innovation and design.

Teaching objectives

Based on case studies or practical applications, the following subjects will be addressed:

- Design marketing and innovation
- Mutations of the companies environment
- New strategic spaces
- Brand design
- Highlighting your work

Creativity seminar

Targeted skills

Practical workshop aiming to create a tangible product or device. Use of the available equipment and tools in the model making or digital workshop.

Teaching Objectives

Improve creativity skills for design projects

Familiarize with the equipment available in the school

Give shape to ideas and reinforce creativity.

Intellectual property

Targeted skills

Understand the legal dimension of the profession.

Teaching objectives

- To be aware of the legal implications of ones actions
- Literary and artistic property: protection of creations, distinctive signs, copyrights, etc.

- Industrial and intellectual property: brands, patent, drawings and models (definition, criteria, procedures, management, digital and tangible)

Project Methodology

Targeted skills

- To work in collaboration with different design specialties, and to be able to develop a common language (techniques, methods, etc).
- To be aware of the designer's social responsibility.
- To take into account as early as possible any environmental stakes related to the project as well as other key factors
- To be able to defend a designer's positioning in different contexts: social (users), market (consumers), company (management), or environmental conscience (methods).
- Define and try some tools to build and develop a design project and a design strategy.
- Create an identity

Teaching objectives

- Teamwork,
- Presentation of way of working, objectives and design methodology,
- Build a design brief based on an open theme given at the beginning of the workshop,
- Test creativity tools and identify scenarios
- Ensure that the development of the project fits with the brief,
- Analyze trends and existing solutions,
- Produce concepts and illustrate them using various modes of expression (Sketches, schemes, mapping, mock-ups, posters),
- At the end of this module, students are expected to be able to:
 1. Identify the social, environmental and economic implications of their design issues
 2. Demonstrate the appropriate use of his/her chosen design methodology(ies)
 3. Be able to defend a chosen design position in terms of its global performance
 4. Understand the multiplicity of approaches in design

Students are expected to prepare each presentation based on specific objectives set. Strong emphasis will be placed on personal expression, team participation and collective problem solving.

Innovation

Course outline

Introduction to models and methods of innovation.

Practical work on the outline of key players in an innovation process.

Targeted skills

- Understand the different contexts and types of innovation.
- Learn the historical references of this typology of innovations.
- Identify the stakeholders or the levers of a future project (outline of key players, SWOT, risk management).
- Know how to position oneself as a designer in a constantly evolving context. Choice of model under construction.
- Be able to communicate about one's work and the stakes of a project in general to a project team.
- Be able to develop a methodological thought process adapted to the complexity of the project.

Teaching objectives

Learn to come up with an innovative project and to characterize all its contextual elements from a single idea

(characterization of a project brief): economic model, stakeholders, timeframe, terms of acceptance, level of risk and durability, legal status, complete dossier put together by a multi-disciplinary team (set of key players). The strengths are:

- the development of managerial skills
- the capacity to choose and be proficient in using the appropriate tools
- the capacity to implement a methodological thought process adapted to the complexity of the topic
- the ability to adopt and follow a prospective positioning.

Specialized seminars

Targeted skills

Understand how multidisciplinary research in design and human and social sciences is used to research the topic (Food Design, Care, Design, City Design, Human Machine Design, Media Design).

Teaching objectives

Reinforce knowledge and technical skills specific to Food Design, Care, Design, City Design, Human Machine Design or Media Design.

Research methodology

Targeted skills

- Understand the protocol involved in a process of academic research.
- Be aware of the characteristics of research through design (research project) and know how to place it in relation to research carried out for and on the design project.
- Understand the epistemological and methodological prerequisites necessary for the final degree project to constitute a research project.
- Understand the organization of a research work (advanced documentary research, reading notes, state of the art).
- Use tools dedicated to research (Zotero, Mendeley, Evernotes...)

Teaching objectives

At a time when students are beginning to think about their final degree project, it is necessary to:

- . encourage a thought process on a design project research
- . give them an understanding (questions, methods, protocol etc) of what research through design involves in the context of a doctorate
- . provide them with the means to carry out experimental projects in applied research.

Long project

(Identification of new opportunities for Food Design, Human Machine Design, City Design, Media Design or Care Design lab programs).

Targeted skills

- Social, cultural and economic understanding of how to manage a complex design project.
- Being able to develop a methodological thought process adapted to the complexity of the project.
- Knowing how to identify and defend a designer's positioning within a team.
- Relevance of solutions in terms of use, technique and identity.

