



Course Code:	1530QCA
Course Name:	Design Lab Process
Semester:	Trimester 3, 2017
Program:	Diploma of Design
Credit Points:	10
Course Coordinator:	Dr Philip Whiting
Document modified:	6 th October 2017

Teaching Team

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

Name

Dr Philip Whiting

Email

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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.

Prerequisites

There are no prerequisites for this course

Brief Course Description

The course provides students with foundational knowledge of contexts, processes and practices of socially responsible design in an interdisciplinary design lab studio environment. Students will practice ways of speaking, communicating and presenting design ideas in a critical and professional context. This is done through learning to identify how design processes in a large-scale design project operate and how this connects to transforming organisations, businesses, institutions, systems, politics and cultures at local, regional and global level.

Rationale

Students will be encouraged to notice design in the world, investigate how it operates in the world, and describe their thinking about design practices and processes. By focusing attention on a large scale design project, students will learn processes of design thinking, design development, design research and design production. Students will begin to understand, construct responses to issues and identify opportunities related to how these design processes scale down, transfer and transform organisations, companies, businesses, institutions and society at local level and global levels. Students are encouraged to be proactive, entrepreneurial, practise self-direction and personal responsibility while working in collaborative teams.

Aims

The design methodology and processes provide the foundation for Design Thinking, that is how designers think and process often complex information to both understand the nature of the problem and thus form the basis towards solving that problem. The aim of this course is to introduce students to the future role of design as a proactive methodology rather than a reactive service industry.

Learning Outcomes

After successfully completing this course you should be able to:

1. Deconstruct mindsets and worldviews that inform design decisions
2. Analyse, interpret and evaluate social, cultural, political and environmental connections to design activities
3. Map connections and complexities between actors, stakeholders and socio-technical systems to identify scale, scope, legacy and impact of design activities
4. Persuasively present ideas using professional cultural and design thinking vocabulary

5. Work collaboratively to ideate, conceptualise and synthesise design scenarios and processes, reflecting social responsibility

Texts and Supporting Materials

Required Reading

Insert required reading here.

Recommended Reading

Insert recommended reading here.

Organisation and Teaching Strategies

External Drives: Students are required to have their own external hard drive or high capacity thumb drive 32Gig+ for use during the course.

Student Version: Latest Adobe Master Collection: It is recommended that all students purchase the latest student version of the Adobe Master Collection (cloud version recommended). The Adobe Master Collection software is used across many courses.

Laptops-desktops-tablets-smart phones: It is anticipated that all students will have access to either a modern laptop or desktop computer outside of QCA Lab hours. Students owning laptops are welcome to bring them to class. Student laptop or desktop computers should have all the latest browsers loaded (IE, Firefox, Safari, Chrome, Maxthon and Opera).

Textbooks: No textbooks are required to complete this course; however, extensive use of the web for research will be required and recommended texts will be provided which students may choose to purchase to build their personal library as they become professional design practitioners.

Adobe Software: There are many texts and online resources related to the software used which includes: Photoshop, Illustrator and InDesign from the Adobe Creative Suite CS5. Students can use the online HELP menus with all of the Adobe software.

<http://www.adobe.com>¹²

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.

Content Schedule

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

Week	Topic	Activity	Learning Outcomes
1	DESIGN THINKING: Contemporary and traditional design processes, techniques, visualisation and thinking. Self and Project Management	Lecture	1, 2, 3, 4
	DESIGN THINKING: Exploring design processes, techniques, visualisation and thinking	Tutorial/Workshop	
2	MAPPING COMPLEXITY-WITH OUR HANDS: Mindsets, Worldviews and Wicked Problems	Lecture	1, 2, 3
	MAPPING COMPLEXITY-WITH OUR HANDS: Cognitive mapping and relational pattern thinking processes	Tutorial/Workshop	

3	<p>MAPPING COMPLEXITY-WITH OUR FEET: Introduction to observing sociotechnical systems in design.</p> <p>MAPPING COMPLEXITY-WITH OUR FEET: Observational Field Trip. Details of field trip site and logistics will provided in class in week 1</p>	<p>Lecture</p> <p>Field Trip</p>	<p>1, 2, 3</p>
4	<p>DESIGN MOVEMENTS: Guest Lecture: A guest will deliver a lecture related to design processes in the large-scale project under investigation</p> <p>DESIGN MOVEMENTS: Introduction to why (and techniques of how) differing contemporary design movements construct responses, identify and articulate existing design in the world today and future design scenarios</p>	<p>Lecture</p> <p>Tutorial/Workshop</p>	<p>1,2, 3, 4, 5</p>
5	<p>DESIGN FABRICATION: Topic: lecture related to design processes in the large-scale project under investigation</p> <p>DESIGN FABRICATION: An introduction to fabrication processes, tools and equipment that will assist in developing your design scenarios and presentation</p>	<p>Lecture</p> <p>Tutorial/Workshop</p>	<p>1, 2, 3, 4, 5</p> <p>4, 5</p>
6	<p>DESIGN PROCESSES & TOOLS: Topic: a lecture related to design processes in the large-scale project under investigation</p> <p>DESIGN PROCESSES & TOOLS: Tools used in design processes that help represent, address, critique and advance projects</p> <p>ASSESSMENT 1: Hand-in Individual Case Study</p>	<p>Lecture</p> <p>Tutorial/Workshop</p> <p>Assessment 1</p>	<p>1, 2, 3, 4, 5</p>
7	<p>DESIGN PROCESSES & TECHNIQUES: Guest Lecture: A guest will deliver a lecture related to design processes in the large-scale project under investigation</p> <p>DESIGN PROCESSES & TECHNIQUES: Techniques used in design processes that help represent, address, critique and advance projects</p>	<p>Lecture</p> <p>Tutorial/Workshop</p>	<p>1, 2, 3, 4, 5</p>
8	<p>DESIGN FICTIONS: An introduction to the discourse and usefulness of design fictions as a design process</p> <p>DESIGN FICTIONS: Exploring design fiction, narrative and scenario building techniques</p>	<p>Lecture</p> <p>Tutorial/Workshop</p>	<p>4, 5</p>
9	<p>DESIGN FICTIONS: Continued discourse and usefulness of design fictions as a design process</p>	<p>Lecture</p> <p>Tutorial/Workshop</p>	<p>4, 5</p>

