

**COURSE SYLLABUS**

Course Title	Course Code	Semester	Course Hour/Week		Credit	ECTS
<b>Theory of Design</b>	VCDE202	4	<b>Theory</b> 3	<b>Practice</b>	3	5
<b>Course Type</b>	Compulsory Course	Department Elective	Faculty Elective	University Elective	CoHE (YÖK) Elective	Other
	Yes	-	-	-	-	-
<b>Level of Course</b>	Associate Degree (Short Cycle)		Undergraduate (First Cycle)		Graduate/ Doctoral (Second /Third Cycle)	
	-		Yes		-	

<b>Language of Instruction</b>	English
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<b>Course Instructor(s)</b>	Rihards Vitols	E-mail : rihards.vitols@arucad.edu.tr	
		Office : TI OFF 07	
<b>Course Objectives</b>	<p>This course aims to develop students' ability to critically analyze institutions as complex designed systems and to apply design theory in practical, real-world contexts. Through observation, research students will identify existing design problems within their school environment, evaluate their social and spatial implications, and propose thoughtful, theory-informed solutions. By the end of the semester, students will be able to present their research, demonstrating critical thinking, ethical awareness, and design decision-making.</p>		
<b>Course Learning Outcomes</b>	<b>Students will able to:</b>	<b>Teaching Methods</b>	<b>Evaluation Methods</b>
	Students will be able to Identify and analyze design elements operating within an institution environment (spatial, visual, organizational, digital, and service-based).	Direct instruction technique	Class Discussions
	Students will be able to conduct observational research and document design problems using evidence-based methods (mapping, journaling, sketching, user analysis).	Class Discussions	Class Discussions

<b>Course Content</b>	Students will define and frame design problems clearly, articulating affected user groups and contextual constraints. Evaluate issues of exclusion, accessibility, and ethics within existing design systems.	Design Projects	<b>Midterm:</b> Project work
	Students will apply relevant design theories to interpret real-world design conditions. Develop design criteria based on research findings and user needs.	Class Discussions	Class Discussions
	Students will develop design concepts for solutions using structured ideation techniques and communicate clearly through written reports, visual documentation, and oral presentations.	Capstone Project	<b>Final:</b> Final project
	This course explores institutions as a complex designed system through a combination of theoretical discussion and research studio work. Students examine spatial, visual, organizational, and service-based design elements within their own educational environment, using observation, mapping, and exclusion audits to identify real design problems. The first half of the semester focuses on research, problem framing, ethics, and the application of relevant design theories. The second half emphasizes concept development, evaluation, and communication of design solutions. Throughout the course, students engage in critical analysis, iterative design processes, and reflective practice.		

**COURSE OUTLINE/SCHEDULE**

Week	Topic	Implementation (theory/practice)	Required Reading, Preliminary preparation
1	Introduction to Course	T/P	
2	The Invisible	T/P	Designing a world for everyone : 30 years of inclusive design / Jeremy Myerson
3	Documentation and Analyze	T/P	Designing a world for everyone : 30 years of inclusive design / Jeremy Myerson
4	Framing Problems	T/P	Designing a world for everyone : 30 years of inclusive design / Jeremy Myerson
5	Stakeholders Ethics & Inclusion	T/P	Designing a world for everyone : 30 years of inclusive design / Jeremy Myerson
6	Theoretical Framework	T/P	Designing a world for everyone : 30 years of inclusive design / Jeremy Myerson
7	Per review	T/P	Teacher instructions and guidance

8	Midterm Week	T/P	Student Presentations
9	From Problem to Design Criteria	T	Mindful Design : How and Why to Make Design Decisions for the Good of Those Using Your Product / by Scott Riley
10	Divergent Thinking & Concept Generation	T/P	Mindful Design : How and Why to Make Design Decisions for the Good of Those Using Your Product / by Scott Riley
11	Prototyping & Scenario Testing	T/P	Mindful Design : How and Why to Make Design Decisions for the Good of Those Using Your Product / by Scott Riley
12	Refinement & Systems Thinking	T/P	Mindful Design : How and Why to Make Design Decisions for the Good of Those Using Your Product / by Scott Riley
13	Communication & Impact	T/P	Mindful Design : How and Why to Make Design Decisions for the Good of Those Using Your Product / by Scott Riley
14	Final project Work I	T/P	Mindful Design : How and Why to Make Design Decisions for the Good of Those Using Your Product / by Scott Riley
15	Final project Work II	T	Teacher instructions and guidance
16	Final Exam Week		Student Presentations

<b>Required Course Material(s) / Reading(s) / Text Book(s)</b>	<b>Library Catalogue number:</b> <a href="#">Designing a world for everyone : 30 years of inclusive design / Jeremy Myerson</a> NK1510 .M94 2021  <a href="#">Mindful Design : How and Why to Make Design Decisions for the Good of Those Using Your Product / by Scott Riley</a> QA76.9.H85 R55 2019
<b>Recommended Course Material(s) / Reading(s) / Other</b>	

