



# SDES9214 Design Studio Project B

Term T1, 2019

## Course Information

Units of Credit: 6

## Course Overview

### Course Description

Design Studio Project B provides students with the opportunity to develop a major design project in a studio-based environment responding to complex issues and grand challenges facing contemporary society.

The course will provide students with understanding of design practice through critical engagement with theory, concepts and practices, including thinking surrounding sustainability and ethics.

Students will develop and evaluate interdisciplinary design thinking and processes that includes elements such as prototyping, documentation, fabrication and presentation. The design studio projects engage with students' studio specialisation studies and their understanding of integrated design and project management.

Students will work individually, and as part of multidisciplinary teams, to develop critical, rigorous and sophisticated responses to design research questions and project briefs as developed in SDES9213 Design Studio Project A.

### Course Learning Outcomes

On completion of this course, the student should be able to:

1. Critically analyse, synthesise and apply complex information including conceptual frameworks, design methodology and processes, material knowledge, and professional practice relevant to a significant research-based design project.
2. Creatively resolve an interdisciplinary and multifaceted design project with critical, rigorous and sophisticated responses to a design project brief.
3. Demonstrate autonomy, expert judgement, adaptability and responsibility working independently as a design practitioner, and effectively as part of interdisciplinary teams.
4. Develop and deliver critical, persuasive and professional design presentations that communicate design research, processes and outcomes at an advanced level to specialist and non-specialist audiences.

### Teaching and Learning in this Course

This course uses a variety of teaching approaches:

#### Blended/online

- Review - assessment tool
- Turnitin - originality checking
- Moodle - learning management system

#### Lectures

Lectures on theory and practice related to an overarching integrated design brief will be programmed at appropriate and strategic points in the program. Lectures may take the form of briefings, panels or deliver information in a mode responsive to the needs and project schedules of students, clients and faculty. Lectures are given to disseminate information, generate debate and promote understanding of topic. In design lectures consist of disciplinary/interdisciplinary/contextual research, collate, synthesise and present information regarding a course topic area, new knowledge, conceptual tools, a design briefing, or discussion of instructional material pertinent to the educational aims of a course, topics covered, and can be directly related to the assessment objectives and criteria of an assessment event.

### Tutorials

Tutorial within design and media provide a context where processes, protocols and involving materialising concepts happen in ways that both evoke and help to communicate ideations. Tutorial involves a range of teaching methods ranging from demonstration of technical and OH&S requirements. serial instructions of a preferred work-flow to a potential series of interactions including one on one, one to many, and are related to the task or process connected to course content and assessment. Tutorials in design use small group, blended and reflective learning strategies following a flipped classroom model. Tutorials can utilise the flipped classroom resourced model, and may include demonstrations where the demonstrator has prepared by previously completing the video or process in question.

### Studio

Studio - independent/collaborative work and practice, discussion, questioning, briefings, peer and tutor critique, small group work, self-directed experimentation, reflection and review, H&S requirements. Design studio teaching at UAD is structured to develop disciplinary understanding and facilitate a range of philosophical, sociocultural, technical and interdisciplinary specialities, technologies, protocols and processes and situated sets of relationships pertinent to and embedded within the requirements of developing profession and industry ready understandings and capacities in students. Within design, studio is a mode of delivery that involves a range of instructional, mentoring and facilitation interactions including one on one, one to many, and the facilitation of many to many.

### Assessment

	TITLE	WEIGHTING	ASSESSMENT TYPE
Assessment Task 1	Critical Design Development and Prototype #2	40%	Written Report
Assessment Task 2	Final Developed Design	60%	Project

### References for this Course

#### READING LIST

(These are recommended texts further readings may be advised)

#### FORM FOLLOWS FUNCTION AS A DESIGN DRIVER:

GROPIUS, Walter and WENSINGER, Arthur S (1861) The Theatre of the Bauhaus, John Hopkins University Press.

#### FORM FOLLOWS MEANING AS A DESIGN DRIVER:

COVENY, Peter and HIGHFIELD, Roger (1995) Frontiers of Complexity: The search for Order in a Chaotic World. Faber and Faber Ltd, London.

VENTURI, Robert (1988) Complexity and Contradiction in Architecture, Museum of Modern Art, New York.

#### SYMBOLY AND SEMIOTICS:

BUCHANAN Richard and MARGOLIN Victor, (1995) Discovering design : explorations in design studies. Chicago : University of Chicago Press.

GOLDMAN Robert and PAPSON, Stephen (1998) Nike Culture, London, Sage Publications,

LEEDS-HURWITZ, Wendy, (1993) Semiotics and Communication, Hillsdale New Jersey, Lawrence Erlbaum

Assoc. Publishers.

MARGOLIN Victor and BUCHANAN Richard, (1995) The Idea of Design. Cambridge Massachusetts, MIT Press.

CALVINO, Italo, (1974) Invisible Cities, Harcourt Brace and Co., Orlando.

MARGOLIN, Victor, (1989) Design Discourse, Chicago, University of Chicago Press

ALESSI, Alberto, (1994) Alessi: The Design Factory, London, Academy Editions

HIND, Thomas, (1995) The Total Package, New York, Little Brown & Company Ltd.

NORMAN, Donald A. (Donald Arthur) (1998) The design of everyday things London : MIT

#### **PSYCHOLOGY AND DESIGN:**

CROZIER Ray, (1994) Manufactured pleasures : psychological responses to design, Manchester ; New York : New York : Manchester University Press; Distributed exclusively in the USA and Canada by St. Martin's Press,

FOXALL, Gordon R. (1994) Consumer Psychology for Marketing. Routledge, London, NY.

MARDER, Eric, (1997) The laws of choice :predicting customer behavior, New York, Free Press.

MOWEN, John C. (2000) The 3M model of motivation and personality :theory and empirical applications to consumer behavior. Boston, Mass. ; London: Kluwer Academic.

STEPHENS, Deborah C. (2000) The Maslow Business Reader, Edited, New York, John Wiley.

NORMAN, D. (2004) Emotional Design, Basic Books, NY.

NORMAN, D. (1988). The Psychology of Everyday Things, Basic Books, NY.

#### **PSYCHOGRAPHICS AND DESIGN:**

EKUAN, Kenji, (1998) The Aesthetics of the Japanese Lunchbox. Cambridge, Mass. MIT Press.

POPCORN, Faith (1992) The Popcorn Report, Arrow Books, London.

#### **RESPONSIBLE DESIGN AND ENVIRONMENT:**

BENYUS, Janine, (2002) Biomimicry Harper Collins, NY

FUAD-LUKE, Alastair (2002) Eco Design: the sourcebook. Thames and Hudson, London.

HAWKEN, Paul (1993) The Ecology of Commerce, Harper Collins, NY.

PAPANAK, Victor, (1995) The green imperative, London: Thames and Hudson.

WHITLEY, Nigel (1993) Design for Society. Reaktion Books, London

SACHS, Wolfgang, (2003) Environment and Human Rights, Wuppertal Institute, No 137, Nov. <http://www.wupperinst.org>

BOCOCK, Robert: (1993) Key Ideas in Consumption. Routledge, New York.

LOREK, S & LUCAS R, (2003) Towards Sustainable Market Strategies: Wuppertal Institute, No130, June 2003, <http://www.wupperinst.org/>

HAYDEN, Anders: (1999) Sharing the Work, Sparing the Planet; Work Time, Consumption & Ecology, Zed Books, London.