



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	1530QCA
<b>Course Name:</b>	Design Lab Process
<b>Trimester:</b>	Trimester 3, 2020
<b>Program:</b>	Diploma of Design
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Sue Stone
<b>Document modified:</b>	19 <sup>th</sup> October 2020

### Course Description

This course explores some of the methods, principles, processes and theories that make design a unique 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
Sue Stone	<a href="mailto:sue.stone@staff.griffithcollege.edu.au">sue.stone@staff.griffithcollege.edu.au</a>

### 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 will be published on the Griffith College Portal on the course site.

### 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, critical design thinking and collaboration. How to carry out in-depth design-based research to identify a real issue or problem. How critical design thinking unravels often complex information to allow us to understand the nature of the identified issue or problem and thus provide a foundation for 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. The aim is for students to understand how to apply critical design thinking, design-based research, design development and design production by focusing attention on a complex design issue.



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 De-construct complexity in relation to the parameters of a social issue or problem
- 2 Analyse research, communicative, cultural, functional and environmental relationships
- 3 Synthesise design scenarios and processes, reflecting social need and responsibility through collaboration
- 4 Present 2D and 3D design concepts through the use of proactive design thinking methodologies



### 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

There are no required readings for this course

##### Recommended Readings:

*The Semantic Turn: A new foundation for Design*, Klaus Krippendorff, 2006

*The Design of Everyday Things*, Donald Norman, 2013

*Wicked Problems in Design Thinking*, Richard Buchanan, 1992

**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).

Any other required resources will be made available on the Course Site for this course.

#### 3.2 Recommended Learning Resources

##### Readings

Krippendorff, Klaus (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

Any other recommended resources will be listed on the Moodle site for this course.

### 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 – Design-Based Research</b>					
<b>1</b>	Introduction Design-Based Research What is Design Thinking Design-Based Research Techniques	Mini-Lecture - Slides Introduction to project - Presentation	Understand what is design-based research  Recognise how to question in	N/A	<b>1, 2</b>

	Design Thinking process and methodology	Design-Based Research - Presentation Questions and Research - Presentation  Mobile Phone research exercise paper	design-based research.  Recognise how to begin to analyse and evaluate research material		
<b>2</b>	What is Complexity or a Wicked Problem  Using (4) sectors; Communication, Function, Culture and Environment as design-based research tools  Collaboration	Mini-Lecture - Slides  Exercise to unravel complex issues.  Exercise to utilise (4) sectors in design-based research  Discuss assessment 1 requirements  How to collaborate - Presentation  Create groups of 3 - 4 students	Understand how to unravel complex issues to identify key issues or problems.  Apply the (4) four design research sectors; Communication, Function, Culture and Environment	N/A	<b>1, 2</b>
<b>3</b>	How to Identify Absurd Design  How to develop a Problem Statement  Introduction to UX and Empathy	Mini-Lecture – Slides & Video  Exercise to research examples of absurd design.  Exercise to develop a Problem Statement  Record meetings and outcomes in journal or diary	Recognise how to Identify examples of absurd design  Understand how to develop a Problem Statement from design-based Research	Design-based research report	<b>1, 2</b>
<b>Module 2 – Design Strategy &amp; Visual Research</b>					
<b>4</b>	Design Strategy & Visual Research  How to develop design concepts from design-based research	Mini-Lecture - Slides  Mind-mapping and Attribute Association exercise.  Exercise in developing Personas and using these to empathise with real need	Apply mind-mapping and attribute association as problem-solving techniques  Understand how to develop and use personas to empathise with user experience (UX)	N/A	<b>3, 4</b>

		through story-telling.  Record meetings and outcomes in journal or diary			
<b>5</b>	Using visual research techniques, including 'thumbnail' drawings, 1pt & 2pt perspectives for preliminary concept development	Mini-Lecture - Slides  Design drawing research exercises.  Mood Board exercise.  Record meetings and outcomes in journal or diary	Demonstrate a range of preliminary design concepts as 'thumbnail' drawings and sketches. Recognise the importance of a mood board and how to create one	N/A	3, 4
<b>6</b>	Visual Communication and the use of Semiotics and Metaphor as design-based research tools  Naming & Branding Logo Design	Mini-Lecture - Slides  Exercise in the use of semiotics and metaphor as design-based research tools.  Exercise in naming, branding and logo design.  Record meetings and outcomes in journal or diary	Discover the impact of semiotics and metaphor as design-based research tools  Understand how to create a name, develop a logo design and branding	N/A	3, 4
<b>7</b>	Product Design for socially responsible function and real need.  Intuitive Design Operation and Function	Mini-Lecture - Slides  Exercise improving existing product  Exercise creating and developing a new product.  Record meetings and outcomes in journal or diary	Understand how to address issues in absurd product design  Discover how to begin to develop new products	N/A	3, 4
<b>8</b>	Environment Design as sense of space.  Physical and visual relationships, operation, traffic flow and ergonomics	Mini-Lecture - Slides  Exercise in navigation and use of space using bubble diagrams.  Exercise in relation to human factors and ergonomics.	Understand how to define and relate space to human and physical factors and need.  Discover the relationships between architecture and interior environment	Design-based Strategy presentation using drawings and sketches	3, 4

