



STUDY ABROAD - INTERIOR DESIGN

MILÃO

13 de janeiro de 2025

24 de fevereiro de 2025

22 de setembro de 2025

inglês e italiano

INTERIOR DESIGN

Interpretando espaço para a forma como vivemos. Este curso semestral aborda uma abordagem contemporânea para o design que abrange as principais áreas interiores em casa estilo de vida contemporâneo: residencial, comercial, varejo, espaços públicos e design de exposições. Os participantes investigam a "identidade" do espaço dado, aprendendo as exigências do bem-estar físico, bem como as necessidades de desempenho do espaço em questão. Destinado a estudantes com pelo menos um ano de estudos anteriores de graduação em design de interiores, ou campo similar, este curso inspirador de curta duração, visa fortalecer as habilidades em design de interiores, combinando aspectos técnicos na construção com elementos de design contemporâneos, fundamentais para a gestão bem sucedida e desenvolvimento de propostas de design.

FOCO DE APRENDIZAGEM

SEMESTRE 1

- História e Crítica de Design Contemporâneo
- Ergonomia de Produtos
- Técnicas de Design de Comunicação
- Design de Interiores
- Planejamento Multimídia
- Introdução à Metodologia de Design

SEMESTRE 2

- História e Crítica de Design Contemporâneo
- Ergonomia de Produtos
- Técnicas de Design de Comunicação
- Design de Interiores
- Planejamento Multimídia
- Introdução à Metodologia de Design

ABOUT MARANGONI

Over the past years Istituto Marangoni has grown and developed alongside the thriving Italian fashion and design industry. Through an exciting curriculum aimed to develop practical, creative, and business and management skills which are subject specific, and relevant to the international fashion industry, Istituto Marangoni undergraduate programmes prepare students with the necessary knowledge and know-how approach in order to enter a professional career in the fields of Fashion Design, Accessories and Footwear Design, Fashion Styling, Fashion Business and Communication, Multimedia Arts, Interior Design, Product Design, Art History and Culture.

PROGRAMME INFORMATION

ACADEMIC ACHIEVEMENT

Istituto Marangoni Certificate and Transcript*

*The recognition of credits obtained within their Semester experience will be evaluated and then confirmed by their own University.

EDUCATIONAL APPROACH

- to develop flexible approaches to programme delivery and student support which reflect the needs and expectations of our students;
- to provide a supportive and inclusive learning environment which will enable success for all learners;
- to develop the students' intellectual and imaginative powers, creativity, independence, critical self-awareness, imagination and skills that will enhance global employment opportunities on graduation in all programmes;
- to establish a culture of constant improvement in learning, teaching and assessment that is anticipatory, enabling, supportive, rewarding and fully aligned with the Institutions vision and strategic objectives;
- to provide a learning experience that is informed by research, scholarship, reflective practice and engagement with fashion and design industry and the professions.

CONTENTS' OVERVIEW

Programme Aims:

Study abroad courses provide an opportunity to see the world, experience new cultures, learn a new language, visit neighbouring countries, and make new lifelong friends. Study abroad semesters at Istituto Marangoni offer students a chance to experience different styles of education and learn key skills from international experts in the field. The study abroad level is structured and taught at year two of a three-year undergraduate programme. According to the chosen course, credit transcripts or class (contact) hours are awarded on successful completion. Courses are offered twice a year. Course content changes with each start date to offer a wider range of subjects, giving participants the opportunity to choose the course that best suits their needs. Interpreting space the way we live. This 6 months course applies a contemporary approach to design, addressing the main areas of contemporary lifestyle interiors: residences, offices, commercial premises, public spaces and exhibition spaces. Students will explore the “identity” of a given space, taking into consideration the demand for physical well-being but also the need for functional performance in relation to the space in question. Aimed at students who have completed at least one year of undergraduate level studies in Interior Design or similar, this stimulating course aims to reinforce skills already acquired in Interior Design, combining technical aspects of construction with elements of contemporary design, fundamental for optimal management and for the development of design proposals.

