



1. General Course Information

1.1 Course Details

Course Code:	1530QCA
Course Name:	Design Lab Process
Trimester:	Trimester 3 2019
Program:	Diploma of Design
Credit Points:	10
Course Coordinator:	Dr Philip Whiting
Document modified:	5 th September 2019

Course Description

This course explores 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.

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
Dr Philip Whiting	philip.whiting@staff.griffithcollege.edu.au
Charles Willmore	chwi@portal.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 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. To observe and critique design in both the built and natural environment, to investigate how design operates in the world, and describe their thinking about design practices and processes. By focusing attention on a complex design project, the aim is for students to learn processes of design thinking, design research, design development and design production.

2.2 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

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

Readings

There are no required readings for this course

Organisation and Teaching Strategies External Drives: Students are recommended to have their own external hard drive or high capacity drive 1 Terabyte+ 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. 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).

3.2 Recommended Resources

Readings

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

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

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

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

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

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	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. <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• What is Complexity, a Wicked Problem and a Mindset• What is meant by Sociopolitical; Sociotechnical; Geopolitical & Environment in Design Research• How to analyse research	Lecture	1, 2, 3
	Design research techniques on how to begin to unravel and analyse complex issues, wicked problems and mindsets <ul style="list-style-type: none">• Design Research Exercise• Assessment 1 requirements in detail Homework: Develop design research using research sectors: Culture, Communication, Environment, Function. Each group member to	Tutorial Workshop	

	select a different research sector to other group members		
3	IDENTIFY & MAP THE REAL ISSUES Lecture: NORMANS DOOR Introduction to identifying the absurd through experience and observation	Lecture	1, 2, 3
	<p>Analysis and evaluation of research material to create a problem statement or a summary of key issues identified. Highlighting further design research required. Introduction to empathy to understand cause & need as UX through observation and Ethnography</p> <ul style="list-style-type: none"> • What is empathy • Design Research Exercise – Empathy & Norman's Door • Design Research Exercise – Understand empathy using (4) four analysis sectors: Function, Culture, Communication & Environment in relation to empathy <p>Homework: Empathise (1) one project character to create a problem statement This is an assessable item presented in week 4 in-class using A4 Sheets (landscape format)</p>	Tutorial Workshop	
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 Lecture: Mind-mapping and Attribute Association for design strategy development	Lecture	4, 5
	<p>In-class exploration of design fiction as story-telling as narrative and scenario building techniques for the development of design concept strategy. Time & Sequence. Group Mind Mapping</p> <p>ASSESSMENT 1 (Preliminary Research): Formative, in-class. Students Groups to present individual problem statements and personas for brief discussion, critique & feedback</p> <p>Homework: Develop (4) four different strategies or options using story-telling to create narrative and build scenarios</p>	Tutorial Workshop	
5	DESIGN INTENT Lecture: Understanding paper modelling and paper sculpting for the development of Design Intent to test and develop a range of alternative design strategies in terms of shape, form and structure Lecture: Reading the Visual, interpreting shape, form and colour for in-depth meaning.	Lecture	1, 2, 3, 4, 5
	<p>3D Design Research Exercises</p> <ul style="list-style-type: none"> • Model-making as sculpture • Present research as design intent in-class <p>Homework: Continue to research your project in aesthetic terms using shape, form and colour for meaning</p>	Tutorial Workshop	

6	DESIGN PROCESS & TOOLS (Graphics) Lecture: Semiotics, Metaphor and Visual Communication in contemporary graphic design to construct a visual information and communication system in relation to future environment concept. Lecture: The graphic visual communication design process <ul style="list-style-type: none"> • Naming/Branding/Identity • Graphic Design • Mood Boards 	Lecture	1, 2, 3, 4, 5
	Visual Communication Design & Typography exercises: <ul style="list-style-type: none"> • Design Research Exercise - Naming • Design Research Exercise - 100 Logos • Conceptual Sketching Homework: Design a final logo/branding/identity to represent project	Tutorial Workshop	
7	DESIGN DEVELOPMENT & SOCIAL RESPONSIBILITY (Product) Lecture: Product Design and Social Responsibility. Investigative socially responsible problem solving techniques in the design of product as a response to real world needs. Continued discourse of the design development process.	Lecture	1, 2, 3, 4, 5
	Design Research Exercise Design development of project product using modelling and drawing Assessment 2 (Design Language Project): Informal Individual & Group Presentation in-class Homework Select one of the following: Shoes or Water Carrier or Seat or Cooking Utensil for socially responsible product development	Tutorial Workshop	
8	DESIGN FOR NEED (Environment) Lecture: related to Architecture and Interior Environments on navigating & measuring space	Lecture	4, 5
	<ul style="list-style-type: none"> • Human Factors and Ergonomics • Design Research Exercise – Environment, Movement & Space Bubble Diagrams/Traffic Flow/Operations on navigation of space in relation to human & physical factors & need Continued development of exterior and interior environments. Homework: Finalise environment(s)	Tutorial Workshop	
9	DESIGN AS FUTURE ENVIRONMENT Lecture on collaboration, project management and sequencing of individual research and final concepts for group preparation and presentation of Week 12 project	Lecture	1, 2, 3, 4, 5
	Collaborate in class on final group design research, group key issues, group design concepts using individual design concept development	Tutorial Workshop	
10	Future Environment Concept Presentations	Lecture	1, 2, 3, 4, 5

	Lecture: "IDEO" working as Designer		
	ASSESSMENT 3: Future Environment Concept - in-class assessment, review and critique of individual design work and planning for group presentation in week 12	Tutorial Workshop	
11	Future Environment Concept Development Lecture: Professional presentation including written and visual research (drawings); problem identification; mood boards; design concepts for logo/product/interior; modelling; final design solutions	Lecture	1, 2, 3, 4, 5
	Requirements for week 12 Collaborate in class on final group design research, key group issues and group design concepts	Tutorial Workshop	
12	Future Environment Presentation ASSESSMENT 4: In-class group presentation using PDF slide presentation individual work as an organised and coherent story of the project development and how the final solutions relate within one environment	No Lecture	1, 2, 3, 4, 5

5. Assessment Plan

5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
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

5.2 Assessment Detail

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

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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