



<b>Course Code:</b>	1502QCA
<b>Course Name:</b>	Design Lab Experience
<b>Semester:</b>	Trimester 3, 2017
<b>Program:</b>	Diploma of Design
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Nasan Pather
<b>Document modified:</b>	11 <sup>th</sup> October 2017

### Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Nasan Pather	<a href="mailto:nasan.pather@staff.griffithcollege.edu.au">nasan.pather@staff.griffithcollege.edu.au</a>

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### Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the “myTimetable” link.

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## Prerequisites

There are no prerequisites for this course

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## Brief Course Description

The course is an introduction to students understanding contemporary design as an interdisciplinary and studio practice in a design lab environment. Students are encouraged to be entrepreneurial, practise self-direction and take personal responsibility when working individually and in collaborative teams. Students explore design making practices, design thinking, commentary and writing. There is a strong creative practical focus on conceptualisation and design construction: fabricating design prototypes in the workshop and studio, making artefacts, experiences, images, environments and ways of communicating and presenting design ideas. Students will also learn design evaluation, documentation and project sharing techniques.

## Rationale

This course focusses on examining and responding to a major design project occurring in the world, taking in economics, city planning, cultural expectations, environmental impact and accessibility issues, cutting across disciplinary divisions. Students will encounter the challenges of team dynamics, problem-framing, initiating research, and recording their design processes for subsequent presentation. Throughout the trimester, industry experts and current literature will be consulted in the sourcing, defining and development of projects proposals.

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## Aims

The course aims to prepare students to become critical design practitioners by allowing students to conceptualise and situate their practice in major transformative phenomena and local everyday experiences alike. This course will assist students in selecting their choice of major further study.

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## Learning Outcomes

After successfully completing this course you should be able to:

1. Apply knowledge of social, political, environmental responsibilities and skills of ideation, design-thinking to design construction
  2. Map the distinction between design activity now and as it exists amongst emerging design economies and environments
  3. Work collaboratively to present design concepts using design thinking vocabulary<sup>[1][2]</sup>
  4. Evaluate the cultural, social, political efficacy of proposals and the collaborative process<sup>[1][2]</sup>
  5. Critically reflect and articulate your developing professional identity and fit in future employment contexts
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## **Texts and Supporting Materials**

### **Required Reading**

Required readings will be made available on the Moodle site for this course.

### **Recommended Reading**

Recommended readings will also be made available on the Moodle site.

## **Organisation and Teaching Strategies**

The course consists of a one-hour lecture and two one-hour tutorials each week. The tutorials include activities and student presentations to enable maximum learning. You will engage with these activities and complete the relevant task in tutorials and workshops.

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### ***Class Contact Summary***

#### **Attendance**

You are expected to attend all classes throughout the semester as lectures and tutorials are provided for direction, explanation and interpretation. You are also reminded that your attendance in class will be marked twice during a four-hour class.

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#### **Content Schedule**

Insert content schedule overview here.

#### **Program Progression**

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 with passing grades achieved in more than 50% of courses in any semester [please see Griffith College Policy Library - Program Progression Policy - for more information].

#### **Independent Study**

Students are expected to reinforce their learning gained during class time by accessing, studying and working through the information and assessment exercises, and by undertaking independent study. For this 10 CP course, students will need to spend at least 10 hours per week engaged in activities that will help their learning and fulfil the course objectives.

#### **Content Schedule**

The course is delivered as a combined lecture/practical lab tutorial and workshop session. Students are expected to use the week-by-week course content to update knowledge, practice skills or revise content that was introduced in lectures and tutorials. This content is not offered as an on-line only course delivery method. Weekly attendance is still required.

### ***Weekly Teaching Schedule***

<b>Week</b>	<b>Topic</b>	<b>Activity</b>
1	Design Experience Introduction Introduction to the workbook	Lecture Tutorials/Workshop
2	Critical Mapping Drawing together knowledge production	Lecture Tutorial/Workshop
3	Design Briefs Activities to develop a design brief	Lecture Tutorial/Workshop
4	Design Fieldwork Socio-technical Systems Observation	Lecture Field Trip
5	Design Movements: Futures Activities – Focus on Futures Arriving	Lecture Tutorial/Workshop
6	Commonwealth Games <u>Presentations</u> : Design Proposal (midpoint)	Lecture
7	Design Making Activities related to tools and making	Lecture Tutorial/Workshop
8	Design Making 2 Activities related to tools and making 2	Lecture Tutorial/Workshop
9	Mobile Design Experience Activities – Working with minimal tools	Lecture Tutorial/Workshop
10	Design Writing Activities exploring multiple ways of writing with, through and for design	Lecture Tutorial/Workshop
11	Design Management Exploring design sharing, support, management and profile tools	Lecture Tutorial/Workshop
12	<u>Presentations</u> : Final Design Proposal	

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## Assessment

This section sets out the assessment requirements for this course.

