



1. General Course Information

1.1 Course Details

Course Code:	1510QCA
Course Name:	Digital Technologies
Trimester:	Trimester 3, 2021
Program:	Diploma of Design
Credit Points:	10
Course Coordinator:	Sue Stone
Document modified:	03 September 2021

Course Description

This course gives students a practical and theoretical understanding of the use of the computer as a tool for professional designers for problem solving and creating artwork. Students will be exposed to current industry standard software and technology. The software used during this course will be from the Adobe Creative Suite. The central purpose of this course is to provide students with a solid foundation in both theoretical knowledge and technical skills that are designed to reinforce studio practice and equip them for employment within the design industry.

Assumed Knowledge

Prerequisites There are no prerequisites for this course.

1.2 Teaching Team

Your teacher can be contacted via the email system on the portal.

Name	Email
Sue Stone	sue.stone@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 and 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

This course gives students a practical and theoretical understanding of the use of the computer as a tool for professional designers for problem solving and creating artwork. Students will be exposed to a variety of industry related software and technology. The central purpose of this course is to provide students with a solid foundation in both theoretical knowledge and technical skills that are designed to reinforce studio practice and equip them for employment within the design Industry.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Apply a range of vector and raster image making techniques, in conjunction with relevant design theories, relating to web and print design practice, at an introductory level.
2. Generate ideas and solutions in response to design briefs, following an iterative design process.
3. Demonstrate technical proficiencies with developing web and print-based outputs in a visual communication context.









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

Drucker, J. (2011). Humanities approaches to interface theory. Culture Machine, Vol 12: 1-20..

3.2 Recommended Learning Resources

Online

Adobe's "Help" menu for each program www.adobe.com or [Adobe's HelpX](#) (notes, exercises and tutorials)

W3 Schools <https://www.w3schools.com/>

W3C (World Wide Web Consortium) <https://www.w3.org/>

Smashing magazine <https://www.smashingmagazine.com/>

Layers Magazine <http://layersmagazine.com>

Video tutorials <https://tutvid.com/>

A List Apart <https://alistapart.com/>

Chris Coyier <https://css-tricks.com/>

Recommended Reading

Lupton, E. (2010). *Thinking with type: a critical guide for designers, writers, editors and students*. Architectural Press.

Turkle, S. (2011). *Alone Together: Why We Expect More from Technology and Less from Each Other*.

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 Academic Integrity online 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.

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 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. 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 teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your 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 
Module1: Vector / raster image making					
1	Introduction: Overview of course and evidence of learning tasks. Exploring the creation of 2D graphic software and its role in design.	Gather visual assets and pool resources (group work to support individual creations). Challenge game on file formats Photographic-based image creation and manipulation (trials/sample to share and review).	Get software tools. Working with rasters, creating web-optimised images and animated gif. Raster-based compositions from 'tute/workshop' or online practice.	Progressive Evidence of Learning Task 1	1
2	Review of digital drawing software & Intro design integrity: drawing tools, techniques, digital image preparation and integration (file formats) for online and print usage.	Drawing with vector software (Illustration-based image development) processes, tools for creating & manipulating.	Vector illustrations based on scenarios developed during 'tute/workshop' or online activities. Working with vectors, exploring a variety of outcomes.	Progressive Evidence of Learning Task 2	1
3	Web/digital media: Defining the role of web in design. Digital colour (colour systems and profiling, use of colour in design).	Advanced vector drawing and rendering techniques.	Vector illustrations combining advanced drawing/rendering based on scenarios developed in 'tute/workshop' or online activities.	Progressive Evidence of Learning Task 3	1
4	Print/digital design typography: type in print and online media (open type format, formatting, preparation for remote use, visual space,	Structural and visual hierarchy. Overview of page layout, formatting and manipulating	Typographic exploration and output based on scenarios developed during 'tute/workshop' or online	Progressive Evidence of Learning Task 4	1

	hierarchy, intro to grid systems). html markup.	type, creating vector type elements, creating hierarchy in html markup.	activities. Exhibit Evidence of Learning Task works via html		
Evidence of Learning Task Due: Vector/raster series of progressive creative works					
Module 2: Design ideas					
5	Web design: Understanding the problem/needs and process. Introduction to accessibility, UX v Usability and planning.	Exploring usability and user experience in web design. User-centred design, wire- framing, and intro to nav systems.	Project work: idea development for online journal., including planning (wire- framing, and layout mock-ups).		1, 2
6	Print design: processes/tech criteria. Research and design (RD) project brief.	Idea development, design thinking and use of software for visual trial and exploration.	Project work: research and concept development for Evidence of Learning Task 3 (RD Project).	Evidence of Learning Task: Journal (Mid-point).	1, 2
Evidence of Learning Task Due: Online journal (Mid-point)					
Module 3: Develop web and print-based works					
7	Web design: web standards and accessibility.	Exercise: Intro to CSS styles Online journal content prep and markup.	Complete sample mini site on CSS. Project work: online journal written content and visual assets collation.		1–3
8	Web design: navigation (nav) mechanisms, types of nav, key nav design principles.	Exercise: nav and links.	Complete sample mini site on nav. Project work: Online journal links (including related visual assets development).		1–3
9	Web design: key web design principles.	Exercise: html layout (block level elements, positioning and grids). Use of web fonts.	Complete mini site on layout and web fonts. Project work: Online journal layout development.		1–3
10	Web design: online journal development. Print design: RD project development Individual consultation and troubleshooting project work.	Software integration (packaging, creating pdf files, preparation of visual assets). Photoshop exercise on image colour correction/adjustment.	Project work: Online journal layout resolution. Research and design project setup InDesign layout, develop visual content.		1–3
11	Print design: finalise project — software integration and address prepress/output methods and techniques. Consultation and troubleshooting project work.	Preflighting and soft- proofing Linting and validation checks.	Evidence of Learning Task: Resolve RD project.	Submit digital working and press-ready files for RD project	1–3
12	Web design: finalise online journal and testing.	Add visual assets and content from RD project to journal.	Evidence of Learning Task: Resolve online journal with embedded RD project content.	Submit online journal	1–3
Evidence of Learning Task Due: Research and design project					
Online Journal (Final)					



