



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	1510QCA
<b>Course Name:</b>	Digital Technologies
<b>Trimester:</b>	Trimester 2, 2022
<b>Program:</b>	Diploma of Design
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Tara Pattenden
<b>Document modified:</b>	<b>02/06/2022</b>

### 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

There is no assumed knowledge required for this course.

## 1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Tara Pattenden (MG)	<a href="mailto:tara.pattenden@staff.griffithcollege.edu.au">tara.pattenden@staff.griffithcollege.edu.au</a>
Daria Maeva (GC)	<a href="mailto:Daria.maeva@staff.griffithcollege.edu.au">Daria.maeva@staff.griffithcollege.edu.au</a>

## 1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

## 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](http://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

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- 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 Academic Integrity online modules within the Academic and Professional Studies course.
- [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

#### Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. 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.

#### Attendance

You are expected to actively engage in all learning experiences 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.

#### 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 the course site. 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 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 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%, students are engaged in their learning 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 Experiences and Learning Activities

### 4.1. Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

	Learning Content	Learning Experiences	Learning Activities	Evidence of Learning	Learning Outcome
					
<b>Module 1: Vector / raster image making</b>					
1	<b>Introduction:</b> 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.		1
2	<b>Review of digital drawing software &amp; Intro design integrity:</b> 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 1	1
3	<b>Web/digital media:</b> 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 2	1

4	<b>Print/digital design typography:</b> type in print and online media (open type format, formatting, preparation for remote use, visual space, hierarchy, intro to grid systems). html markup.	Structural and visual hierarchy.  Overview of page layout, formatting and manipulating type, creating vector type elements.	Typographic exploration and output based on scenarios developed during 'tute/workshop' or online activities.  Exhibit Evidence of Learning Task works via html	Progressive Evidence of Learning Task 3	1
<b>Module 2: Design ideas</b>					
5	<b>Web design:</b> Understanding the problem/needs and process. Introduction to web design and the user experience.	Exploring usability and user experience in web design. User-centred design, wire-framing. Introduction to html – semantic programming, images, site navigation and linking. Basic wireframing tools	<b>Project work:</b> online journal written content and visual assets collation. Idea development for online journal., including planning, wire-framing, and layout mock-ups in html	Progressive Evidence of Learning: Tasks 1-4 compiled	1, 2
6	<b>Web design:</b> Navigation and layout, single page vs multipage design.	Idea development and design thinking. Creating layout with html and css using flexbox. Defining a visual style – margins, padding, colour and fonts.  <b>Exercise:</b> Using html and css for layout and defining a visual style.	<b>Project work: Project work:</b> Online journal layout and design development. Add images and logo to website.		1, 2
<b>Module 3: Develop web and print-based works</b>					
7	<b>Web design:</b> Designing for today's web – standards for accessible and responsive websites.	<b>Exercise:</b> working with CSS for responsive layout.	<b>Project work:</b> online journal work on folio site responsiveness		1–3
8	<b>Web design:</b> key web design principles.	<b>Exercise:</b> Elegant navigation - Hover styles and navigation conventions. Image galleries Using whitespace in web design.  Use of web fonts.	<b>Project work:</b> Complete folio site layout and navigation using design thinking.		1–3
9	<b>Web design:</b> website testing and refinement. Troubleshooting coding issues.	<b>Exercise:</b> using the web inspector tools. Tips for debugging and problem solving issues.	<b>Project work:</b> Test and develop journal site responsiveness and consistency in design.	<b>Evidence of Learning Task 2:</b> Online Journal	1–3
10	<b>Print design:</b> processes/tech criteria.  Research and design (RD) project brief.  <b>Print design:</b> RD project development  Individual consultation and troubleshooting project work.	Idea development, design thinking and use of software for visual trial and exploration. Software integration (packaging, creating pdf files, preparation of visual assets).	<b>Project work:</b> Research and design project setup InDesign layout, develop visual content.  research and concept development for Evidence of Learning Task 3 (RD Project).		1–3
11	<b>Print design:</b> developing infographic work	Project development, design thinking and use of software for visual development.	<b>Project work:</b> Continue to develop visual communication for Evidence of Learning Task 3 (RD Project)		1–3
12	<b>Print design:</b> finalise project – software integration and address prepress/output methods and techniques.  Consultation and troubleshooting project work	Preflighting and soft-proofing  Linting and validation checks.  Add visual asset and content from RD project to journal.	<b>Evidence of Learning Task 3:</b> Resolve RD project.	Submit RD Project	1–3



## 5. Evidence of Learning

### 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	40%	1, 2, 3	Week 9
3	Research and design project	40%	1 – 3	Week 12

### 5.2 Evidence of Learning Task Detail

#### 1. Evidence of Learning Task 1: Vector/raster series of progressive creative works (20%)

**Task Type:** Creative works

**Due Date:** Weeks 2, 3, 4, 5 on the day before scheduled class

**Weight:** 20%, Marked out of: 100

**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 and 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%

**Submission:** PDF files to be submitted weekly via the Course Site and compiled for the week 5

**submission.** Learning is most effective in this course when students and staff engage face-to-face.

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.

#### 2. Evidence of Learning Task 2: Online Portfolio (40%)

**Task Type:** Online Portfolio

**Due Date:** Week 9 by Sunday 11<sup>th</sup> of September

**Weight:** 40% Marked out of: 100

**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 and Marking:**

Evidence of Learning criteria are as follows:

- Technical Resolution 40%

- Design resolution 60%

**Submission:** Learning is most effective in this course when students and staff engage face-to-face. 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.

### **3. Evidence of Learning Task 3:** Research and design project (40%)

**Task Type:** Creative Work: Infographic and Written Statement

**Due Date:** Week 12 by Sunday 2<sup>nd</sup> of October

**Weight:** 40%, Marked out of:100

**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 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 and 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%

#### **Submission:**

Pdf document submitted via the course site. Learning is most effective in this course when students and staff engage face-to-face. 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.

In order to pass this course, students must:

**A. demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.**



## 5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each working day or part working day that the task is late. Evidence of learning tasks 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 task, 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 Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. 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 tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

*The sum of your marks of evidence of learning tasks 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 Tasks-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](#)

### **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.

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