Programme Learning Outcomes

Students successfully completing the Semester Abroad programme in Interior Design will have developed:

- Demonstrate a sound understanding of the appropriate creative, intellectual and technical skills necessary to practice within the broader interior design;
- Develop a detailed understanding of current and emerging technologies and their applications to the contemporary interior design;
- Demonstrate a sound understanding of the methodologies underpinning interior design;
- Demonstrate the ability to evaluate the appropriateness of different approaches to problem solving;
- Demonstrate an understanding of the cultural, social and environmental drivers and their impact on the interior design.

STUDY PLAN

Interior Design Semester Abroad • October start
Semester 1

Subjects	Total Hours	Credits (ECTS*)
Sociology and Anthropology of Design I	37,5	5
Innovative Technologies and Construction Materials	15	2
Interior Design I	75	6
Environment Design I	75	6
Color Design	50	4
Techniques of Project Communication	37,5	5
Computer Aided Design (CAD)	50	4

Interior Design Semester Abroad • February start
Semester 2

Subjects	Total Hours	Credits (ECTS*)
Computer Aided Design (CAD) II	50	4
Innovative Technologies and Construction Materials	15	2
Interior Design I	75	6
Environment Project I	75	6
Techniques of Design Communication	37,5	5

*European Credit Transfer System

Curriculum

Interior Design Semester Abroad • October start

Sociology and Anthropology of Design I subject

The subject aims to provide students with a general understanding of the cognitive mechanisms that govern users' relationship of users with digital devices, as a central experience in the contemporary anthropological scenario. Particular attention is paid to the critical issues that emerge from this type of relationship and to the negative effects of a "toxic" relationship with digital devices, both cognitively and socially.

Innovative Technologies and Construction Materials subject

Aim of the course is to consolidate and extend the previous year topics related to materials and processes together with a specific insight on the theme of materials perception, sensoriality and aesthetics by using CMF methodology and approach. Scope of this module is to provide students a professional tool and a specific approach that allows to develop creativity and at same time a professional design language. After a review of the primary aspects related to

an interior designer, the course will then move to the creation of specific tools of research, concept generation and communication of the material aspects of a project with the goal to provide students of solid theoretical and practical competencies to be used for their on-going projects and future profession.

Interior Design I subject

In this subject, students will be introduced to the methodological approach and the complete design process that will have to be translated through project proposals. The subject will focus on defining the correct steps and will introduce and strengthen the design tools to be used. Students will create two different proposals, each focused on a different type of project. The students' projects will be based on solid foundations of space organisation that meet programmatic and functional requirements but also on design intentions for a user-oriented experience. The two independent projects that students will face will be of different nature allowing them to investigate and define a design approach, while addressing different elements (and inspirations) of an Interior Design project. The themes of the projects will range from contemporary social needs to more sensory and experiential interpretations of interior space.

Environment Design I subject

In this course, students will elaborate the design process concentrating on the interpretation of interior design proposals in which the aesthetic, functional and experiential components are considered and balanced in an approach that reflects the particular context and reflects the user/client's needs. The architectural and interior interpretation of a sensorial design intention will be examined through the coordinated use of materials, lighting and colours. The students will create two different design proposals, each concentrating on a different project typology. The design themes will range from contemporary social needs to the more sensorial and experiential interpretations of interior space. The two independent projects that the students will address during the course are of a different nature allowing them to investigate and define a design approach while addressing different elements (and inspirations) of an interior design project. Lighting design will be examined as an element of sensory and technical design to be coordinated with the design aspects of two different projects. Students will learn the basics of the lighting discipline and explore the qualities of light. They will learn through theoretical courses as well as through the design project

Color Design subject

When we talk about design psychology we are not referring to the psychology of the designer, but of the consumer. This means exploring the psychology of society, its collective unconscious, the historical and cultural framework in which

we live, and our capacity for symbolic manipulation of objects and colours. The Covid-19 pandemic has forced us to dramatically change our collective, and then personal habits. Our work and everyday environments will henceforth be organized around the key word 'hybrid'. This exploration will be made through the theoretical contribution of important design historians such as Vilelm Flusser, but also with the neuroscientific approach of the neuroesthetics of Semir Zeki and his school.