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Vector/raster series of progressive creative works	20%	1	Weeks 2, 3, 4, 5
2	Online journal (mid-point)	20%	1, 2	Week 6
3	Research and design project	40%	1 – 3	Week 11
4	Online Journal (Final)	20%	1 – 3	Week 12

5.2 Evidence of Learning Task Detail

1 Vector/raster series of progressive creative works

Type: Practice-based assignment

Learning Objectives Assessed: 1

Due Date: Weeks 2, 3, 4, 5

Weight: 20% in total (5% each item)

Task Description:

Developing elements contributing to visual language, play a significant role in communication. Consider: overall perception, understanding, education, persuasion, consumerism, influence etc. A series of exercises using industry-based software will be canvassed in class from weeks 1-4, and these are to be completed for evaluation the following week. Creating these visual assets will involve exploration and integration of colour, imagery and type. These works will also form part of the online journal as essential content and so must be maintained, (even after initial evaluation). These assets together with written comments to provide context and disclose development process are used in the online journal Evidence of Learning Task. Submission of each piece must be according to the technical specifications issued in the full design brief and forms part of the technical resolution marking criteria. See the Griffith College Course Site for full brief.

Criteria & Marking:

This item will be assessed as an individual Evidence of Learning Task.

Evidence of Learning Task criteria are as follows:

Technical Resolution 60%

Design resolution 40%

Evidence of Learning & Submission:

Learning is most effective in this course when students and staff engage face-to-face; unless informed otherwise, to be eligible for assessments of their learning students must attend 80% of all Learning Experiences in this course. Submission of evidence of learning items, being large digital files, will be done through online delivery methods as detailed in the design brief. Files cannot be supplied through regular email.

Self-assessment: Does not contain self-assessment activities.

2 Online Journal (Mid-point) and (Final) Evidence of Learning Task

Type: Evidence / design process portfolio

Learning Objectives Assessed: 1 – 3

Due Date: Week 6 (Mid-point), and week 12 (Final)

Weight: 40% Total (Mid-point) 20%, and (Final) 20%

Task Description:

The online journal will contain all written design rationales, design process work (ie. cognitive maps, rapid sketches and layout explorations), raster and vector image development and creation examples. The online journal is to be kept up-to-date on a weekly basis and can be presented during consultation and Learning Experiences for —progress development and informal discussions and feedback.

Criteria & Marking:

This online portfolio will be assessed at mid-point (20%) and again at the end of the semester (20%) using the following criteria:

Evidence of Learning criteria are as follows:

Technical Resolution 40%

Design resolution 60%

Evidence of Learning & Submission:

Learning is most effective in this course when students and staff engage face-to-face; unless informed otherwise, to be eligible for assessment of their learning students must attend 80% of all Learning Experiences in this course. Submission of evidence of learning items, being large digital files, will be done through online delivery methods as detailed in the design brief. Files cannot be supplied through regular email.

Self-assessment: Does not contain self-assessment activities.

3 Research and design project

Type: Problem Solving Assignment

Learning Objectives Assessed:1– 3

Due Date: Week 11

Weight: 40%

Task Description:

You will research, design and develop a print-based art file on the trimester's theme. A 500-word design rationale outlining the design intent and reflection must accompany the report and be submitted via the online journal in week 12 together with all relevant process and development work. Submission of the final document must be according to the technical specifications issued in the full design brief and forms part of the technical resolution.

Criteria & Marking:

This item will be assessed as an individual evidence of learning task.

Marking criteria. See the Griffith College portal course notes for full design brief.

Evidence of Learning criteria are as follows:

Technical Resolution 40%

Design resolution 60%

Evidence of Learning & Submission:

Learning is most effective in this course when students and staff engage face-to-face; unless informed otherwise, to be eligible for assessments of their learning students must attend 80% of all Learning Experiences in this course. Submission of evidence of learning items, being large digital files, will be done through online delivery methods as detailed in the design brief. Files cannot be supplied through regular email.

Self-assessment: Does not contain self-assessment activities.

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 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 Sitings](#), [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 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](#)
Policy

Reasonable Adjustments for Evidence of Learning Tasks – 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 tasks 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.

Copyright © - Griffith College

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