1. General Course Information

1.1 Course Details

Course Code:	1502QCA
Course Name:	Design Lab Experience
Trimester:	Trimester 2, 2021
Program:	Diploma of Design
Credit Points:	10
Course Coordinator:	Nasan Pather
Document modified:	17th May 2021

Course Description

This course is an introduction to students' understanding of 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 teacher 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 teacher is available each week for consultation outside of normal class times. Times that your teacher 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 your 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 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 course site for this course.

3.2 Recommended Learning Resources

Recommended resources will also be listed on the course 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 - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the weighted Epigeum modules within the suite of Academic and Professional Studies courses.

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.

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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 learning experience times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to the learning experience sessions such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to the learning experience sessions such as a laptop or tablet. However, the use of such devices in the learning experience sessions 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 teacher or teacher'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 Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (assessment) in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources

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 teacher or teacher. 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 teacher. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher and teacher or by completing course and teacher 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 experiences	Learning activities	Evidence of learning	Learning outcome
	Module 1: Briefs, Return Briefs and Design Proposals				
1	Topic: Introduction Reading: Field Guide to Human-Centred Design by IDEO Reading: In-Studio Recipes for Systemic Change: Building a Team	Mini Lecture: Introduction to the Course DESIGN TEAM SKILLS AUDIT DESIGN TEAM CREATION	Podcast Series: People Fixing The World Research for the game		*1*
2	Topic: Critical Mapping Reading: Critical Visualisation by Peter Hall	Mini Lecture: Mapping, Visualisations and Infographics Videos: Peter Hall on Mapping The Art of Data Visualization Manual Lima, A Visual History of Human Knowledge David McCandless, The Beauty of Data Visualisation Design Team Meeting	Website: 'How to Design an Information Visualisation' MAPPING: Produce a Visualisation Conduct research for the game		*1*
3	Topic: Design Briefs	Discussion: Design Briefs	Develop the RETURN BRIEF		*1*

	Reading: The Redirective Design Brief by Tony Fry Website: Creating Successful Design Briefs	and Redirective Design Briefs 'Briefly' - A short film by Bassett and Partners Use the BRIEF ARTICULATION TOOL to focus a return brief Produce a draft RETURN BRIEF	Websites: Sustainability is 'the ultimate design brief' First Things First 2014: A Tech Manifesto for Meaningful Work Conduct research for the game		
4	Topic: Design Movements: Futures Reading: Transition Design by Terry Irwin and Gideon Kossoff Reading: Comps by Alex Hass Produce an Overview and a draft Design Statement	Mini Lecture: FUTURES MAPPING: Produce a map of your game's connection to pasts, presents and futures Produce a Visualisation Produce a Design Process Visualisation	Produce concept drawings for the game Conduct Research for the game Design Team Meeting	Individual Design Proposal (*Due in week 5*)	*1*
	Module 2: Design Thinking and Design Research				
5	Topic: Large Scale Design Projects Rehearse the Midpoint Design Proposal Presentation Web pages: Five Reasons Why Your City Won't Want to Host the Olympics Here are five good reasons not to host the Olympic Games	Presentations in Class: Midpoint Design Proposal	Video clips: Sports Gender Controversy Durban Stripped of the 2022 Commonwealth Games Workbook Tasks		*3 & 4*
6	Topic: Design Fieldwork and Design Research Reading: Design Research and Concept Generation by Alex Hass	Video: Design Anthropology by Jan Chipchase Discussion: Design Ethnography, Design Anthropology and Design Thinking Design Team Activity: The Worst Possible Idea	Video: What If You Could Take the Studio Out of the Studio? by Jan Chipchase Workbook Tasks		*3 & 4*

7	Topic: Design Fieldwork The role of Designers and Design in Socio-technical Transformations by Terry Irwin, Gideon Kossoff, Carnegie Mellon University Video clips: Socio-technical Systems from Complexity Labs Introducing Socio-technical Systems by Ian Sommerville	Mini Lecture Field Trip/Virtual Field Trip: Socio-technical Systems Observation	Mapping from the field trip: Socio-technical Systems Observation Workbook Tasks		*3 & 4*
8	Topic: Design Management Reading: Precarity Pilot by Brave New Alps and Caterina Giuliani Rehearse the Profile Presentation	Presentations in Class: Profile Presentations	Podcast: Thinking Allowed – 'Creativity' Video: 'My networking is not working!' Oli Mould Workbook Tasks	Workbook/Profile (*Due in weeks 8 & 9*)	*3 & 4*
	Module 3: Group Design Proposals and Table Displays				
9	Topic: Design Making Reading: Zen and the Art of Motorcycle Maintenance by Robert M. Pirsig	Mini Lecture Design Team Meeting: Complete the DESIGN TEAM IDEATION Work on the DESIGN TEAM STRATEGY	Cardboard Basics and Advanced Basics: Modelling for Designers & Architects Videos: Architectural Model Making Series		*2 & 5*
10	Topic: Design Making 2 Websites: Design Presentation Boards How to Create a Concept Board The Principles of Design	Mini Lecture: Table Displays Mini Lecture: Presentation Boards Videos: Layout for Presentation Boards How to Compose Architectural Presentation Boards	Produce a layout for a presentation board Design Team Meeting		*2 & 5*

11	Topic: Mobile Design Experience Videos: Getting Started with SketchUp - Parts 1- 4	Mini Lecture: Mobile Design Experience Popup Studio by Jan Chipchase Design Team Meeting	DESIGN TEAM MEETING		*2 & 5*
12	Topic: Final Design Proposal	Group design presentations in class	Document your work	Group design Proposal (*Due in week 12*)	*2 & 5*

5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Design Proposals, midpoint presentation	20%	1	Week 5
2	Workbook/Profile: Log of learning activities	40%	3 & 4	Weeks 8 & 9
3	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
   Evidence of Learning Task 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 evidence of learning task will be made available on the course 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. **Evidence of Learning Task 2**
   Title: Individual Workbook/Profile Presentation
   Evidence of Learning Task type: Profile and log of learning activities
   Learning objectives assessed: 3 & 4
   Due Date: Weeks 8 & 9
   Weighting: 40%

   Task Description:

   Part A: Profile:

   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 teacher 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.

   Part B: 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.

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

   Criteria & Marking
   The rubrics for this evidence of learning task will be made available on the course site.

   Submission:
   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.

   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.

3. **Evidence of Learning Task 3**
   Title: Final Presentation: Group Design Proposal
   Evidence of Learning Task 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 Evidence of Learning Task 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 evidence of learning task will be made available on the 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 Evidence of Learning item by 5% of the maximum mark applicable for the Evidence of Learning 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 Evidence of Learning Tasks.

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 Evidence of Learning-related policies can be found in the Griffith College Policy Library which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sittings, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed 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 teachers, teachers 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 within the Policy Library) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning 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.

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