1. General Course Information

1.1 Course Details

Course Code:	**1516QCA**
Course Name:	**Form, Space, & Process**
Trimester:	**Trimester 1, 2023**
Program:	**Diploma of Design**
Credit Points:	**10**
Course Coordinator:	**Charlotte Kessler**
Document modified:	**04th February 2023**

Course Description

This course introduces 3D design principles through practical activities including drawing for design skills, studio modelling skills and spatial reasoning. Students develop a design process that applies creativity, research skills and spatial understanding to solve diverse design problems.

Assumed Knowledge

N/A

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
Course Coordinator: Dr Charlotte Kessler	charlotte.kessler@griffithcollege.edu.au
Lecturer: Dr 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

Materials and tools will be provided in-class for students to work with. Some activities will require the use of Adobe Creative Cloud Programs available to students in the computer Labs. Some activities will be held on the Griffith University Campuses (Southbank/Gold Coast). Equivalent activities will be provided for offshore/remote students these weeks.

Students planning to work off-campus will be required to source materials themselves.

Students planning to work off-campus must have access to a computer or suitable mobile device such as laptop or tablet (mobile phones are not suitable) equipped with Adobe Creative Cloud. 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.

A list of the materials that will be used in the course is available below:

Materials

Paper various sizes – recommend 220GSM
Cardboard various types – B Flute and 1.2 mm Pasteboard recommended
Blue XPS Styrofoam
Metal Wire – recommend 1.6 PVC Coated tie wire\
Clay
Wood (Balsa sheets, sticks)
Misc. materials
Misc. glue

Equipment (making)

Cutting Mat
Cutting tools i.e. scissors/kraft knife/steel rule
Measuring tools i.e. steel rule/ measuring tape
Pliers i.e. needle nose and wire cutters https://www.garagetooladvisor.com/hand-tools/different-types-of-pliers-and-uses/
Hot Wire-cutter
Hot glue gun
Laser cutter – QCA Technical Services
Sand Paper

Equipment (safety)

Protective glasses
Dust mask (P2 Grade)
Closed in footwear (when working at all times with materials and tools in workshop/studio or elsewhere)
Protective gloves (as required)

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

This course aims to provide students with an introduction to the fundamental principles and elements of 3D design. Students will be learning practical skills, engaging with design process, and then apply this learning to initiate and develop innovate ideas to

produce 3D design outcomes.

The goal is to accelerate student's enquiry-based approach and build confidence across an array of materials, processes and to encourage diverse exploratory learning strategies that will enrich their strategic and practical skillset.

2.2   Learning Outcomes

After successfully completing this course you should be able to:

1. Use studio-based making techniques in constructing communication and presentation prototypes.

2. Demonstrate practiced technical proficiency with 2D and 3D materials.

3   Interpret and apply relevant design theories and approaches through practice.

4   Demonstrate, document, and verbally communicate divergent research, ideation, and development.

5   Adapt and apply methods of 3D design enquiry to a specific culture and context.

6   Engage reflective practice in design as a process of continuous learning.

7   Proactively engage in group-based design enquiry.

2.2 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the Graduate Generic Skills and Abilities Policy.

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

Studies in this course will give you opportunities to begin to develop the following skills:

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		✓
	Communication		
	Respect for Culture and Diversity		
Readiness for the Workplace	Problem Solving		✓
	Planning and Organisation		
	Creativity and Future Thinking		✓

3. Learning Resources

3.1 Required Learning Resources

N/A

3.2 Recommended Learning Resources

Anderson, C. (2012) Makers: the new industrial revolution. 1st edn. New York: Crown Business.

Greenfield, A. (2006) Everyware: the dawning age of ubiquitous computing. Berkeley, Calif: New Riders.

Hallgrimsson, B. (2012), Prototyping and modelmaking for product design

Jackson, P. (2011) Folding techniques for designers: From sheet to form. Laurence King Publishing.

Lefteri, C. (2007) Making it: manufacturing techniques for product design. London: Laurence King Pub.

Lidwell, W., Holden, K. and Butler, J. (2010) Universal principles of design. Rockport Publishers.

Martin, B. and Hanington, B. M. (2012) Universal methods of design: 100 ways to research complex problems, develop innovative ideas, and design effective solutions. Beverly, MA: Rockport Publishers.

Norman, D. A. (1990) The design of everyday things.

Wong, W. et al. (1993) Principles of form and design. New York: Van Nostrand

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 (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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 (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

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

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning   Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course Learning Content (Before Class) and completing the Learning   A ctivities (After Class). 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. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
1	Design Processes & Collaborative Design Examples	Introduction to the course Steps & aspects of design Processes (Intent, brief, etc.) Collaborative Strategies in Design Material Experimentation: Paper Full Scale Challenge: Getting started	Materials Library: Collect Recycled Materials Material Experimentation: Finalise & Document Paper exploration Full Scale Challenge: Continue to research.		1,2,3,7
2	Types of forms – Examples of application in Design Projects + Full scale prototypes made of Cardboard: Examples	Types of Forms, 3D Design: principles/elements Material Experimentation: Clay Full Scale Challenge: Research & Sketches	Materials Library: Collect Recycled Materials Material experimentation: Finalise & Document Clay exploration Full-Scale Challenge: Finalise Research Phase		1,2,3,7
3	Design Research, egronomics, Human Centred Design and Beyond: Examples	Design Research, Ergonomics, Human Centred Design and Beyond. Material Experimentation: Wire Full Scale Challenge: Sketches and initial prototypes	Materials Library: Collect Recycled Materials Material experimentation: Finalise & Document Clay exploration Full Scale Challenge: Finalise sketches and idea	Assignment 1: Portfolio (Mid-Point) Due	1,2,3,7
4	Materials & Sustainability in Design: Examples/Case studies	Materials & Sustainability in Design. Material Exploration: Recycled/Upcycled Materials Full Scale Challenge: Prototypes	Material Exploration: Finalise and Document Recycled/Upcycled Materials exploration. Full Scale Challenge: Finalise small scale prototype		1,2,3,7
5	Prototypes: Making/Manufacturing techniques: examples	Prototypes: Making/Manufacturing techniques Part 1: Material Exploration: Laser Cutting Plastic/cardboard/Wood Full Scale Challenge: Making at scale	Material experimentation: Finalise & Document Laser cutting exploration Full Scale Challenge: Continue working on full-scale prototype		1,2,3,7
6	Prototypes: Making/Manufacturing techniques: Examples	Prototypes: Making/Manufacturing techniques Part 2 Material Exploration: Foam Full Scale Challenge: Making at scale	Material experimentation: Finalise & Document Foam exploration Full Scale Challenge: Finalise full-scale prototype	Assignment 1: Portfolio (Final) Due	1,2,3,4,6,7

