



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	1536QCA
<b>Course Name:</b>	Design Concepts
<b>Trimester:</b>	Trimester 2 2024
<b>Program:</b>	Diploma of Design
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Nasan Pather
<b>Document modified:</b>	20/05/2024

### Course Description

This course provides an intellectual foundation in key concepts and approaches in design. It draws on work in design thinking, creativity studies, philosophy of technology and sociology. Critical and analytical approaches are introduced that help contextualize design activities.

### Assumed Knowledge

No assumed knowledge is required for enrolment in 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
Nasan Pather	Nasan.Pather@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 laptop or tablet (mobile phones are not suitable). 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 will introduce students to important ideas and concepts in the field of design practice. The course provides a contextual foundation for studies in the creative application of design practices. This course aims for students to explore how designing things and experiences impacts our lives; to interrogate the way selected ideals and values are implicated when used creatively; and to speculate on future implications of designing the world.



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Understand concepts (theories/methodologies), patterns of practice (methods, ways of working/professional context/skills), and the influence of cultural context in the design field.
2. Recognise features of value and meaning in works of design and in design activities.
3. Analyse and critique concepts and culture to understand their interdependence.
4. Appropriately utilise the language and terminology of the field of design.



## 2.3 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

Bognar, B. (1985). A phenomenological approach to architecture and its teaching in the design studio. In D. Seaman & R. Mugerauer (Eds.), *Dwelling, place and environment: Towards a phenomenology of person and place* (pp: 183-197). Martinus Nijhoff.

Duningan, J.(2013). Thinking. In R. Somerson, M. L. Hermano, & J. Maeda. (Eds.), *The art of critical making : rhode island school of design on creative practice*. John Wiley & Sons.

Feast, L. (2012). Professional perspectives on collaborative design work. *Codesign*, 8(4), 215–230.  
<https://doi.org/10.1080/15710882.2012.734828>

Nelson, H. G., & Stolterman, E. (2012). *The design way: Intentional change in an unpredictable world*. MIT Press.

Risatti, H. (2007). *A theory of craft: Function and aesthetic expression*. University of North Carolina Press.

Said-Metwaly,S.,Noortgate,W. & Kyndt,E.(2017). Approaches to measuring creativity: A systematic literature review. *Creativity. Theories – Research - Applications*, 4(2) (pp: 238-275). <https://doi.org/10.1515/ctra-2017-0013>

## 3.2 Recommended Learning Resources

Callon, M. (1986). The sociology of an actor-network: The case of an electric vehicle. In M. Callon, J. Law, & A. Rip, A (Eds.), *Mapping the dynamics of science and technology: sociology of science in the real world*. Macmillan.

Guilford, J. P. (1958). Can creativity be developed? *Art Education*, 11(6), 3–18.

Kaplan, J. (2016). *Artificial intelligence: What everyone needs to know*. Oxford University Press

Reitsma, L., Light, A., Zaman, T., & Rodgers, P. (2019). A respectful design framework. incorporating indigenous knowledge in the design process. *The Design Journal*, 22(S1), 1555–1570. <https://doi.org/10.1080/14606925.2019.1594991>

Somerson, R., & Hermano, M. A. L. (Eds.). (2013). *The art of critical making: Rhode island school of design on creative practice*. John Wiley & Sons.

Willis, A.-M. (2006). Ontological designing. *Design Philosophy Papers*, 4(2), 69–92.  
<https://doi.org/10.2752/144871306X13966268131514>

Zylinska, J. (2020). Review: AI art: machine visions and warped dreams. *Afterimage*, 47(4), 82–86.  
<https://doi.org/10.1525/aft.2020.47.4.82>

## 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. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

### 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.

## 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 Activities (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].

## International students enrolled in Language Development Modules (LDM100 / LDM200)

Successful completion of LDM100 and LDM200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.






