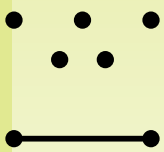


Master Industrial Design

Curriculum 2025-2026



**Royal
Academy of Art
The Hague**

www.kabk.nl

KABK 2025-2026 // Course Descriptions Master Industrial Design

Course title	Design project A
Course code	KA-MID1-DPA1-24 KA-MID1-DPA2-24
Year/semester/block	2025-2026/SEM 1/SEM 2
Tutor(s)	Martina Huynh and Jonas Althaus/Krijn Christiaansen
Course description	The Master Industrial Design program aims to educate designers who challenge the industrial system's status quo. In a world with diminishing natural resources and interconnected ecological and societal issues, students learn to design relevant and meaningful products and processes for a complex, ever-changing environment (<i>re-designing industry</i>). Each semester focuses on a leading theme addressing urgent issues, recent developments, or industry-related questions. The program revolves around two design projects per semester, with themes of 'Critical Technology' in semester one and 'New Materialism' in semester two. Two types of design projects are offered: collaborative group projects with partners from the professional field (project A) and individual design projects based on the semester's theme (project B). These diverse projects expose students to various working methods and approaches, mirroring professional design practices. The design projects encompass the entire design process: commission/research question or briefing, design research, concept development, team formation, collaboration with partners/experts, product/project design and a (public) presentation. Students develop necessary knowledge and skills through supporting courses, which integrate seamlessly with the design projects to create a cohesive learning experience. The first semester emphasis on design research and concept development. The second semester shifts towards positioning, designing and executing design prototypes. This structure allows students to progressively develop their skills and understanding of the design process, preparing them to create innovative solutions for complex global challenges.
Learning objectives	During Design project A, students: - Develop innovative, research-based products independently - Execute structured design processes - Analyze design contexts through research - Formulate contextual design concepts and take position - Collaborate with industry professionals and peers - Translate research-based concepts into distinctive products - Communicate projects to diverse audiences -
Teaching methods	Teaching activities and working methods: - Lectures of experts in the field - Field trips (if relevant) - Weekly consultation hours with tutors and peers - Input sessions with external partners - Specific workshops (if relevant)
Assessment methods	Deliverables (defined in more details in lesson briefing): - Research (group) presentation - Documented process and design prototypes

	- Designed objects/prototypes - Publication of project reflection and positioning - Public (group) presentation Assessment criteria: - Evaluate and synthesize the design context, demonstrating an understanding of its complexities and implications. - Develop and apply advanced research methodologies, creating concepts that reflect depth of critical thinking. - Create a product that demonstrates artistic excellence and innovative application of design principles. - Collaborate effectively within a group, contributing insights and facilitating outcomes. - Integrate the project with external contexts and partners, demonstrating the ability to apply design thinking to real-world scenarios. - Design and deliver a compelling project presentation that effectively communicates complex ideas to diverse audiences, from experts to laypeople.
Grading scale	☐ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Resits are being offered as followed: Sem 01: resit option 01: takes place during sem 02, resit option 2: before start sem 03 (end of August) Sem 02: resit option 01 takes place before start sem 03 (end of August)
Attendance requirements	80%
Main competencies	Creative skills Ability for growth and innovation Collaborative skills Contextual awareness
Study load (EC)	8 EC
# of contact hours	42 hours
# of self-study hours	182 hours

HORUS

Duration of lesson	150 minutes
# of lessons per week	1
# of teaching weeks	14

For internal communication only

Comments on HORUS input	
Course title	Design project B

Course code	KA-MID1-DPB1-24 KA-MID1-DPB2-24
Year/semester/block	2025-2026/SEM 1/SEM 2
Tutor(s)	Guest tutor /Thomas Vailly
Course description	Design project B allows students to develop a project based on a self-identified theme-related subject, focusing on urgent or interesting questions they wish to address with new perspectives. Students explore and formulate their own proposed theme through a design process that includes design research, concept development, product design, prototype development and presentation. The project's open-ended structure enables students to define their critical, artistic and professional positioning in the design field. The teaching method emphasizes student-centered learning, with tutors providing a framework that encourages students to take the lead and tailor assignments to their practice and research interests. The approach in Design project B focuses on designing creative production processes through hands-on material experimentation and the application of past tools in contemporary contexts. This fosters a blend of traditional insights and modern design thinking, inspiring students to develop unique, sustainable production processes. Students gain the necessary knowledge and skills through supporting courses, which integrate with the design projects to form a cohesive whole, influencing and enhancing each other.
Learning objectives	During Design project B, students: - Work independently to develop and execute a structured design process - Deepen and refine their artistic practice - Analyze design contexts through research - Formulate design concepts based on their individual vision - Translate research-based concepts into artistically distinctive products
Teaching methods	Teaching activities and working methods: - Fieldtrips and site visits (if applicable) - Studio and self-study time dedicated to project development - Weekly consultation and feedback sessions with tutors and peers - Hands-on research and design work in workshops - Access to technical and material workshops for project support
Assessment methods	Deliverables and assessment criteria: Deliverables (defined in more details in lesson briefing): - Research/concept presentation - Documented process and prototypes - Design objects/prototypes - Publication of project reflection and positioning Assessment criteria: - Analyze and evaluate the design context, demonstrating a comprehensive understanding of the social, ecological and economic factors. - Create innovative research methodologies, concepts and design solutions that demonstrate originality and push boundaries within the field.

