

Course Title	Idea Generation and Design Processes				
Course Code	GRD105				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1 <sup>st</sup> Year / 1 <sup>st</sup> Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	3 Hours /14 Weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p>The course introduces students to the methodology of designing and developing ideas through a creative process of experimentation, visual research, critical self-evaluation and reflection. The main objective is to approach visual arts as a research process that requires critical thinking in the development of alternative ideas and of different solutions to visual problems. The course allows for the adoption and application of various visual and research approaches, of experimentation with a variety of techniques and means for the expression of ideas, while always remaining aware and in alignment with the contemporary cultural context in which these ideas function. Finally, the course encourages the development of critical reflection on the ways and processes of thinking, researching, perceiving and presenting visual ideas and solutions.</p>				
Learning Outcomes	<p>Upon completion of the course students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Brainstorm and think creatively about design problems.</li> <li>• Investigate and research to find visual solutions to a design problem.</li> <li>• Use creatively a variety of tools and techniques to represent a concept.</li> <li>• Creatively implement a wide range of research skills in artistic processes and experimentations.</li> <li>• Develop creative and structured solutions to specific visual problems.</li> <li>• Reflect upon their artistic process and visual outcomes.</li> <li>• Critically assess their own visual outcomes/ works in relation to the work of other designers/ artists.</li> </ul>				
Prerequisites	None	Co-requisites	None		
Course Content	<p>During the course, students will deal with the following thematic areas:</p> <ul style="list-style-type: none"> <li>• Enabling creative thinking through experimentations with words and images, connections, and processes of deconstruction and construction in order to empower or differentiate meanings/ concepts.</li> <li>• Promoting free flow of ideas through brainstorming.</li> <li>• Connecting and developing ideas through visual maps and research from various sources - primary and secondary - using historical and contemporary visual references.</li> <li>• Experimentation through various means, techniques and materials (drawing, collage, photography, mixed media, sound, paper, etc.);</li> <li>• Graphic communication with the use of signs, symbols, pictograms, images for the purpose of presenting ideas.</li> </ul>				

	<ul style="list-style-type: none"> <li>• Developing visual solutions based on a strong concept for purposes of information, persuasion, conveyance of ideas and meanings.</li> <li>• Understanding frameworks relating to global, national, social, religious, gender issues etc. through discussions and visits to galleries and art events.</li> </ul>								
Teaching Methodology	Lectures Work in Groups Individual Tutoring Critiques Independent learning Workshops Presentations								
Bibliography	Curedale, R. <i>Design Thinking: Process &amp; Methods</i> . Topanga, CA: Design Community College, Inc. Heller, S. & Anderson. G.. <i>The Graphic Design Idea Book: Inspiration from 50 Masters</i> . London, UK: Laurence King Publishing. Leonard, N. and Ambrose, G. <i>Basics Graphic Design 03: Idea Generation</i> . Bloomsbury Publishing. Lupton, E. and Cole Phillips, J. <i>Graphic Design: The New Basics</i> . New York, NY: Princeton Architectural Press. Michanek, J. and Breiler, A.. <i>The Idea Agent: The Handbook on Creative Processes</i> . Oxon and New York: Routledge.								
Assessment	<table border="1"> <tr> <td>Major Project</td> <td>40%</td> </tr> <tr> <td>Assignments</td> <td>50%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></td> </tr> </table>	Major Project	40%	Assignments	50%	Class Participation and Attendance	10%	<b>Total</b>	<b>100%</b>
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Language	English								