## 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	Creativity Read: Start a "Make something 365 Project"	Introduction to the course Topic 1: Creativity What is creativity and how do we foster it?	Read "Defining Creativity". Start your "Make something 365" Project.		1,2,3,4
2	Investigative Methods Watch "Design & Thinking"	Introduction methods of inquiry and observation Topic 2: Design process Design Thinking Design Methods Human-Centred Design	Document a day: document tools and signs; document your mobility. Start Padlet Wall.		1,2,3,4
3	Worldviews Read "Why should we thinking about culture before we design?"	Topic 3: Worldviews How do perspectives and views shape our outlook and actions? The impact of perspectives Ontologically oriented design	Read "A phenomenological approach to architecture." Continue working on Padlet Wall.		1,2,3,4
4	Critical Analysis Read 'Thinking'	Topic 4: Critical Thinking Questioning, comparing and contrasting ideas and proposals Deconstruction Critique Critical Design Critical Making	Critical review of an artefact. Continue working on Padlet wall. Write reflection.	Assignment 1: Padlet Wall of Tasks	1,2,3,4
5	Experience Listen to the "Mind Upload" Podcast	Topic 5: Experience How do we know things and understand the world around us? Experience Affordance User Testing Machine Testing	Primary data collection about User Experience. Poster Design n1		1,2,3,4
6	Making Watch "A time for making"	Topic 6: Making How does making create knowledge, build environment, and transform lives? Making to understand craftsmanship.	Read "A theory of craft." Poster Design n2.		1,2,3,4

<b>7</b>	<p>Collaboration</p> <p>Read "Professional perspectives on collaborative design work"</p>	<p>Topic 7: Collaboration</p> <p>How do we work effectively with others to achieve more than we can alone?</p> <p>Collaboration Extended Mind Actor Networks Co-creation</p>	<p>Analyse a creative task environment.</p> <p>Poster Design n3.</p>		1,2,3,4
<b>8</b>	<p>Automation &amp; AI</p> <p>Read "Forget about artificial intelligence"</p>	<p>Topic 8: Artificial Intelligence</p> <p>How do we use machines and technologies to amplify our abilities and impact our culture?</p> <p>Mechanisation Computation and Creativity Design and AI AI and Ethics</p>	<p>Examine a creative AI service</p> <p>Poster Design n4.</p>		1,2,3,4
<b>9</b>	<p>Sustainability</p> <p>Read "The Design way, intentional change in an unpredictable world."</p>	<p>Topic 9: Sustainability</p> <p>Sustainability Sustainable Design Circular Economy</p>	<p>Select a manufactured object and unpack its design-production-use-disposal life cycle.</p> <p>Poster Design n5.</p> <p>Write reflection.</p>	<p>Assignment 2: Poster Portfolio of Tasks</p>	1,2,3,4
<b>10</b>	<p>Topics &amp; Information</p> <p>Choose topic for Assignment 3: investigative essay.</p>	<p>Topic 10: Inclusive Design</p> <p>Inclusive Design Accessibility Universal Design</p> <p>Choosing a concept for Assignment 3: investigative Essay and strategies for investigating the chosen topic.</p>	<p>Academic Writing Guides.</p> <p>Research Writing Referencing</p>		1,2,3,4
<b>11</b>	<p>Essay Structure</p> <p>Write an Essay Plan</p>	<p>Ways to present an argument and support it with evidence in an academic style.</p> <p>A guide for the structure of the essay.</p>	<p>Four steps of referencing.</p> <p>QCA Style Guide</p>		1,2,3,4
<b>12</b>	<p>Sharing Findings</p> <p>Write an argument. Write First Draft.</p>	<p>Summarising and communicating findings about chosen topic.</p> <p>Presenting the argument.</p> <p>Presenting the first draft.</p>	<p>Writing the Investigative Essay.</p>	<p>Assignment 3: Investigative Essay</p>	1,2,3,4