	- Synthesize artistic elements to produce a high-quality end product that effectively communicates design intent. - Critically reflect on and assess one's own design process, demonstrating awareness and professional growth. - Design and deliver a compelling project presentation that effectively communicates complex ideas to both professional peers and a general audience.
	☐ Fail/Pass/Pass with distinction
Grading scale	☐ 1-10
Compensation	Resits are being offered as follows: Sem 01: resit option 01: takes place during sem 02, resit option 2: before start sem 03 (end of August) Sem 02: resit option 01 takes place before start sem 03 (end of August)
Attendance requirements	80%
Main competencies	Creative skills Organisational skills Collaborative skills Communicative skills
Study load (EC)	8 EC
# of contact hours	42 uur
# of self-study hours	182 uur

HORUS

Duration of lesson	150 minutes
# of lessons per week	1
# of teaching weeks	14

For internal communication only

Comments on HORUS input	
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Course title	Design research
Course code	KA-MID1-DR1-24 KA-MID1-DR2-24
Year/semester/block	2025-2026/SEM 1/SEM 2
Tutor(s)	Hannes Bernard
Course description	The Master Industrial Design program educates designers who question the status quo of production processes, focusing on redesigning industry. Research plays a central role in this approach. Design research involves the exploration of philosophical, scientific, aesthetic and practical questions. It serves as the foundation of design proposals, helping

	students understand the subject, relevance and methodology of their projects. Design research prepares students for the act of designing by translating theoretical knowledge into practical application. During classes, students develop and apply research skills through design projects. Key methods include mapping and journaling, which help students align their personal values with design outcomes.
Learning objectives	During design research, students: - Formulate questions based on a personal vision relevant to the design field or semester theme. - Explore and apply various research methods - Design and choose methodologies aligned with their design practice. - Acquire new knowledge, insights and skills through research. - Contextualize their own and other's work within social, cultural, ecological and economic frameworks.
Teaching methods	Teaching activities and working methods: - Research methodology workshops - Practical research assignments (collecting, making, analysing, organizing) - Field research exercises - Lectures and studio visits focusing on design research practices
Assessment methods	Deliverables and assessment criteria: Deliverables (defined in more details in lesson briefing): - A documentation of text, visuals and material developments defining your search and your (and others) positioning within it. Presented in such a way that your gained know-how is clearly communicated. - A map(ping) that keeps track of the pathways and decisions made. Shows the areas of insight of your research, and as a reflection on steps on the way, where you were in relation to intersections, and ways you decided to proceed - A visual essay that can include a product, a service, a photography series, a movie, material samples, a mapping that communicates the research you did, its context and relevance Assessment Criteria: - Ability to understand and steer a research process - Variety and depth of exploration of research processes, methodologies and mediums - Ability to collaborate with peers and experts to open up the research for diverse perspectives - Ability to communicate findings in a clear and coherent narrative in such a way that it impacts an intended audience - Ability to find unexpected and meaningful information that leads to drawing useful and inspired conclusions
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Resits are being offered as follows: Sem 01: resit option 01: takes place during sem 02, resit option 2: before start sem 03 (end of August) Sem 02: resit option 01 takes place before start sem 03 (end of August)

Attendance requirements	80%
Main competencies	Research skills External awareness Communicative skills Collaborative skills
Study load (EC)	6 EC
# of contact hours	30 uur
# of self-study hours	138 uur