### *Summary of Assessment*

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Week
1	Practice-based assignment – Design Proposals, midpoint presentation	20%	1, 2, 3, 4, 5	6
2	Practice-based assignment – Design Proposals, final presentation	40%	1, 2, 3, 4, 5	10
3	Workbook/Profile: Log of learning activities	40%	1, 2, 3, 4, 5	12

### *Assessment Details*

#### **1. Assessment item 1**

**Title:** Midpoint Presentation: Design Proposal

**Assessment type:** Practice-based assignment

**Learning objectives assessed:** 1, 2, 3, 4, 5

**Due Date:** Week 6 – to be submitted in your timetabled class for week 6.

**Weighting:** 20%

#### **Task Description:**

In week 6, during class, each group will submit and present progress towards their final Group Design Proposal (final proposal due in week 10). The Group Design Proposal requires you to research, conceptualise and propose a design pitch related to the large-scale design project all students will be examining throughout the semester. This will include completing all group workshop activity tasks set during class and synthesising in the provided Design Proposal Template. Full Project Brief and Template will be made available and discussed in class. This assessment will be handed to your tutor as A4 double-sided colour printed pages. You will also present a summary of the pages in a slide presentation and, as a group, present for 5 minutes in front of your class peers.

This assessment item:

- is a school based activity
- is a group activity
- does not include a self assessment activity

**Criteria & Marking:** The rubrics for this assessment will be made available on the Moodle site.

**Submission:** In week 6, during class, each group will present and submit progress towards their final Group Design Proposal (final proposal due in week 10).

## 2. Assessment item 2

**Title:** Final Presentation: Design Proposal

**Assessment type:** Practice-based assignment

**Learning objectives assessed:** 1, 2, 3, 4, 5

**Due Date:** Week 10 - to be submitted in your timetabled class for week 10.

**Weighting:** 40%

### Task Description:

In week 10 during class each group will submit and present their final Group Design Proposal (a continuation from your week 6 midpoint progress presentation). The Group Design Proposal requires you to research, conceptualise and propose a design pitch related to the large scale design project all students will examine throughout the semester. This will include completing all group workshop activity tasks set during class and synthesising in the provided Design Proposal Template. Full Project Brief and Template will be made available and discussed in class. Each group will be provided with a table space to display and present the project in any way you deem suitable to communicate your ideas. For example this could be a model, graphic display, text, video or sound recording.

This assessment will be:

- Handed to your tutor as A4 double-sided colour printed pages
- Presented as a summary of the pages in a slide presentation
- Physically presented with artefacts on a table
- Presented for 5 minutes in front of your class peers

**Criteria & Marking:** The rubrics for this assessment will be made available on the Moodle site.

**Submission:** In week 10, during class, each group will submit and present their final Group Design Proposal (a continuation from your week 6 midpoint progress presentation).

## 3. Assessment item 3

**Title:** Individual Workbook/Profile Presentation

**Assessment type:** Log of learning activities

**Learning objectives assessed:** 1, 2, 3, 4, 5

**Due Date:** Week 12 - to be submitted in your timetabled class for week 12.

**Weighting:** 40%

### Task Description:

#### Part A: Workbook:

Over the entire course you will log your weekly activities in a workbook.

The workbook is a collection of learning over the course of the trimester. It provides a log of your activities and should include notes from lectures, content showing your thinking and work from tutorials and explorations and investigations, observations and process; the full scope of the development of your ideas. It should also reflect on your strengths, skills, weaknesses and development over the trimester.

### Part B: Profile:

Secondly, you will assemble a tailored profile using content from your workbook that reflects your future suitability for a professional employment avenue. The 'avenue' you respond to will be negotiated between you and your tutor based on your aspirations for future development as a critical design practitioner and potential choice of major.

You will show and verbally summarise the workbook and profile in an individual presentation during class in front of your peers during week 12 in class.

A project brief will be provided detailing what to include in the workbook and profile. You will also be provided with instructions regarding access to the template in class.

This assessment item:

- is a school based activity <sup>[1]</sup><sub>[SEP]</sub>
- is an individual activity <sup>[1]</sup><sub>[SEP]</sub>
- does not include a self assessment activity

**Criteria & Marking:** The rubrics for this assessment will be made available on the Moodle site.

**Submission:** In week 12, during class, you will submit your individual workbook and profile.

## ***Submission and Return of Assessment Items***

Feedback for assessment pieces will be handed back in class within fourteen [14] days of the due date.

### ***Extensions***

To apply for an extension of time for an assignment, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

### ***Assessment Feedback***

Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course.

Marks for this item will be provided with the final course result.

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## **Generic Skills**

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

<b>Generic Skills</b>	<b>Taught</b>	<b>Practised</b>	<b>Assessed</b>
Written Communication	x	x	x
Oral Communication	x	x	x
Information Literacy	x	x	x
Secondary Research	x	x	x
Critical and Innovative Thinking	x	x	x
Academic Integrity	x	x	x
Self Directed Learning	x	x	x
Team Work	x	x	x
Cultural Intelligence		x	
English Language Proficiency		x	



### ***Additional Course Generic Skills***

<b>Graduate Attribute</b>	<b>Taught</b>	<b>Practiced</b>	<b>Assessed</b>
Knowledgeable and skilled, with critical judgement	x	x	x
Effective communicators and collaborators	x	x	x
Innovative, creative and entrepreneurial	x	x	x
Socially responsible and engaged in their communities	x	x	x
Culturally capable when working with First Australians	x		
Effective in culturally diverse and international environments	x		

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### **Academic Integrity**

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of any allegation of academic misconduct made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

### ***Risk Assessment Statement***

There are no out of ordinary risks associated with delivery and/or participation in this course.

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