## 5. Evidence of Learning (Assessment)

### 5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Padlet Wall Portfolio of Tasks	25%	1,2,3,4	Sunday of Week 4
2	Poster Portfolio of Tasks	35%	1,2,3,4	Sunday of Week 9
3	Investigative Essay	40%	1,2,3,4	Sunday of Week 12

### 5.2 Evidence of Learning Task Detail

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Tools that generate course content or extensively enhance a student's English language capability are not permitted to be used. Web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for outright assessment creation, translation, or extensive language assistance purposes. In addition, Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (Gen-AI) tools in relation to formative and summative assessment tasks (including how to cite Gen-AI tools, if relevant). It should be noted that Turnitin provides teaching staff with a Gen-AI percentage indicator as well as an Originality Report which detects plagiarism.

#### 1. Evidence of Learning Task 1: Padlet Portfolio of Tasks (25%)

**Task Type:** Assignment

**Due Date:** Sunday, 28 July 2024, 11.59 pm

**Weight:** 25%, Marked out of: 100

**Duration:** N/A

**Length:** Padlet Wall of Tasks & a 500-word Written Report.

#### Task Description:

- You will design a Padlet wall documenting your successful completion of each set of weekly tasks from weeks 1-4. Include text, images, diagrams, photos, and other appropriate media.
- You will also provide a 500-word written report reflecting on the following:
  - the development of your awareness of concepts and practices of creative and interactive media developed through these tasks
  - what you have learned about investigative and critical skills because of undertaking these tasks

**Criteria and Marking:** Students are assessed on: Correctness and completion of all submission requirements, Evidence of successful completion of topic tasks. Ability to synthesise and communicate the important aspects of the task and the ideas motivating it. Design and technical success of the portfolio. Effective use of varied media within the portfolio. An insightful self-reflection and appropriate and complete reporting. Clarity of written report and appropriate academic referencing and presentation standards.

**Submission:** PDF document & Padlet Link submitted via the Course Site



## 2. Evidence of Learning Task 2: Poster Portfolio of Tasks

**Task Type:** Assignment

**Due Date:** Sunday, 8 September 2024, 11.59 pm

**Weight 35%** Marked out of: 100

**Duration:** N/A

**Length:** 5 A4 Posters and a 500-word written report

### Task Description:

1. You will design 5 A4 posters that document your work on the tasks from topics 5-10. The posters will include use of text, images, diagrams, photos, and other media as appropriate.
2. Provide a 500-word report reflecting on the following:
  - a) the development of your awareness of concepts and practices of creative and interactive media developed from working through these tasks
  - b) what you have learned about investigative and critical skills because of undertaking these tasks

**Criteria and Marking:** Correctness and completion of all submission requirements.

Evidence of successful completion of tasks. Ability to synthesise and communicate the important aspects of the task and the ideas motivating it. Visual Communication. Insightful self-reflection and appropriate and complete reporting. Clarity of written report and appropriate academic referencing.

**Submission:** PDF document via the Course Site

## 3. Evidence of Learning Task 3: Investigative Essay (40%)

**Task Type:** Assignment

**Due Date:** Sunday, 29 September 2024, 11.59 pm

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

**Duration:** N/A

**Length:** 1500 words (Illustrated)

**Task Description:** Write a 1500-word essay that critically reviews the concepts and practices of one of the course's topics. The essay should summarise key issues/ideas around the topic, investigate the topic by including a literature review that, at least, cites many of the resources listed in the course content reference section for that topic. The essay should include a critical review of previous design work that relates to the topic. You should explain how these design exemplars illustrate issues relating to the topic. The essay should also include the articulation of a subjective personal position on the topic and describe how your views relate to other views on the topic identified in the literature review.

**Criteria and Marking:** Students are assessed on: Choice of topic & relevance of key issues. Research Quality & Analysis. Critical evaluation of the topic and relevant design exemplars. Use of visual media. Language and Terminology. Academic Essay-Writing Conventions.

**Submission:** PDF submission 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 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.

## 5.4 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 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](#) (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.