HORUS

Duration of lesson	150 minutes
# of lessons per week	1
# of teaching weeks	10

For internal communication only

Comments on HORUS input	
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Course title	Theoretical Framework
Course code	KA-MID1-DTF1-24 KA-MID1-DTF2-24
Year/semester/block	2025-2026/SEM 1/SEM 2
Tutor(s)	Maxime Benvenuto
Course description	In the line of thought of “Re-Designing Industry”, the aim of this course is to collectively explore the constructs in design theory and history that have prevented the industry from being re-designed. Students will examine narrative constructs in the field and their role in maintaining the status quo of industry. Topics include the death and survivance of industrial design, the role of design historians and the solutionist ideology in design. During the course, students discover the nuances between design history and theory, design critique and the non-disciplinarity of design and its relations with other disciplines. Through collective reading, listening, postcard writing, shared reading and the making of a collective radio show, the critical paths of reflection for design practice are explored. In the second semester, students articulate more formal forms of design discourse, research a specific interest and its relation to design. The course helps build research skills needed for graduation and allows experimentation with potential research document topics. By the end of this semester, students deliver a research proposal for next year and contribute to a collective publication, serving as a tool for communication with tutors from the program.
Learning objectives	During Theoretical Framework, students: - Explore critical paths of reflection for design practice.

	- Develop and articulate a discourse/argument with clear intent. - Explore the discourse (finding/defining/learning how it's 'formed'). - Practice free speech & participation in dialogue: the course aims to cultivate the student's ability and willingness to speak one's mind and exchange ideas in a coherent and respectful manner. - Learn writing & expand vocabularies: develop the student's writing skills and vocabulary through frequent exercise. - Gain theoretical founding / interdisciplinary longing: encourage the student to search for theoretical input for or foundation of design projects, cultivating the habit of looking for input for projects outside the field of design. - Broaden (moral) outlook on the world: broaden the students (moral) outlook on the world. - Practice peer-reviewing: create an atmosphere of mutual interest and accustom students to giving and receiving both constructive and critical peer-feedback and -input. - Define a research direction (feasible, focused, researchable)
Teaching methods	Teaching activities and working methods: - Close and shared reading - Group dialogues - Making a radio show/publication - Writing exercises - Peer reviewing
Assessment methods	Deliverables and assessment criteria: Deliverables (defined in more details in lesson briefing): - A postcard from the design field - The paradoxical notebook - An audio piece - A research proposal and essay Assessment Criteria: - The discourse articulates a clear line of thoughts that shows the intents through the definition of a clear subject(s) and/or addressing a clear question(s). - The discourse articulated displays critical awareness of personal/professional positioning as well as societal relevance and theoretical contextualization of your work. - The discourse displays a well-structured argumentation/discourse, concise and non-repetitive, and uses different sources and materials in the elaboration of the discourse.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Resits are being offered as follows: Sem 01: resit option 01: takes place during sem 02, resit option 2: before start sem 03 (end of August)
Attendance requirements	80%
Main competencies	Critical reflection Growth skills Communication skills External awareness
Study load (EC)	6 EC

# of contact hours	30 uur
# of self-study hours	138 uur

HORUS

Duration of lesson	150 minutes
# of lessons per week	1
# of teaching weeks	10

For internal communication only

Comments on HORUS input	
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Course title	Design skills
Course code	KA-MID1-DS1-24 KA-MID1-DS2-24
Year/semester/block	2025-2026/SEM 1/SEM 2
Tutor(s)	Guus Kusters
Course description	Materials, techniques and shapes are crucial for designers, as they help communicate and execute ideas. In the first semester of the Master Industrial Design, students have diverse motivations and goals. To bring their artistic practice to life, they need to identify necessary design skills, which may evolve over time. In this course, students explore existing materials, techniques and shapes through collective studies. Working in teams, they develop a Design Skills Handbook through activities like making, studying and reflecting. The course requires minimal preparation but demands engagement and motivation during the classes. The goal is to train students in analyzing and repositioning materials and techniques to enhance their artistic practice.
Learning objectives	During Design skills, students: - Analyze, experiment and deconstruct forms through hands-on making - Explore various design processes, including successes and failures - Develop personal relationships with form, material and shape - Identify and refine individual design styles and signatures - Evaluate which design approach aligns with their personal preferences
Teaching methods	Teaching activities and working methods: - Exploration of design practices on form and process - Group presentations and dialogues - Hands-on workshops
Assessment methods	Assessment criteria:

