# Course: Studio 3 Product — credits: 10

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| **Course code** | VGVB25SPD3 |
| **Name** | Studio 3 Product |
| **Study year** | 2026-2027 |
| **ECTS credits** | 10 |
| **Language** | Dutch, with parts in English, English |
| **Coordinator** | N.H. Karst |
| **Modes of delivery** | Assignment<br>Peer feedback<br>Self-study<br>Tutorial |
| **Assessments** | TEST-01 - Work discussion |

**Learning outcomes**

Level Deepening (semester 3-7): The student shows insight into the importance of design and theoretical research and experiment for the acquisition of knowledge and skills and succeeds in giving shape to this.

**1. ARTISTIC CREATION**

The student can initiate a visual work process and create work in which practice-oriented research has a place. With the work and with a working method, the student creates meaning.

*The student uses intuition and imagination during the work and making process. In the work, a story, meaning, way of thinking or intervening becomes manifest, and a voice of its own. The student has a strong understanding of the workings and sensory experiences that the work evokes.*

*The student works experimentally and inquisitively. While thinking, observing, doing, making, changing, processing, the student develops (artistic) methods and strategies in his own way and can show them. With the help of the student's own working method, the student can create alternative solution options, scenarios, images and stories. The student can continue to develop his or her own work and working method, in a dynamic work area.*

**2. RESEARCH AND REFLECTION**

The student is able to critically and from multiple perspectives consider their own work and working method and that of others. This allows the student to deepen their own design or artistry, make it more layered and position.

*The student has a grip on the way in which choices are made in the work process and the personal values, questions and ambitions that guide these choices. The student can discuss the intuitively created or conscious choices and relate them to the work, the audience, the environment or the larger context.*
*The student can document the work process. In this way, the student develops ownership of work and working methods.*

**3. CONNECTING WITH THE ENVIRONMENT**

The student takes position as an artist/designer, both in terms of content and relation, in the (international) contexts in which they work.

*The student develops an understanding of the role that artists/designers can have in simple, interdependent systems. The student investigates one's own role as a maker in work and production processes and the implications of this for people, the environment and*
*society. In this way, the student sharpens the awareness that one's own work and work process are part of a larger, also international, whole: society, nature, history. In addition, the student relates to the world with work and working methods, in which ecological, technological, social and economic issues and transitions play a role.*

**Content**

You work on the design dilemma your tutor formulated based on the competences of this course, and the content written below.

Studio: You conduct design research based on (fictional) design dilemmas. Here you discover how to make good choices in your design process and thus arrive at your own concepts and solutions in medium and form.

Theme sem 5: In this semester on *Fascination and Connection*, you connect personal fascinations with the subject of the semester, as well as continue to approach your world in a critical way.
There are different design methods to start a design process. This period, you will work from a scientific phenomenon as inspiration and knowledge base. Learning to come to a starting point to create your own translation, you gain new knowledge and perspectives by experimenting and exploring.
You also try to work towards your own position within the field of Product Design, interpreting and translating personal fascinations and inspirations. You widen your scope and take on critical perspectives towards the outside world, with user experience in a conceptual manner.

**Included in programme(s)**

Design, Major Offroad

**School(s)**

Design, Major Offroad
Design, Major Product Design

Arts, Design & Built Environment

share your talent. move the world.

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