



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	1502QCA
<b>Course Name:</b>	Design Lab Experience
<b>Trimester:</b>	Trimester 2, 2020
<b>Program:</b>	Diploma of Design
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Nasan Pather
<b>Document modified:</b>	28 <sup>th</sup> May 2020

### Course Description

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

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.

## 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 large scale design projects 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. Develop a design proposal that addresses a social issue in contemporary society
2. Work collaboratively to present a design proposal using design thinking
3. Apply knowledge of socio-political and environmental responsibilities in design
4. Generate a profile that reflects your aspirations as a critical design practitioner
5. Evaluate the cultural, social and political efficacy of design proposals









### 2.3 Generic Skills and Capabilities

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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	✓
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness			✓	
Cultural competence and awareness in a culturally diverse environment			✓	



### 3. Learning Resources

#### 3.1 Required Learning Resources

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

#### 3.2 Recommended Learning 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 academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

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 Information about your Learning

### Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to 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 Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. 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 Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

### Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, 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 Content, Learning Activities and Learning Experiences

### 4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
<b>Module 1: Briefs, Return Briefs and Design Proposals</b>					
<b>1</b>	Topic: Introduction  Mini Lecture  Reading: Field Guide to Human-Centred Design by IDEO  Reading: In-Studio Recipes for Systemic Change: Building a Team  Reading: Chapter 2 - Graphic Design and Print Production Fundamentals	DESIGN TEAM SKILLS AUDIT  DESIGN TEAM CREATION	Video: Peter Hall on Mapping  Podcast: Mapping the Void		<b>1</b>
<b>2</b>	Topic: Critical Mapping  Mini Lecture  Reading: Critical Visualisation by Peter Hall  Video: The Art of Data Visualization	MAPPING: Produce a Visualisation and a Design Process Visualisation	Website: 'How to Design an Information Visualisation'  Videos: Manual Lima, A Visual History of Human Knowledge  David McCandless, The Beauty of Data Visualisation		<b>1</b>
<b>3</b>	Topic: Design Briefs  'Briefly' - A short film by Bassett and Partners  Reading: The Redirective Design Brief by Tony Fry	Use the BRIEF ARTICULATION TOOL to focus a return brief  Produce a RETURN BRIEF  Produce concept drawings	Web pages: Creating Successful Design Briefs  Sustainability is 'the ultimate design brief'  First Things First 2014: A Tech Manifesto for Meaningful Work		<b>1</b>

<b>4</b>	<p>Topic: Design Movements: Futures</p> <p>Mini Lecture</p> <p>Reading: Transition Design by Terry Irwin and Gideon Kossoff</p> <p>Reading: Comps by Alex Hass</p>	<p>MAPPING: Produce a map of your game's connection to pasts, presents and futures</p> <p>Work on a draft Design Statement</p>	<p>Podcast: Future Thinking, Arts and Ideas</p>	<p>Individual Design Proposal (Due in week 5)</p>	<b>1</b>
<b>Module 2: Design Thinking and Design Research</b>					
<b>5</b>	<p>Topic: Large Scale Design Projects</p> <p>Mini Lecture</p> <p>Reading: Design Research and Concept Generation by Alex Hass</p> <p>Web page: A Problem Well-stated is Half-solved by Mark Levy</p>	<p>Presentations: Design Proposal (midpoint)</p> <p>Workbook Tasks</p>	<p>Web pages: Five Reasons Why Your City Won't Want to Host the Olympics</p> <p>Why Hosting the Olympics Is Bad for Cities</p> <p>The Caster Semenya Debate</p> <p>Video clip: Sports Gender Controversy</p>		<b>3 &amp; 4</b>
<b>6</b>	<p>Topic: Design Fieldwork and Design Research</p> <p>Video: Design Anthropology by Jan Chipchase</p>	<p>Padlet wall: Key ideas from the reading, podcast and videos</p> <p>Workbook Tasks</p>	<p>Video: What If You Could Take the Studio Out of the Studio? by Jan Chipchase</p>		<b>3 &amp; 4</b>
<b>7</b>	<p>Topic: Design Fieldwork</p> <p>Mini Lecture</p> <p>The role of Designers and Design in Socio-technical Transformations by Terry Irwin, Gideon Kossoff, Carnegie Mellon University</p>	<p>Socio-technical Systems Observation</p> <p>Workbook Tasks</p>	<p>Video clips: Socio-technical Systems from Complexity Labs</p> <p>Introducing Socio-technical Systems by Ian Sommerville</p>		<b>3 &amp; 4</b>
<b>8</b>	<p>Topic: Design Management</p> <p>Mini Lecture</p> <p>Reading: Precarity Pilot by Brave New Alps and Caterina Giuliani</p> <p>Reading: Critical Journalism in Graphic Design by Johanna Drucker</p>	<p>Profile Presentations</p> <p>Workbook Tasks</p>	<p>Podcast: Thinking Allowed – Creativity</p> <p>Video: My networking is not working! Oli Mould</p>	<p>Workbook/Profile (Due in weeks 8 &amp; 9)</p>	<b>3 &amp; 4</b>