ASSESSMENT		
Learning Activities	NUMBER	WEIGHT in %
Mid-Term	1	40


















Quiz		
Assignment		
Project		
Field Study		
Presentation / Seminar		
Studio Practice		
Other	1	60
<b>Contribution of Final Examination/Final Project/ Dissertation to the Final Grade</b>		
<b>TOTAL</b>		100

CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAMME LEARNING OUTCOMES		Level of Contribution (1- lowest/ 5- highest)				
PROGRAMME LEARNING OUTCOMES		1	2	3	4	5
1	Knows the historical development of the field of communication, basic concepts, theories and research methods.		X			
2	Knows the principles and elements of basic design.			X		
3	Knows the history, theories and theorists of visual communication.		X			
4	Knows advanced practical skills in various commercial and creative contexts, including graphic and audiovisual multimedia design.	X				
5	Knows national and international ethical rules, standards and legal documents on communication and visual communication design.	X				
6	Able to use the tools, methods and techniques and computer software required for visual communication design applications.		X			
7	Able to produce innovative and original works that reflect abstract and concrete concepts by emphasizing creativity				X	
8	Has the knowledge and skills to transform creative and innovative ideas into graphic, photographic, typographic, illustrative, 2 and 3-dimensional, animated and interactive visual expressions.		X			
9	Applies visual communication design techniques with design technologies in developing and changing media environments.			X		
10	Has the competence to create visuals with designs that emphasize aesthetics in design processes.		X			
11	Has the competence to define the problem, solve the problem, plan, manage the project and present in the design-based project development process.				X	

12	Has the ability to use research methods and techniques in the field of Visual Communication.	X			
13	Has the competence to research, plan, implement and report during the project phase.	X			
14	Has the competence to establish the connection between design and aesthetic values.		X		
15	Has the competence to interpret universal visual culture and associate the ties of symbols with universal visual culture.		X		
16	Has the competence to analyze, understand and interpret projects in the field of visual communication design with a critical and independent approach.			X	
17	Knows how to integrate and use digital technologies and artificial intelligence based/supported design tools creatively and innovatively in visual communication design and production stages.	X			
18	Knows how to integrate and use digital technologies and artificial intelligence-based/ supported design tools creatively and innovatively in visual communication design and production stages.	X			
19	Evaluates artificial intelligence applications in design studies with a critical approach in terms of aesthetics and originality, and uses them in accordance with ethical rules.	X			

**ECTS / STUDENT WORKLOAD**

ACTIVITIES	NUMBER	UNIT	HOUR	TOTAL (WORKLOAD)
Course Teaching Hour (X weeks * total course hours)	15		3	45
Preliminary Preparation and self- study	15		3	45
Mid-Term	1		15	15
Quiz				
Assignment				
Project				
Field Study				
Presentation / Seminar				
Studio Practice				
Final Examination/ Final Project/ Dissertation	1		30	30
Other				
<b>TOTAL WORKLOAD</b>				135
<b>TOTAL WORKLOAD / 25</b>				5,4
<b>ECTS</b>				5

	SDG 1: No Poverty	
	SDG 2: Zero Hunger	
	SDG 3: Good Health and Well-Being	
	SDG 4: Quality Education	X
	SDG 5: Gender Equality	X
	SDG 6: Clean Water and Sanitation	
	SDG 7: Affordable and Clean Energy	
	SDG 8: Decent Work and Economic Growth	
	SDG 9: Industry, Innovation and Infrastructure	
	SDG 10: Reduced Inequalities	X
	SDG 11: Sustainable Cities and Communities	
	SDG 12: Responsible Consumption and Production	
	SDG 13: Climate Action	
	SDG 14: Life Below Water	
	SDG 15: Life on Land	
	SDG 16: Peace, Justice and Strong Institutions	
	SDG 17: Partnership for the Goals	

**ETHICAL RULES WITH REGARD TO THE COURSE**

**Plagiarism Disclaimer**

Detected and undetected plagiarism is a serious offence at any time and it could have devastating effects on your degree result and future professional life.

Plagiarism is easy to avoid if you make sure you thoroughly identify and recognize your sources and do not copy from visual examples, designs or notes taken directly from your sources word for word. The maximum citation limit cannot exceed 20%. Artificial intelligence citations are also considered within this scope. If proven otherwise, the student will fail the course.

**ASSESSMENT DETAILS AND EVALUATION CRITERIA:**

Final Grades will be determined according to the Course Learning Activities and Final Examination/ Project/ Dissertation Assessment Details as below, and comply with the Education and Examination Regulation set forth by the University.

Throughout the course, students will learn the theoretical base of the topic and they will be able to equip themselves with the practical know-how skills of Advertisement production. Also, students are expected to design a creative advertisement piece with the knowledge they have gained in the course.

During the class sessions, participation is a very important input for the learning process for the students. It is also vital to understand the effect of creativity input on the production process of advertisement.

70% attendance to courses is compulsory. Health reports belong to 30% absenteeism right.

<b>PREPARED BY</b>	Dr. Rihards Vitols
<b>UPDATED</b>	15.02.2026
<b>APPROVED</b>	Asst. Prof. Dr. Hakan Karahasan