	DESIGN FICTIONS: Continued Exploration of design fiction, narrative and scenario building techniques		
10	NO LECTURE: There is no lecture for this week. DESIGN CONCEPT: Field Trip. Details of field trip site and logistics will provided in class	No Lecture Field Trip	1, 2, 3, 4, 5
11	DESIGN CONCEPTS: Scenario development: Looking back to look forward DESIGN CONCEPTS: Continuing fabrication for your presentations ASSESSMENT 2: Hand-in: Design Scenario-Case Study	Lecture Tutorial/Workshop Assessment 2	1, 2, 3, 4, 5 4, 5
12	DESIGN PRESENTATIONS: ASSESSMENT 3: Presentation: Design Scenario-Exhibit	No Lecture Assessment 3	1, 2, 3, 4, 5

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Week
1	Formative Feedback	5%	1, 2, 3,	3
2	Practice based Assignment – Case Study	25%	1, 2, 3, 4	6
3	Practice based Assignment – Design Scenario/Case Study	25%	1, 2, 3, 4, 5	11
4	Presentation – Technical or Professional	45%	1, 2, 3, 4, 5	12

Assessment Details

Assessment 1

Title: Formative Feedback

Type: Academic development holistic assessment

Learning Outcomes Assessed: 1, 2, 3

Due Date: Week 3 - Consultation during your timetabled class of due week

Weight: 5%

Marked out of: 100

Task Description:

During class, students will be given an individual consultation with the tutor, focussed on assisting students to form an understanding of their development in the course so far.

Criteria & Marking: A feedback sheet will be provided in class

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self-assessment activity
- does not have a resubmission provision

Assessment 2

Title: Case Study

Type: Assignment - Practice-based Assignment

Learning Outcomes Assessed: 1, 2, 3, 4

Due Date: Week 6 - To be handed in during your timetabled class of due week

Weight: 25%

Marked out of: 100

Task Description:

Students will be provided with an Adobe InDesign case-study template which will be used to input a critique on a chosen element of the large-scale design project being investigated.

Further details will be provided and discussed in class and made available in the course blackboard.

Criteria & Marking:

Identification of the designs central proposition and perspective

Critical and informed commentary

Acceptable tertiary level in the use of grammar, syntax and language skills

Acceptable use of formatting and document handling

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self-assessment activity
- does not have a resubmission provision

Assessment 3

Title: Design Scenario-Case Study

Type: Assignment - Practice-based Assignment

Learning Outcomes Assessed: 1, 2, 3, 4, 5

Due Date: Week 11 - To be handed in during your timetabled class of due week

Weight: 25%

Marked out of: 100

Task Description:

Students will be provided with an Adobe InDesign case-study template which will be used to input a **group** critique on a chosen element of the large-scale design project being investigated.

and,

the template will be used to provide a scenario of how the design previously critiqued could be re-thought as a design process with expanded long term sustainable and responsible potential.

Further details will be provided and discussed in class and made available in the course blackboard.

Criteria & Marking:

Identification of the designs central proposition and perspective

Critical and informed commentary

Ideation, conceptualisation and synthesis of design scenario

Acceptable tertiary level in the use of grammar, syntax and language skills

Acceptable use of formatting and document handling

This assessment item:

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

- does not have a resubmission provision

Assessment 4

Title: Design Scenario-Exhibit

Type: Presentation - technical or professional

Learning Outcomes Assessed: 1, 2, 3, 4, 5

Due Date: Week 12 - Presented during your timetabled class of due week

Weight: 45%

Marked out of: 100

Task Description:

Each group will be provided with a 1m³ physical space (and computer) to display and present the groups design scenario (from the previous Design Scenario-Case Study assessment) in anyway deemed suitable to communicate the ideas. For example this could be a model, graphic display, text, video or sound recording.

The group must also produce a design process and development workbook and strategically showcase at the space. This should include process of research and project development, minutes from meetings, field trips and visits and a photographic record of the display space (this means you will need to test the display space layout earlier to get the photos).

Criteria & Marking:

Quality, clarity and criticality of the final design scenario

Documentation and presentation (professional, organised, coherent and collaborative)

Evidence of research, reflection, learning and iteration of design process

Peer Assessment

This assessment item:

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

Submission and Return of Assessment Items

Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Convenor, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 10% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

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 assessment items, except those being moderated externally with Griffith University, will be available on the on the Student Portal within fourteen [14] days of the due date

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:

Generic Skills	Taught	Practised	Assessed
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

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

Additional Course Information

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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