Course Code:	1530QCA
Course Name:	Design Lab Process
Semester:	Trimester 2, 2019
Program:	Diploma of Design
Credit Points:	10
Course Coordinator:	Dr Philip Whiting
Document modified:	14th May 2019

Teaching Team

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

Name	**Email**
Dr Philip Whiting	philip.whiting@staff.griffithcollege.edu.au
Charles Willmore	chwi@portal.griffithcollege.edu.au

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 is no prerequisite for this course

Brief Course Description

This course will explore some of the methods, principles, processes and theories that make design a special form of human inquiry. From analysis to synthesis, students will apply their understanding of 2 and 3 dimensional space, shape and form through a series of linked, design research exercises, active visual experimentation and resolved production. Through 'praxis', i.e. the convergence of theory and practice, students will apply their understanding of design and design thinking to real outcomes. The course provides students with foundational knowledge of contexts, processes and practices of socially responsible design in an interdisciplinary design studio environment. Students will practice ways of communicating and presenting design concepts in a critical and professional context.

Rationale

Students will be encouraged to observe and critique 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 complex design project, students will learn processes of design thinking, design research, design development and design production. Students will begin to understand and construct responses to issues identifying opportunities related to how the design process can impact upon 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 Based Research, Design Thinking and Collaboration. How to carry out in-depth design based research to identify the real issue or problem. How design thinking unravels often complex information to allow us to understand the nature of the identified issue or problem and thus form the basis towards innovative and creative problem solving. How to collaborate effectively and successfully. The aim of this course is to introduce students to the future role of design as a proactive collaborative methodology rather than a reactive individual service industry.

Learning Outcomes

After successfully completing this course you should be able to:

1 De-construct complexity to better inform the design decision making process and the role design based research plays in identifying social responsibility, creativity and innovation.

2 Analyse, interpret and evaluate social, cultural, political and environmental relationships within the design based research process

3 Unravel complexity and map connections between actors, stakeholders, the environment and socio-technical systems to identify scale, scope, legacy and impact of design thinking within the design process

4 Present effective and socially responsible concepts based upon thorough design based research using proactive design thinking methodology and effective collaboration

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

Texts and Supporting Materials

Recommended Reading

Brown, Tim; Katz, Barry (2009) *Change by Design: How Design Thinking Transforms Organisations and Inspires Innovation;* Harper Business, New York

Buchanan, Richard (1992/21) *Wicked Problems in Design Thinking,* Design Issues

Doppelt, Y., Mehalik, M. M., Schunn, C. D., & Krysinski, D. (2008). *Engagement and achievements in design-based learning.* Journal of Technology Education, 19(2), 21-38

Klaus Krippendorff (2006). *The Semantic Turn; A New Foundation for Design*, Boka Raton, London, New York: Taylor & Francis.

Laitsch, Dan (2007), *Design-Based Learning and Achievement*. Research Brief Journal: **J**une 25, 2007, Volume 5, Number 6. http://www.ascd.org/publications/researchbrief/v5n06/toc.aspx

Norman, Donald A. (2013) *The Design of Everyday things,* Basic Books New York

Sutherland, Martha (1999) *A Basic Guide to Model Making,* Norton Professional Books for Architects & Designers

Whiting, Philip G.C. (2014). *Can changes to Product Behaviour alter Consumer Behaviour?* Research Thesis, Griffith University, Brisbane, Australia

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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

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

Wk	Topic	Activity	Learning Outcomes
1	**WHAT IS DESIGN… THINKING?** Contemporary and traditional design process, design research techniques, design thinking and visualisation.	Lecture	1, 2, 3, 4
	Exploring the nature of the design process and design research techniques. • Introduction to overall Project • How to carry out design research • How questions expand on design research • Design Research Exercise - Mobile **Homework**: Source & create quantity of research as data file in relation to project. All students must bring this research into class in week 2. Students who fail to do this will be lose marks	Tutorial/Workshop	
2	**UNRAVELLING COMPLEXITY** • What is Complexity, a Wicked Problem and a Mindset • What is meant by Sociopolitical; Sociotechnical; Geopolitical & Environment in Design Research	Lecture	1, 2, 3
	Design research techniques on how to begin to unravel complex issues, wicked problems and mindsets • Design Research Exercise • Assessment 1 requirements in detail **Homework:** Develop design research using research sectors: Sociopolitical, Sociotechnical, Geopolitical or Environment. Each group member to select a different research sector to other group members	Tutorial/Workshop	
3	**IDENTIFY & MAP THE REAL ISSUES** NORMANS DOOR Introduction to identifying the absurd through experience and observation	Lecture	1, 2, 3
	Analysis and evaluation of research material and the production of a problem statement as a summary of key issues identified. Identification of further design research required. Introduction to empathy to understand cause & need as UX through observation and Ethnography • What is empathy • Design Research Exercise – Empathy & Norman's Door • Design Research Exercise – Empathy & Analysis using (4) four analysis sectors: Function, Culture, Communication & Environment in relation to empathy	Tutorial/Workshop	