	- Ability to analyze and evaluate existing materials, techniques and shapes, demonstrating comprehensive understanding and documentation. - Ability to apply distinct materials, techniques, and shapes to develop an artistic practice - Ability to critically reflect on personal and peer processes, demonstrating an awareness and providing constructive feedback. - Collaborate effectively within an editorial team, contributing to shared goals and demonstrating interpersonal skills.
	☐ Fail/Pass/Pass with distinction
Grading scale	☐ 1-10
Compensation	Resits are being offered as follows: Sem 01: resit option 01: takes place during sem 02, resit option 2: before start sem 03 (end of August)
Attendance requirements	80%
Main competencies	Creative skills Critical reflection Design skills Organisational skills
Study load (EC)	2 EC
# of contact hours	18 uur
# of self-study hours	38 uur

HORUS

Duration of lesson	150 minutes
# of lessons per week	1
# of teaching weeks	6

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Comments on HORUS input	
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Course title	Design research
Course code	KA-MID2-DRS3-24
Year/semester/block	2025-2026/SEM 3
Tutor(s)	Thomas Vailly, Rosa te Velde, Martina Huynh and Jonas Althaus, Maxime Benvenuto, Cynthia Hathaway

Course description	At MID we strongly believe that transformative design is rooted in careful and committed design research, built on an understanding of context, position, connection and (artistic) process. The first semester of the second year in the Master Industrial Design program focuses on design research aimed at redesigning conventions in the industrial system. Students apply research methods and skills explored in the first year to individual research trajectories. The research process is structured into three phases: 1. Exploring: investigating the research topic from various perspectives, collecting materials and defining research methods. 2. Action/Doing: conducting hands-on experiments, field research and prototyping to gain an experienced understanding of the subject. 3. Narrating: constructing a narrative of the research, structuring findings and designing a physical presentation. The course emphasizes a collective approach to research, encouraging connection and exchange among peers. It aims to create an educational environment centered on the transformative experience of searching, experimenting and making connections. Students are guided to develop research that utilizes their design skills, connecting to their desired position and research context. The course challenges traditional academic approaches, focusing instead on materializing knowledge and creating new outcomes through design research. Throughout the semester, students explore curating as a form of hosting, and learn to effectively communicate their research to a wide audience.
Learning objectives	During design research, students: - Formulate a clear and researchable question aligned with design practice - Develop and implement appropriate artistic and design research methods - Contextualize research within relevant fields, citing sources accurately - Articulate a personal and professional stance in relation to a cultural context - Apply theoretical concepts to hands-on material experiments - Synthesize findings into a coherent narrative structure - Engage in constructive peer review and collaborative learning
Teaching methods	Teaching activities and working methods: - Hands-on exercises (individual) - Collective research exercises - Individual feedback sessions - Collective writing - Group dialogues - Dialogues with experts - Peer and group feedback sessions - Writing and reviewing writing
Assessment methods	Deliverables and assessment criteria: Deliverables: • 1 curated physical presentation of your research Containing prototypes, try-outs, findings, data and any other material you need to share, to communicate (the narrative of) your research • Edited, curated research document, that includes an introduction with a research question, relevance and positioning and ends with a written conclusion where you re-position yourself (Where are you now?) • A 15-minute presentation covering your design research

	Materials, visuals, prototypes, the use of space and medium are supporting your verbal presentation Assessment criteria: - research and/or design proposal/project should question existing industries and practices > the extent to which the graduate broadens, challenges, re-reads, recalibrates existing industries/practices. Understood in the broadest sense and with a 'ethical' direction - research and/or design proposal/project should show a systematic analysis and thorough understanding of its own subject matter in its context > the extent to which the graduate is able to situate and contextualize from different perspectives and assumptions about their project, using a rich framework and/or variety of sources - research and/or design proposal should show societal relevance and intention for implementation > the extent to which the graduate includes (overlooked) relations, issues, audiences as part of their project and defined (time bound, location, community, human and other than human stakeholders) - The working and making methods inform the research and/or design project > the extent to which the graduate materializes their project in a deliberate, poetic and transformative way. This includes the understanding and use of materials, techniques, care, form literacy - research and/or design proposal/project is shared in a generous and understandable way > the extent to which the graduate is aware and includes stakeholders and acknowledges them. Responsibility and importance to share and communicate. Coherently, deliberately, generously captivating your audience criteria for designer (competences): - the graduate is a critical 'peer-reviewer' of the work of his/her colleagues and offers constructive criticism - the graduate is an independent worker who knows when to ask for help and meets posed deadlines -
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Resits are being offered as follows: Option 01: will take place during semester 4 on a set date (before the Greenlight assessment). Clear feedback will be provided on which criteria are not being met (yet) and how to finalize the design research project successfully. The resit will be assessed by the entire assessment committee following the same format as the original assessment.
Attendance requirements	80%
Main competencies	Critical reflection Creative skills External awareness

