



Design Brief

**DECO4200: Advanced Project Design Studio**

**Semester 2, 2021**

**Teaching Team**

DECO4200 | Semester 2, 2021 | 12 credit points

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**DESIGN BRIEF  
DECO4200: Advanced Project Design Studio**

Semester 2, 2021 | 12 credit points

This document contains the detailed assessment guidelines for DECO4200 Advanced Project Design Studio. It is the official version of the assessment, describing the aims, tasks and deliverables for each assessment item, together with expected workload, due dates, submission instructions, assessment criteria and accompanying grade descriptors for standards-based assessment. The document should be read in conjunction with the DECO4200 Unit of Study outline. Any clarifications to the assessment will be posted on the Canvas site (<http://canvas.sydney.edu.au/>) during semester.

## Design Brief

Assessments 1 to 3 are group-based in **small teams of 3 - 4 people**. Group work is important as it reflects the reality of design agencies. Being able to negotiate and discuss ideas within a team is an important skill and one of the learning outcomes of this studio. Working with other team members further supports the brainstorming and concept generation process. Use your partners as a resource, to bounce off ideas and to get critical feedback on your design ideas before putting them in front of users. Each member of your team should bring a unique strength to the project, while also being able to help in other areas as required. At the end of the unit your team will have produced a functional prototype, design documents and videos showcasing this work, which can be used in your portfolio. Your project should focus on the prescribed design brief, see below.

**Design Brief: Keep in Touch**

The World Health Organisation includes the ability of an individual to cope with the normal stresses of life as one part of mental health (World Health Organisation, 2018). The COVID-19 pandemic has placed stresses on people beyond what is normal, in particular those who are in high-risk groups, including older adults (Armitage and Nellums, 2020; Mesa Vieira *et al.*, 2020). In the absence of an effective clinical treatment and lower levels of vaccinations than would allow risk-free movement in the community, it has been necessary to socially engineer a response to protect those who have a high relative risk in relation to COVID-19 including maintaining physical distance to reduce the spread of the virus. This response to COVID-19 places a specific stress on the mental health of people who isolate themselves physically, which often means that they are also socially isolated. Social isolation is a serious problem for older adults, and the burden of isolation has been highlighted as a source of additional stress for older adults due to COVID-19.

Dementia Australia recommends that home care and residential care providers use services such as video call apps or other social media messaging to help people living with dementia feel less socially isolated (Dimentia Australia, 2020). Maintaining connection with loved ones, social and support groups is necessary to overcome anxiety, fear and loneliness, and can help with depression (Werner-Seidler *et al.*, 2017). Research shows that maintaining connection with three or more family and friends can lead to better outcomes for depression (Werner-Seidler *et al.*, 2017). The relationship between social support and depression is complex, but social support has been seen to help depression in cases where other health issues, such as frailty, multiple chronic conditions are related to depression (Ahn, Kim and Zhang, 2016). To facilitate social connection, you will develop a lightweight communication device, Keep in Touch (KiT).

There are many smartphone apps and web-based tools for maintaining contact with family and networks of support for people who are isolated, such as FaceTime, Skype or Google Hangouts to name a few. Smartphones are capable of facilitating connection and have been essential for the broader community to maintain social connection during isolation. However, communication software is often designed and evaluated for use with younger generations, who are technologically literate and use smartphones for almost any daily task.

The older population may not be technologically literate but can be supported by appropriate technology that supports their specific needs. For them, it is often difficult to navigate the interfaces of smartphones. Smartphones are also an expense that may be out of reach for some older adults, compounding the issue. This leads to reduced uptake of smartphones in older populations, with one study showing that relatively high uptake of smartphone use in older Australians was only around 35% (Berenguer *et al.*, 2017). This presents a need to understand how to design communication technology specifically for older adults.

You are tasked with developing a concept for KiT, a communications appliance that helps older adults who have lower technological literacy, and other accessibility issues, such as a physical impairment, keep in touch with loved ones, carers and clinicians (such as a GP).