		Record meetings and outcomes in journal or diary			
<b>Module 3 – Future Environment</b>					
<b>9</b>	Design as Future Environment.  Use and application of visual communication design, product design, architecture and interior environment design	Mini-Lecture - Slides  Collaboration exercise as group analysis, evaluation and critique of their design concept work in module 2.  Group discussion exercise to determine group design strategy.  Record meetings and outcomes in journal or diary	Understand the impact of effective collaboration on design concepts and strategy	N/A	1, 2, 3, 4
<b>10</b>	Continued group and individual development of future environment using research from Module 1.  Continued group and individual development of future environment using visual communication design, product design, architecture and interior environment in Module 2	Mini-Lecture – Slides  Group collaboration to evolve group design strategy for a future environment using Module 1 research and Module 2 visual communication design, product design, architecture and interior environment.  Record meetings and outcomes in journal or diary	Continued understanding of the impact of effective collaboration on design concepts and strategy	N/A	1, 2, 3, 4
<b>11</b>	Continued group and individual development of future environment using research from Module 1, visual communication design, product design, architecture and interior environment in Module 2	Mini-Lecture – Slides  Presentation requirements for submission.  Group collaboration to evolve group design strategy for a future environment using visual communication design, product design,	Discover how to prepare a professional presentation in terms of identifying key issues or problems to be addressed.  The development of a design strategy and proposed solutions within to address the	N/A	1, 2, 3, 4

		architecture and interior environment.  Record meetings and outcomes in journal or diary	key issues or problems.		
12	Final group presentation and submission	Each group presents their work as a professional slide ppt or similar format on-line	Discover how to present concepts and clarify the reasoning behind your decisions	Future Environment presentation bringing together module 1 written research, module 2 visual research	1, 2, 3, 4



## 5. Evidence of Learning (Assessment Plan)

### 5.1 Evidence of Learning Summary

				
	Evidence of learning	Weighting	Learning outcome	Due Date
1	Design-based research report with problem statement	20%	1, 2	Week 3
2	Design-based Strategy presentation using drawings and sketches	40%	3, 4	Week 8
3	Future Environment presentation bringing together module 1 written research, module 2 visual research strategy	40%	1, 2, 3, 4	Week 12

### 5.2 Evidence of Learning Task Detail

#### Assessment 1

**Title:** Design-Based Research

**Type:** Individual formative presentation of written & visual design research material

**Learning Outcomes Assessed:** 1 & 2

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

**Weight:** 20%

**Marked out of:** 100

**Task Description:**

On-line 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
- Individual record of meetings and outcomes in personal journal or diary

## Assessment 2

**Title:** Design-Based Strategy

**Type:** Individual/Group Presentation – Visual design research material (Drawings, Images, Illustrations)

**Learning Outcomes Assessed:** 3 & 4

**Due Date:** Week 8 - To be submitted during your timetabled class of due week. Critique and feedback will be provided on-line in week 9

**Weight:** 40%

**Marked out of:** 100

**Task Description:**

Using design-based visual research methodology, drawings, images and illustrations, students will present a design-based strategy to address key issues within the complex design project being investigated. This forms the basis of the brief for the group Assessment 3

### Criteria & Marking:

- Identification of research to provide basis for central propositions and design strategy
- Critical and informed visual commentary on key issues or problems and proposed solutions
- Iteration & development of key issues to be addressed
- Individual record of meetings and outcomes in personal journal or diary

## Assessment 3

**Title:** Future Environment

**Type:** Group Presentation – Final group design-based strategy with proposed concepts

**Learning Outcomes Assessed:** 1, 2, 3 & 4

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

**Weight:** 40%

**Marked out of:** 100

**Task Description:**

Each group will present their group design-based strategy based on development and summary of module 1 design-based research and using a developed range of design concepts from module 2 as a potential future environment. The presentation can utilise any media or techniques deemed suitable to communicate the group strategy and concepts for the resolution of key issues or problems identified in Assessment 1 and 2.

Each group must produce a powerpoint or similar presentation (PDF) visual record of their design process and development strategically showcase both the problem(s) identified and the resolution(s) as design-based strategy & conceptual presentation. This should only include key research and project development material directly related to the final outcomes

### Criteria & Marking:

- Quality, clarity and criticality of the final future environment as a name/logo, Products and Architectural or Interior Environments as a design-based strategy presentation
- Documentation and presentation (professional, organised, coherent and collaborative)
- Evidence of research, reflection, learning and iteration of design process
- Evidence of collaboration and peer assessment as record of meetings and outcomes

## 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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