	Collaborative skills Growth skills Communication skills
Study load (EC)	30 EC
# of contact hours	252 uur
# of self-study hours	588 uur

HORUS

Duration of lesson	150 minutes
# of lessons per week	6
# of teaching weeks	14

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Comments on HORUS input	
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Course title	Graduation project
Course code	KA-MID2-GRAPR-24
Year/semester/block	2025-2026/SEM 04
Tutor(s)	Thomas Vailly, Krijn Christiaansen, Rosa te Velde, Maxime Benvenuto, Cynthia Hathaway
Course description	The fourth semester focuses on the graduation project, marking the culmination of the master's program and the start of a professional practice. Building on prior design research, students translate research into a focused design project, engaging with collaborators and delivering planned, tested and produced material outcomes. This course supports individual artistic trajectories and collective production methods through coaching, collective sessions and workshops. Key collective sessions address initiation, collaboration, prototyping and presentation. Students work in individual coaching and group formats, planning and reflecting on their design processes. Collective sessions encourage building relationships, exploring design questions, feedbacking and refining the project outcomes. Students also receive input sessions with coaches for overall project support. Assessment of the course takes form in the Green Light review and a final exam, evaluating the design project, the presentation and reflection. Coaching is provided by core teachers of the program with various expertise: from writing to curating to researching and designing.
Learning objectives	During the Graduation Project, students - Develop a design project built on their research.

	- Intendedly expand, develop and deepen their own artistic design practice - Devise and apply suitable (artistic/design) methods - Contextualize and embed a design project - Develop an artistically distinctive and detailed design proposal/project - Build relevant collaborations - Use writing and reflection as a tool in understanding the implications of a design project - Narrate a clear and convincing project presentation using supportive media and design - Support fellow researchers and become a good peer-reviewers
Teaching methods	Teaching activities and working methods: - Collective/group exercises - Individual feedback sessions - Organising a symposium - Group dialogues - Dialogues with experts - Peer and group feedback sessions - Writing and reviewing writing
Assessment methods	Deliverables and assessment criteria: Deliverables: • 1 curated physical presentation of your Graduation project Containing prototypes, try-outs, findings, data and any other material you need to share, to communicate (the narrative of) your project. • A 15-minute presentation covering your Graduation project Materials, visuals, prototypes, the use of space and medium are supporting your verbal presentation • 1 Edited text (catalogue text) Assessment criteria: • research and/or design proposal/project should question existing industries and practices > the extent to which the graduate broadens, challenges, re-reads, recalibrates existing industries/practices. Understood in the broadest sense and with a 'ethical' direction • research and/or design proposal/project should show a systematic analysis and thorough understanding of its own subject matter in its context > the extent to which the graduate is able to situate and contextualize from different perspectives and assumptions about their project, using a rich framework and/or variety of sources • research and/or design proposal should show societal relevance and intention for implementation > the extent to which the graduate includes (overlooked) relations, issues, audiences as part of their project and defined (time bound, location, community, human and other than human stakeholders) • The working and making methods inform the research and/or design project > the extent to which the graduate materializes their project in a deliberate, poetic and transformative way. This

	includes the understanding and use of materials, techniques, care, form literacy - research and/or design proposal/project is shared in a generous and understandable way > the extent to which the graduate is aware and includes stakeholders and acknowledges them. Responsibility and importance to share and communicate. Coherently, deliberately, generously captivating your audience criteria for designer (competences): - the graduate is a critical 'peer-reviewer' of the work of his/her colleagues and offers constructive criticism - the graduate is an independent worker who knows when to ask for help and meets posed deadlines -
	☐ Fail/Pass/Pass with distinction
Grading scale	☐ 1-10
Compensation	A retake of the exam is being offered before the start of the next academic year (before august 30 th).
Attendance requirements	80%
Main competencies	Creative skills External awareness Critical reflection Collaboration skills Growth skills
Study load (EC)	30 EC
# of contact hours	126 uur
# of self-study hours	714 uur

HORUS

Duration of lesson	150 minutes
# of lessons per week	3
# of teaching weeks	14

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Comments on HORUS input	
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Master Industrial Design

EC table 2025-2026

Year 1	EC
Semester 1	
Design Project A	8
Design Project B	8
Design research	6
Theoretical framework	6
Design skills	2
Semester 2	
Design Project A	8
Design Project B	8
Design research	6
Theoretical framework	6
Design skills	2
	60

Year 2	EC
Semester 1	
Design research	30
Graduation semester	
Graduation Project	30
	60