- Choice and mastery of working tools and project communication.
- Quality of formalization
- Produce concepts and formalize them with different kinds of representations (Sketches, schemes, mapping, mock-ups, posters),
- Develop a complete design project ("product", service, system)

Teaching objectives

At the end of this module, students are expected to be able to:

1. Identify the social, environmental and economic implications of their design issues
2. Be able to demonstrate the appropriate use of his/her chosen design methodology(-ies)
3. Be able to defend a chosen design position in terms of its global performance
4. Understand the multiplicity of design approaches
5. Use all design technical skills and communication tools to develop a design proposal.

Design is as much about process as result.

Your 2 years program has to be considered as an undertaking in which your methodology, tenacity and courage will be tested as much as your creativity and management skills.

Students are expected to prepare each presentation based on specific objectives set. Strong emphasis will be placed on personal expression, team participation and collective problem solving.

Conceptual project

Targeted skills

- Be capable of writing a design brief.
- Be creative and actively seek solutions for innovative concepts.
- Know how to assert one's position as designer in a partially defined context (Point of view).
- Be capable of implementing a methodological thought process adapted to the complexity of the topic.
- Be capable of communicating about one's work and the progress of a project in general to a project team.

Teaching objectives

To accompany students in creating innovative concepts.

Students must demonstrate managerial qualities in their project management and communication, and show curiosity

and relevance regarding the social, cultural and economic context in which the project is situated. They are also

expected to demonstrate a committed prospective positioning, the ability to work alone and an active capacity for innovation.

Competition preparation

Targeted skills

Contextualized approach of a problem, time and objectives management targeted by contest rules.

Adaptation of your thinking, your production and your communication tools to competition requirements in an international context.

Teaching objectives

Compulsory participation to an international contest (or national, internationally renowned) during this year. International contests are privileged in MDes degree. Autonomous development of the project outside of school hours and without supervision. Workshops followed by thematic program are however the good moment to be advised by his program group and its stakeholders and the masters studies teaching team is of course available to advise you on your presentations.

Personal project tutoring

Targeted skills

Carry out a complete design project, from the identification of a problem to a final product or service addressing the issue.

Students are expected to:

- identify the social, environmental and economic implications of their design issues
- be able to demonstrate the appropriate use of his/her chosen design methodology(ies)
- Be able to defend a chosen design position in terms of its global performance

Teaching objectives

- Conduct an extensive and relevant research
- Identify the context of the design problematic and its associated issues
- Determine an appropriate methodology to tackle the subject
- Through scenario building and ideation, be able to communicate clearly and quickly the critical points of the chosen design issue
- Be capable of identifying all resources both (materially and human expertise) to successfully deliver a well resolved project.

End of Study project preparation workshop

Targeted skills

At the end of this teaching module, students are expected to:

- identify the social, environmental and economic implications of their design issues
- be able to demonstrate the appropriate use of his/her chosen design methodology(ies)
- Be able to defend a chosen design position in terms of its global performance
- Understand the multiplicity of Global Performance

Teaching objectives

Through extensive and relevant research,

- identify the context of the design problematic and its associated issues
- Determine an appropriate methodology to tackle the subject
- Through scenario building and ideation, be able to communicate clearly and quickly the critical points of the chosen design issue
- Be capable of identifying all resources both (material and human expertise) to successfully deliver a well resolved project.

Dissertation preparation course

Targeted skills

- To develop, formulate and elaborate an idea on which the project is founded: the dissertation is a document of educational value, and not a tool for professional communication.
- To explore the fields of research defined by the chosen subject. This stage should show evidence of curiosity, open-mindedness

and a capacity to identify and integrate new information to sustain the thought process needed for the project. It is not however an inventory or a catalogue of ideas or random data, but rather the reflection of a structured and succinct thought process.

- To demonstrate the capacity to combine the sensitive, subjective and creative aspects of research.

- Define the common thread of the monitoring elements characterizing the description of a context and a problematic until the identification of the final degree project subject.

- Written expression.

Teaching objectives

To accompany students in conducting a piece of written research to enrich the research carried out for their final degree project. The dissertation forms an essential part of the Master's Degree and should demonstrate the impeccable rigor and conscientiousness appropriate to this type of exercise. It is important to remember however that the dissertation should also reflect the specificity of the design profession, by adopting an approach that is both formal and sensitive, personal and original.

Professional studies/lab

Targeted skills

To be capable of:

- independence, ambition and self-confidence in building a professional career
- managing the implementation of several projects at once
- participate in professional and institutional networks
- bring out research projects.

Teaching objectives

To help students to:

- prepare for their professional career
- reinforce cross-disciplinary skills through participating in projects with partners from outside the school (industries, competitiveness clusters, professional associations...)
- achieve the monitoring work necessary in the design workshops.

French as a foreign language

Targeted skills

For non-native students only.

Independent and practical use of French language in daily life or for design research and observation, depending on the initial level of French.

Teaching objectives

To help students to:

- achieve autonomy in the daily communication in France, depending on the initial level of French
- reinforce integration into the French society
- carry out observations, interviews in the French context