7	Presenting/documenting prototype Outcomes: Examples	Presenting/documenting Design Outcomes: Strategies Full Scale Challenge: Presentations: Students Show & Critique.	Finalise Full Scale Challenge	Assignment 2: Full Scale Due	1,2,3,4,6,7
8	Spatial Design: Project examples	Introduction to Spatial Design. Constructing and experimenting in Space. Introduction to Assignment 3 Spatial Design: Research.	Spatial Design: Finalise Research		1,2,3,4,5,
9	Spatial Design: Prototypes examples	The notion of Scale. Plans/elevation, initial prototypes. Spatial Design: Sketches & Concept.	Spatial Design: Finalise Concept		1,2,3,4,5,
10	Presenting/documenting Design Outcomes: Examples	Spatial Design: Prototypes.	Finalise Prototype and prepare for show & critique		1,2,3,4,5,
11	Presenting/documenting Design Outcomes: Examples	Design Communication: Documenting spatial design outcomes. Presentations: Students Show & Critique of prototypes	Finalise Assignment 3 for submission	Assignment 3: Spatial Design Due	1,2,3,4, 5, 6,7
12		Student Exhibition: Organisation		Hurdle: Students must attend class to pass course	1,2,3,4, 5, 6,7

5.   Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Portfolio: Material Exploration and 3D models	40% (5% Mid- Point, 35% Final)	1,2,4,6	Week 3 & 6
2	Full Scale Design Challenge	30%	1,2,3,4,6,7	Week 7
3	Spatial Design: Designing an Abode for an inhabitant of Australia	30%	1,3,4,5,6	Week 11

5.2 Evidence of Learning Task Detail –

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

1. Evidence of Learning Task 1: **Portfolio: Material Exploration and 3D models (40%)**

Task Type: Portfolio Assignment
Due Date: Week 3 (Mid-Point), and Week 6 (Final)
Weight: 40%, Marked out of:100
Task Description: Each week from week 1-6, students will engage with a range of materials and processes. Weekly materials and tasks are described in the weekly briefs available via the Assessment (Evidence of Learning) folder.
These exercises are about engaging and documenting material exploration processes, developing technical proficiency, timely execution, and creative interpretation.
This assignment involves building a knowledge repository about materials/processes and demonstrating skills proficiency to support future design and development.
Criteria and Marking: Students are assessed on technical proficiency with materials and making techniques, documentation of process and outcome, creative interpretation, and reflective practice.
Submission Set of tangible outputs organised in a set due in class, and PDF documents exported from Padlet journal due via the submission point on the course site.

2. Evidence of Learning Task 2: Full Scale Challenge (30%)

Task Type: Assignment
Due Date: Week 7
Weight: 30%, Marked out of: 100
Task Description: Working in small groups, the objective of this project is to design and create a functional chair made entirely of cardboard. The chair should be able to support an adult and be comfortable to sit in. The context in which the chair is used is to be defined by students.
The only materials allowed for this project are cardboard and any necessary adhesives to hold the pieces together. Adhesives should be kept to a minimum to maintain low impact on the environment. Each group will be given a set number of carboard sheets, each measuring 1160 x 1160 mm. Students are welcome to source additional carboard from recycled sources, but no additional sheets will be provided.
The design should be innovative and unique, showcasing the use of cardboard in a functional and aesthetically pleasing way. In addition to creating a 1:1 scale model, students will need to show their process including research, ideation, iteration, and prototyping stages.
Criteria and Marking: Students are assessed on: Design concept, technical proficiency, documentation of process and outcome, and participation & collaboration.
Submission: Model to be showcased during class, documentation submitted as a PDF file vias the submission point on the course site.

3. Evidence of Learning Task 3: Spatial Design: Designing and Abode for an Inhabitant of Australia (30%)

Task Type: Assignment
Due Date: Week 11
Weight: 30%, Marked out of: 100
Task Description: Having built familiarity with 3D design elements, principles, materials, and methods, students apply this knowledge to the innovative design and delivery of a physical prototype in response to a brief. Students are tasked with designing an abode for a non-human inhabitant of Australia. The outcome is intended to be an object, an interior space, or combination thereof of 3D visual and physical attributes. Students are required to engage in research. Drawing upon their own knowledge and understanding of the environment and potential inhabitants and then undertaking divergent research and ideation to frame the design brief.
Criteria and Marking: Students are assessed on research, design concept, prototype (technical proficiency with materials and making techniques, documentation of process and outcome)
Submission: prototype due in class, documentation due via the submission point on 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.
B. Attend class in Week 12 and participate in organization of the student exhibition

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 calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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.

5.3 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 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 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 penaltiesand 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 (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 disabilitieswhile maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.