



One of the important learning outcomes we will work on this term—in the MDE 545 course | Theory Development—is the diversification of references beyond books. Movies are obvious candidates for such referencing. But experience has shown that it can be scarves, furniture and posters too.

Maybe it is an experience that has had a professional significance to you. Whatever your reference might be, the important thing is that you take it seriously enough for you to show and tell it before the class, with an idea that the combination of presentation and discussion is for you to take on.

References are often what constitutes the storehouse of communicative resources that help you think about a project as a world. Your world. Your professional world. For this reason we also have invited a few PhD fellows to come to class, so that you can open their practice by asking questions.



The course *MDE545 | Theory Development* builds on our course last term. Yet, it is a leap from where you were. Since the outcomes are now acquired, and constitutes the base on which we will build. We will build on the assumption that your sense of keeping a portfolio as the BB now is stable.

But we will call it something else. This term the portfolio is not dark and mysterious as was the Black Book (hence the name), but a reasonable way of working on the backdrop of experiences that you now have appropriated in the sense that they are yours, and that you can build upon them.

So, though the course is in continuation from the one we had last term, it is also quite different: you are in a different place now. Not only in terms of where you are with the theory course, but with your practical curriculum as well. We are beyond introductions, getting an idea of the work and driving!

Consequently, the portfolio that you will be working on this term—regularly on *Friday afternoon* along with other tasks of MDE545—has a different name. It is called a Research Portfolio. The aim is for you to develop a portfolio that will serve you as an idea for alternative entry on the job market.

Indeed, if you are not only going to display the design-projects that you have done—one after the other—but a portfolio that can bring people outside school into your questions, your research, your experiments, and ideas, then the research portfolio is a prototype for something like that.

It could open other doors for you on the job-market than the regular project-portfolio w/CV. So, its about documenting your process in a relatively systematic way. One that accommodates mess, but in a productive way, and displays how you develop ownership in an uncharted territory.

The research portfolio documents how you have had to change your views, in the light of how things turn out for you as a practitioner, but in a way where you learn from your previous steps, every step on the road. In this way the research portfolio is a readable companion to your work.

It can also become a companion to other people who need to understand the value of your work, or what you have to propose, in a relational way: since they—too—are likely have knowledge and ideas. How can they link up with you, so that you can do something together? The research portfolio.

The work with the research portfolio this term is organised into 4 modules that I will explain to you when we meet on Friday. I will also explain how the research portfolio is connected to writing: that is, the assignment of *writing an essay* this term (the chief deliverable, like the comments last term).

As last term, we will set up a plan for when you do what. So that you have time and are not in a rush. Last, but not the least, we will have media-reference presentations that are similar to the book presentations last term, but where we seek to diversify design references beyond the book.