	Homework: Empathise (1) one project character to develop problem statement as the basis for week 4 in-class wall mounted presentations using A4 Sheets (landscape format)		
4	**DESIGN FICTIONS AS STRATEGY** An introduction to the discourse and purpose of design fictions as story-telling using Design Research to begin to identify a range of possible holistic design strategies • Utopian • Aesthetic • Anthropometric • Modular	Lecture	4, 5
	Design Research Exercise – Design Fiction In-class exploration of design fiction as story-telling as narrative and scenario building techniques for the development of design concept strategy. Time & Sequence. **ASSESSMENT 1**: Formative in class. Students Groups to mount individual work on the wall for brief discussion, critique & feedback **Homework:** Develop (4) four different strategies or options using story-telling to create narrative and build scenarios	Tutorial/Workshop	
5	**DESIGN INTENT** Lecture related to drawing, design modelling and paper sculpting for the development of Design Intent to test and develop a range of alternative design strategies Lecture on Mind mapping, Attribute association for the development of a design strategy	Lecture	1, 2, 3, 4, 5
	• Present your key strategy in class from 4 homework strategies • Design Research Exercise – Mind Mapping **Homework**: Research project culture in terms of shape, form, colour, meaning	Tutorial/Workshop	
6	**DESIGN PROCESS & TOOLS** Lecture on Semiotics, Metaphor and Visual Communication in contemporary graphic design to construct a visual information and communication system in relation to future environment concept. Short Lecture on Reading the Visual, interpreting shape, form & colour for meaning Lecture related to the Graphic Visual Communication design process • Graphic Design • Mood Boards	Lecture	1, 2, 3, 4, 5

	• Naming/Branding/Identity		
	• Short Student presentation at end of class based upon culture, shape & form • Design Research Exercise – Model Making/Structural • Design Research Exercise – Model Making/Design Intent An introduction to simple modelling and sculpting processes as design intent as part of Design Research process. • Development of Design Intent in relation to the various design strategies mapped in the previous week. Nets/Shapes/Forms/Cutting and Scoring **Homework**: Use template provided to model a 'rounded box'	Tutorial/Workshop	
7	**DESIGN DEVELOPMENT & SOCIAL RESPONSIBILITY** Lecture related to Product Design in terms of Social Responsibility and Design Development. Investigative problem solving techniques in the design of product as a response to the real world. Continued discourse of the design development process.	Lecture	1, 2, 3, 4, 5
	Visual Communication Design & Typography exercises: • Design Research Exercise - Naming • Design Research Exercise - 100 Logos • Conceptual Sketching **Assessment 2**: Informal Individual & Group Presentation in-class **Homework**: Make a final logo	Tutorial/Workshop	
8	**DESIGN IS LIKE…** Lecture related to Architecture and Interior Environments on navigating & measuring space	Lecture	1, 2, 3, 4, 5
	• Human Factors and Ergonomics • Present Homework Logo • Design Research Exercise – Product Design Select one of the following: Shoes/Water Carrier/Seat/Cooking Utensil Product/Model Making Exercises/Sketching as Design Research Homework: Finalise Product Concept for In-class presentation	Tutorial/Workshop	
9	**DESIGN FOR NEED** Lecture on professional presentation including Graphics/Layout/Speech/Story boarding	Lecture	4, 5
	• Present Product Design Concept in class • Design Research Exercise – Environment, Movement & Space	Tutorial/Workshop	

