



1. General Course Information

1.1 Course Details

Course Code:	1502QCA
Course Name:	Design Lab Experience
Trimester:	Trimester 3, 2019
Program:	Diploma of Design
Credit Points:	10
Course Coordinator:	Nasan Pather
Document modified:	7 th September 2019

Course Description

In this course, students experience designing propositions that address issues and opportunities afforded by an existing transformative large-scale design project. Students become familiar with socially responsible design in an interdisciplinary design lab studio environment. Students will practise experimenting, fabricating, iterating, proposing and implementing concepts that have potential to transform organisations, businesses, institutions, systems, politics and cultures at local, regional and global level.

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.

Assumed Knowledge

There is no assumed knowledge for this course.

1.2 Teaching Team

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

Name	Email
Nasan Pather	nasan.pather@staff.griffithcollege.edu.au

1.3 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 "Support and Services/Teacher Consultation Times" link.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course 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.

2.2 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
4. Evaluate the cultural, social, political efficacy of proposals and the collaborative process
5. Critically reflect and articulate your developing professional identity and fit in future employment contexts

2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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	

3. Learning Resources

3.1 Required Resources

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

3.2 Recommended Resources

Recommended resources will also be listed on the Moodle site.

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Learning Information

Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

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 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Teacher and course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning and Teaching Activities

4.1 Weekly Learning Activities

Week	Topic	Activity	Readings
1	Design Experience Introduction	Introduction to the workbook	<i>Field Guide to Human-Centred Design by IDEO</i> <i>Studio Recipes for Systemic Change by HDL</i>
2	Critical Mapping	Drawing together knowledge production	<i>Critical Visualisation by Peter Hall</i>
3	Design Briefs	Activities to develop a design brief	<i>The Redirective Design Brief by Tony Fry</i>
4	Design Fieldwork	Socio-technical Systems Observation	<i>The role of Designers and Design in Socio-technical Transformations by Terry Irwin,</i>

			<i>Gideon Kossoff, Carnegie Mellon University</i>
5	Design Movements: Futures	Activities – Focus on Futures Arriving	<i>Transition Design by Terry Irwin and Gideon Kossoff</i>
6	Large Scale Design Projects	<u>Presentations:</u> Design Proposal (midpoint)	
7	Design Making	Activities related to tools and making	<i>Zen and the Art of Motorcycle Maintenance by Robert M. Pirsig</i>
8	Design Making 2	Design Making 2 Activities related to tools and making 2	
9	Mobile Design Experience	Activities – Working with minimal tools	<i>Popup Studio by Jan Chipchase</i> <i>Critical Journalism in Graphic Design by Johanna Drucker</i>
10	Presentations: Final Design Proposal	Group design presentations during class	
11	Design Management	Exploring design sharing, support, management and profile tools	<i>Precurity Pilot by Brave New Alps and Caterina Giuliani</i>
12	Presentations	Profile Presentations in class	

5. Assessment Plan

5.1 Assessment Summary

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

5.2 Assessment Detail

1. Assessment 1

Title: Individual Workbook/Profile Presentation

Assessment type: Log of learning activities

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

Due Date: Weeks 5 & 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.

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

Submission: In weeks 5 & 12 you will submit parts of your individual workbook as digital files. Each file will be uploaded from the submission point in the course site. In week 12, you will submit your profile. This digital file will be uploaded from the submission point in the course site 24 hours prior to your tutorial. You will also make a short presentation in class discussing your profile in the week 12 tutorial.

2. Assessment 2

Title: Midpoint Presentation: Individual Design Proposal

Assessment type: Practice-based assignment

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

Due Date: Week 6

Weighting: 20%

Task Description:

In week 6, during class, each student 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.

For Assessment One, however, you will pitch individual midpoints in individual design templates and receive individual marks worth 20%. Individuals verbally present a summary of the Design Proposal Template in a one page visual slide each. You will present 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 6, during class, each individual will present progress towards the final Group Design Proposal (final proposal due in week 10). Each group member will submit the Midpoint Individual Design Proposal in this week. The digital proposal document must be submitted no later than **24 hours** prior to your tutorial. This file will be uploaded from the submission point in the course site.

3. Assessment 3

Title: Final Presentation: Group Design Proposal

Assessment type: Practice-based assignment

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

Due Date: 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 class in any way you deem suitable to communicate your ideas. For example this could be a model, graphic display, text, video or sound recording. However, each table display must include an imageboard.

This assessment will be:

- 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). The digital proposal document must be submitted no later than **24 hours** prior to your tutorial. This file will be uploaded from the submission point in the course site.

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% 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.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

5.4 Other Assessment Information

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension

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 Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Assessment Items

1. 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).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

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 an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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