Techniques of Design Communication subject

The subject includes an introduction to the software: Adobe Illustrator and Adobe Premiere, in addition to the use of the already known Adobe Photoshop and Adobe InDesign. Students will learn how to manage both the technical-functional and the aesthetic-expressive aspects. The Software: Adobe Photoshop, editing and compositing for photos and raster images; Adobe Illustrator, creation and management of vector graphic elements; Adobe InDesign, creation of organized, well formatted documents and presentations. The subject will include the introduction of the Adobe Premiere software, the standard for the production of audiovisual content in animated graphics. The use of the software will have a particular focus on the creation of a multimedia presentation of interior design projects made by students.

Computer Aided Design (CAD) subject

The subject deepens the technical representation of the project by introducing elements of the executive design with the support of the CAD system. Construction details and architectural elements will be analysed and adapted to the specific project. The custome-made furniture design will be analysed further according to the contents of the Product Ergonomics subject. A three-dimensional modeling of some custom sizes is provided during the duration of the subject. The techniques of rendering, lighting and definition of the materials will be investigated. Tools for post-production and photo montage of the three-dimensional model in a pre-existing digital image will also be provided.

Interior Design Semester Abroad • February start

Innovative Technologies and Construction Materials subject

Aim of the subject is to consolidate and extend the previous year topics related to materials and processes together with a specific insight on the theme of materials perception, sensoriality and aesthetics by using CMF methodology and approach. Scope of this subject is to provide students a professional tool and a specific approach that allows to develop creativity and at same time a professional design language. After e review of the primary aspects related to materials and their main technical competencies requested to an interior

it will then move to the creation of specific tools of research, concept generation and communication of the materic aspects of a project with the goal to provide students of solid theoretical and practical competencies to be used for their on-going projects and future profession.

Interior Design I subject

Students will be introduced to the methodological approach and the complete design process that will have to be translated through project proposals. It will focus on defining the correct steps and will introduce and strengthen the design tools to be used. Students will create two different proposals, each focused on a different type of project. The students' projects will be based on solid foundations of space organisation that meet pragmatic and functional requirements but also on design intentions for a user-oriented experience. The two independent projects that students will face will be of different nature allowing them to investigate and define a design approach, while addressing different elements (and inspirations) of an Interior Design project. The themes of the projects will range from contemporary social needs to more sensory and experiential interpretations of interior space.

Environment Design I subject

In this subject, students will elaborate the design process concentrating on the interpretation of interior design proposals in which the aesthetic, functional and experiential components are considered and balanced in an approach that reflects the particular context and reflects the user/client's needs. The architectural and interior interpretation of a sensorial design intention will be examined through the coordinated use of materials, lighting and colours. The students will create two different design proposals, each concentrating on a different project typology. The design themes will range from contemporary social needs to the more sensorial and experiential interpretations of interior space. The two independent projects that the students will address during the subject are of a different nature allowing them to investigate and define a design approach while addressing different elements (and inspirations) of an interior design project. Lighting design will be examined as an element of sensory and technical design to be coordinated with the design aspects of two different projects. Students will learn the basics of the lighting discipline and explore the qualities of light. They will learn through theoretical courses as well as through the design project.

Tecnhiques of Design Communication subject

This subject includes an introduction to the software: Adobe Illustrator and Adobe Pemiere, in addition to the use of the already known Adobe Photoshop and

Adobe InDesign. Students will learn how to manage both the technical-functional and the aesthetic-expressive aspects. The Software: Adobe Photoshop, editing and compositing for photos and raster images; Adobe Illustrator, creation and management of vector graphic elements; Adobe InDesign, creation of organized, well formatted documents and presentations. The subject will include the introduction of the Adobe Premiere software, the standard for the production of audiovisual content in animated graphics. The use of the software will have a particular focus on the creation of a multimedia presentation of interior design projects made by students.

Computer Aided Design (CAD)

The subject deepens the technical representation of the project by introducing elements of the executive design with the support of the CAD system. Construction details and architectural elements will be analysed and adapted to the specific project. The custom-made furniture design will be analysed further according to the contents of the Product Ergonomics subject. A three-dimensional modeling of some custom sizes is provided during the subject. The techniques of rendering, lighting and definition of the materials will be investigated. Tools for post-production and photo montage of the three-dimensional model in a pre-existing digital image will also be provided.

TEACHING AND LEARNING METHODS

Programme teaching methods

The programme is designed to facilitate the development of a student who will be highly employable and will allow them to investigate and develop their strengths. The programme will present students with a variety of approaches to learning and assessment strategies that will promote intellectual, imaginative, analytical and critical judgement.