	Bubble Diagrams/Traffic Flow/Operations on navigation of space in relation to human & physical factors & need Continued holistic design fictions as narrative and scenario building techniques to develop interior environments. **Homework:** Finalise Architecture/Interior Environment		
10	**DESIGN AS FUTURE ENVIRONMENT** Lecture on collaboration, project management and sequencing of research and final concepts for group preparation and presentation of Week 12 project	Lecture	1, 2, 3, 4, 5
	• Present homework story board • Collaborate in class on final group design research, group key issues, group design concepts ASSESSMENT 3: Future Environment Concept in class	Tutorial/Workshop	
11	**DESIGN CONCEPTS** Lecture "IDEO Working as a Designer or similar	Lecture	1, 2, 3, 4, 5
	• Requirements for Week 12 • Collaborate in class on final group design research, group key issues, group design concepts Assign Tasks – Appoint Roles/Pull Elements together	Tutorial/Workshop	
12	**DESIGN PRESENTATIONS** ASSESSMENT 4: Future Environment Presentation	No Lecture	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	Preliminary Research	10%	1, 2, 3,	4
2	Design Language Project	30%	1, 2, 3, 4	7
3	Future Environment Concept	30%	1, 2, 3, 4, 5	10
4	Future Environment Presentation	30%	1, 2, 3, 4, 5	12

Assessment Details

Assessment 1

Title: Preliminary Research
Type: Individual formative presentation of written & visual design research material in class

Learning Outcomes Assessed: 1, 2, 3
Due Date: Week 4 - Consultation during your timetabled class of due week
Weight: 10% (Progressive and directly related to Assessment 2: 30%)
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 thus far

Criteria & Marking:

- Quality & depth of research material
- Quality & depth of understanding research material
- Quality & depth of use of research analysis

Assessment 2

Title: Design Language Project
Type: Group Presentation – Research, written & visual design research material
Learning Outcomes Assessed: 1, 2, 3, 4
Due Date: Week 7 - To be submitted during your timetabled class of due week
Weight: 30%
Marked out of: 100
Task Description:

Students will input a research critique on critical element(s) of the complex design project being investigated. This forms the basis of the brief for Assessment 3

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

Criteria & Marking:

- Identification of research to provide basis for central proposition and perspective
- Critical and informed commentary
- Iteration & development of key issues to be addressed
- Acceptable tertiary level in the use of grammar, syntax and language skills

Assessment 3

Title: Future Environment Concept
Type: Individual Presentation (within your Group) – preliminary individual design strategy
Learning Outcomes Assessed: 1, 2, 3, 4, 5
Due Date: Week 10 – Group consultation during your timetabled class of due week
Weight: 30%
Marked out of: 100
Task Description:

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

Students will input a group critique as **individuals** on their preliminary proposed design environment to resolve selected elements of the complex design project being investigated **and,** 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 portal

Criteria & Marking:

- Identification of the design's central proposition and key issue(s) supported by research
- Design development of Architecture, Interior, Product & Visual Communication design concepts
- Critical and informed commentary in relation to the design strategy
- Quality and depth of design process, including grammar, syntax and language skills
- Ideation, conceptualisation and synthesis of each design fiction or option
- Quality and depth of design research & concept development using drawing & modelling

Assessment 4

Title: Future Environment Presentation
Type: Group Presentation – Final group design strategy and concepts
Learning Outcomes Assessed: 1, 2, 3, 4, 5
Due Date: Week 12 - Presented during your timetabled class of due week
Weight: 30%
Marked out of: 100
Task Description:

Each group will display and present the groups design strategy using a range of design concepts as a fully developed future environment (progressively developed from the previous Preliminary Future Environment Concept in assessment 3). The presentation can utilise any media or technique deemed suitable to communicate the group strategy and concepts for the resolution of key issues and problems found in assessments 1 & 2. For example this could be a model, graphic display, text, video or sound recording

The group must also produce a design process and development digital workbook (PDF) to strategically showcase both the problem(s) and the resolution(s) as a strategy & concept. This should include process of key research and project development material, minutes from key meetings, field trips and visits and a photographic record of progressive and key design concept development

Criteria & Marking:

- Quality, clarity and criticality of the final design future environment strategy & concepts
- Documentation and presentation (professional, organised, coherent and collaborative
- Evidence of research, reflection, learning and iteration of design process
- Peer Assessment

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 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.

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 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.

Note: For all Diploma level programs, Griffith College acknowledges content derived from Griffith University.