



1. General Course Information

1.1 Course Details

Course Code:	1530QCA
Course Name:	Design Lab Process
Trimester:	Trimester 2, 2022
Program:	Diploma of Design
Credit Points:	10
Course Coordinator:	Charlotte Kessler
Document modified:	30 May 2022

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 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
Charlotte Kessler	charlotte.kessler@griffithcollege.edu.au
Kelly McIlvenny	kelly.mcilvenny@staff.griffithcollege.edu.au

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

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

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

Sutherland, Martha (1999) *A Basic Guide to Model Making*, Norton Professional Books for Architects & Designers

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

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
					
Module 1: Design-Based Research					
1	<p>Introduction Design-Based Research</p> <p>What is Design Thinking</p> <p>Design-Based Research Techniques Design Thinking process and methodology</p>	<p>Understand what is design-based research</p> <p>Recognise how to question in design-based research.</p> <p>Recognise how to begin to analyse and evaluate research material</p>	<p>Mini-Lecture -Slides</p> <p>Introduction to project - Presentation</p> <p>Design-Based Research - Presentation</p> <p>Questions and Research - Presentation</p> <p>Mobile Phone research exercise paper</p>	N/A	1, 2
2	<p>What is Complexity or a Wicked Problem</p> <p>Using (4) sectors; Communication, Function, Culture and Environment as design-based research tools</p> <p>Collaboration</p>	<p>Understand how to unravel complex issues to identify key issues or problems.</p> <p>Apply the (4) four design research sectors: Communication, Function, Culture and Environment</p>	<p>Mini-Lecture - Slides</p> <p>Exercise to unravel complex issues.</p> <p>Exercise to utilise (4) sectors in design-based research</p> <p>Discuss evidence of learning task 1 requirements</p> <p>How to collaborate - Presentation</p> <p>Create groups of 3 - 4 students</p>	N/A	1, 2
3	<p>How to Identify Absurd Design</p> <p>How to develop a Problem Statement</p> <p>Introduction to UX and Empathy</p>	<p>Recognise how to Identify examples of absurd design</p> <p>Understand how to develop a Problem Statement from design-based Research</p>	<p>Mini-Lecture – Slides & Video</p> <p>Exercise to research examples of absurd design.</p> <p>Exercise to develop a problem statement</p> <p>Record meetings and outcomes in journal or diary</p>	Design-based research report	1, 2

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

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



5. Evidence of Learning

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 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

1. Evidence of Learning Task 1: Design-Based Research (20%)

Task Type: Assignment: Research Report

Due Date: Week 3 by Sunday 24th of July Progress document including written and visual design research material.

Weight: 20%, Marked out of: 100

Length: N/A

Task Description: Submit a research document combining in-class and homework tasks from week 1-3.

Criteria and 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

Submission: Turnitin via the course site.

2. Evidence of Learning Task 2: Design-Based Strategy (40%)

Task Type: Assignment: Design Report – Design Strategy & Visual material

Due Date: Week 8 – on Sunday 4th of September

Weight: 40%, Marked out of: 100

Length: N/A

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. Submit a research document combining in-class and homework tasks from week 4-8.

Criteria and 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

Submission: e.g. Turnitin via the course site

3. Evidence of Learning Task 3: Future Environment (40%)

Task Type: Assignment – Group Presentation

Due Date: Week 12 – Slides due the day before class + Presentation during your timetabled class of due week.

Weight: 40%, Marked out of: 100

Length: N/A

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 Evidence of Learning Task 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 and 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

Submission: e.g. Turnitin via the course site

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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Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.