It will allow students to develop understanding as well as their presentation and communication skills, which they will be able to demonstrate in a variety of forms. A combination of different learning and teaching methodologies are employed in order to promote reflective learning and develop generic transferable skills.

Methods include:

- projects to encourage independent learning through investigation, enquiry and problem solving
- group project to enhance interpersonal and collaborative skills;
- tutorials and group tutorials to facilitate shared experiences and best practice;
- seminars, formal lectures and workshops;

- study, trips, external projects and competitions present the students with another dimension to their learning experience;
- guest speakers provide the students with a full, broader and real perspective to their specialist field of study.

Students will have the opportunity to demonstrate their achievement of the intended learning outcomes through a variety of tests appropriate to their field of study.

Programme Specific Assessment Criteria: The methods of assessment used give breadth and depth, which allow for both the formative and summative assessment of every student at each stage of the programme.

The programme uses a balanced assessment system, both summative and formative as an integral part of gathering information on student learning. Different forms of assessment can, and where appropriate should, be used to test different types of skills and learning.

Formative Assessment:

Formative Assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. In formative assessment students could be involved in the assessment process.

These formative assessment situations will also give students an opportunity to learn to critique the work of others. Some of the instructional strategies that will be used formatively include the following:

- criteria and goal setting: asking students to participate in establishing what should be included in criteria for success;
- self and peer assessment: with peer evaluation, students see each other as resources for understanding and checking for quality work against previously established criteria;
- student record keeping: helps students better understand their own learning as evidenced by their classroom work. This process of students keeping ongoing records of their work not only engages students, it also helps them, beyond a “grade,” to see where they started and the progress they are making toward the learning goal.

Summative Assessments: These assessments are a means of gauging student learning, at a particular point in time, relative to established marking criteria.

Summative assessments can occur during as well as at the end of each subject and concentrate on specific evidence of student work, examples as follows:

Portfolio Assessment > is used to assess a variety of projects that have been developed throughout the course.

Practical Coursework > allows the students to demonstrate their understanding and application of practical areas of study.

Practical Coursework > allows the students to demonstrate their understanding and application of practical areas of study.

Written Reports > are required in some study areas, where a clear and structured brief is provided and the students are asked to submit work to be marked independently and anonymously by staff. Formal Examinations > are required in some study areas.

Presentations > are used in some subjects to allow the student to develop their professional communication and presentation skills.

Student Projects > are used when the student is required to submit work to be marked independently and anonymously.

COURSE SPECIFIC ADMISSION REQUIREMENTS

Admission is based on the reasonable expectation that the student will be able to fulfil the objectives of the programme and achieve the standard required for the award. Admission requirements are listed below: •

- Completed the first year (L4) of an Undergraduate Bachelor programme in Interior Design or similar;
- For non English/French/Italian native speakers: certificate of language skills, level B1 of Common European Framework of Reference with specific requirements (e.g. IELTS 5.0 without elements below 4.5);
- Portfolio;
- Good knowledge of basic design, materials and graphic design; •
- Signed personal statement.

The Admissions Manager coordinates and supports the subject specific Programme Leader and the Director of Education in dealing with interviews and portfolio assessments (where appropriate). (Admission requirements may be subject to change from time to time in order to comply with entry requirement regulations)

STUDENT SUPPORT STRATEGY

Istituto Marangoni administers policies to enhance the student experience, in an academic, practical and pastoral way:

- Programme Leaders: the first point of call to acquaint students with regulations and issues arising on the programme;
- Student Support Officers for student referral where appropriate; programme and student handbooks;

- induction programmes for facilities including: Library, IT, online resources (where available), school facilities and media services;
- student group representatives (student voice).

Student Support Officers

A dedicated Student Support Officer is available for all students on the programme. For matters of pastoral care the Student Support Officers will help in:

- finding their way around;
- time management;
- dealing with stress, or absences;
- getting the best from the course;
- understanding and applying school rules;
- future study options or other issues.

One-to-one appointments may be made by phone, through the school receptionists, or by email. Where possible students can expect to be seen almost immediately, or contacted to arrange a suitable time.