	<b>Module 3: Group Design Proposals and Table Displays</b>				
<b>9</b>	Topic: Design Making  Mini Lecture  Reading: Zen and the Art of Motorcycle Maintenance by Robert M. Pirsig	Complete your DESIGN TEAM IDEATION  Work on your DESIGN TEAM STRATEGY	Videos: Architectural Model Making Series  Cardboard Basics and Advanced Basics: Modelling for Designers & Architects		<b>2 &amp; 5</b>
<b>10</b>	Topic: Design Making 2  Table Displays Mini Lecture  Presentation Boards Mini Lecture	Produce concept drawings  Start activities related to tools and making  Design Team Meeting	Videos: Layout for Presentation Boards  How to Compose Architectural Presentation Boards  Presentation Board Design Tips		<b>2 &amp; 5</b>
<b>11</b>	Topic: Mobile Design Experience  Mini Lecture  Popup Studio by Jan Chipchase	DESIGN TEAM MEETING	Videos: Getting Started with SketchUp - Parts 1- 4		<b>2 &amp; 5</b>
<b>12</b>	Topic: Final Design Proposal	Group design presentations in class		Group design Proposal (Due in week 12)	<b>2 &amp; 5</b>



## 5. Evidence of Learning (Assessment Plan)

### 5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
<b>1</b>	Design Proposals, midpoint presentation	20%	1	Week 5
<b>2</b>	Workbook/Profile: Log of learning activities	40%	3 & 4	Weeks 8 & 9
<b>3</b>	Design Proposals, final presentation	40%	2 & 5	Week 12

## 5.2 Evidence of Learning Task Detail

### 1. Assessment 1

**Title:** Midpoint Presentation: Individual Design Proposal

**Assessment type:** Practice-based assignment

**Learning objectives assessed:** 1

**Due Date:** Week 5

**Weighting:** 20%

**Task Description:**

In week 5, during class, each student will submit and present progress towards their final Group Design Proposal (final proposal due in week 12). 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 trimester. 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 5, during class, each individual will present progress towards the final Group Design Proposal (final proposal due in week 12). 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 class. This file will be uploaded from the submission point in the course site.

### 2. Assessment 2

**Title:** Individual Workbook/Profile Presentation

**Assessment type:** Profile and log of learning activities

**Learning objectives assessed:** 3 & 4

**Due Date:** Weeks 8 & 9

**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 classes 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 profile in an individual presentation during class in week 8.



A project brief will be provided detailing what to include in the workbook and profile.

### **Criteria & Marking**

The rubrics for this assessment will be made available on the Moodle site.

**Submission:** In week 9 you will submit your individual workbook as a digital file. Your file will be uploaded from the submission point in the course site. In week 8, you will submit your profile. This digital file will be uploaded from the submission point in the course site 24 hours prior to your class. You will also make a short presentation in the week 8 class discussing your profile.

### **3. Assessment 3**

**Title:** Final Presentation: Group Design Proposal

**Assessment type:** Practice-based assignment

**Learning objectives assessed:** 2 & 5

**Due Date:** Week 12

**Weighting:** 40%

#### **Task Description:**

In week 12, each group will submit and present their final Group Design Proposal (a continuation from your week 5 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 trimester. 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 present the project in class in a way you deem suitable to communicate your ideas. For example, you could produce models, graphic displays, text, videos or sound recordings. However, each display must include an imageboard.

This assessment will be:

- Presented as a summary of the pages in a slide presentation
- Presented with artefacts
- 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 12, during class, each group will present their final Group Design Proposal (a continuation from your week 5 midpoint progress presentation). The digital proposal document must be submitted no later than **24 hours** prior to your class. This file will be uploaded from the submission point on the course site.

## **5.3 Late Submission**

An evidence of learning (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. Evidence of learning 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 Information about Evidence of Learning**

## 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 evidence of learning item, 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 Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning 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 evidence of learning 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 final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning 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 of evidence of learning 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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