Your team will iteratively design and develop a functional interactive prototype which:

* Engages with the specific needs of the target users on an issue that affects them
* Is accessible and empowers individual users
* Responds to the brief

You will need to consider the social and technical dimensions of your concepts and be aware of the sociocultural resistances to novel propositions. This does not mean that you cannot pursue a solution that may challenge the social norms. You may choose to adopt a provocative, creative, or utilitarian design stance.

Possible areas you could focus on:

* Understanding the opportunity for deploying a communication appliance within care frameworks, such as Home Care Packages (HCP) provided by the Australian Government
* How an elder-facing or younger-facing interface my different across multiple devices for which they are specifically designed
* Empowering individuals from marginalized or remote communities
* More-than human centred design approaches (Coulton and Lindley, 2019)

References:

Ahn, S., Kim, S. and Zhang, H. (2016) ‘Changes in Depressive Symptoms among Older Adults with Multiple Chronic Conditions: Role of Positive and Negative Social Support’, *International Journal of Environmental Research and Public Health*, 14(1), p. 16. doi: 10.3390/ijerph14010016.

Armitage, R. and Nellums, L. B. (2020) ‘COVID-19 and the consequences of isolating the elderly’, *The Lancet Public Health*. The Author(s). Published by Elsevier Ltd. This is an Open Access article under the CC BY 4.0 license, 5(5), p. e256. doi: 10.1016/S2468-2667(20)30061-X.

Berenguer, A. *et al.* (2017) ‘Are Smartphones Ubiquitous?: An in-depth survey of smartphone adoption by seniors’, *IEEE Consumer Electronics Magazine*, 6(1), pp. 104–110. doi: 10.1109/MCE.2016.2614524.

Coulton, P. and Lindley, J. G. (2019) ‘More-Than Human Centred Design: Considering Other Things’, *The Design Journal*. Routledge, 22(4), pp. 463–481. doi: 10.1080/14606925.2019.1614320.

Dimentia Australia (2020) *Coronavirus (COVID-19) - Tips for residential care providers*, *dimentia.org.au*. Available at: https://www.dementia.org.au/resources/clone-of-coronavirus-covid-19-tips-for-residential-care-providers (Accessed: 30 July 2021).

Mesa Vieira, C. *et al.* (2020) ‘COVID-19: The forgotten priorities of the pandemic’, *Maturitas*, 136, pp. 38–41. doi: 10.1016/j.maturitas.2020.04.004.

Werner-Seidler, A. *et al.* (2017) ‘The relationship between social support networks and depression in the 2007 National Survey of Mental Health and Well-being’, *Social Psychiatry and Psychiatric Epidemiology*, 52(12), pp. 1463–1473. doi: 10.1007/s00127-017-1440-7.

World Health Organisation (2018) *Mental Health*, *who.int*. Available at: https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response (Accessed: 30 July 2021).

## Assessment Tasks Overview

The assessment in this studio is divided into four items. **All assessments must be submitted**, otherwise it could result in a student failing the unit.

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| --- | --- | --- | --- |
| Assessment Item | Work Type | Weight | Due |
| Assessment 1 Concept Proposal | Group | 20% | **Week 4:** Fri, 3 Sep @ 23:59, 2021 |
| Assessment 2 Mid-semester report | Group | 30% | **Week 8:** Fri, 8 Oct @ 23:59, 2021 |
| Assessment 3 Final prototype and documentation | Group | 40% | **Week 13:** 12 Nov @ 23:59, 2021 |
| Assessment 4 Design journal | Individual | 10% | Continuously Assessed **(weekly submission)**  Final summary blog post due **Week 14:** 19 Nov @ 23:59, 2021 |

**\*NOTE:** The weight represented here is proportional to the total assessment weight for this unit of study. For example, a weight of 10% means that this assessment component contributes 10% of the total mark for this unit of study.

The learning outcomes are listed in the unit of study outline.

For the assessment items involving group work, a self/peer-assessment form must be submitted with the deliverables. Each student should self-assess their contribution to the group work and honestly document the type and proportion of tasks they worked on. The form allows for students to assess the contribution of their peers.

In general, all members of a group will receive the same group mark, unless there are grounds for variation. This can only be determined by the set of self/peer-assessment forms submitted by each student. Only a significant variation in contribution will result in modification of an individual student’s mark and only after the unit coordinator and/or relevant studio tutor have consulted with each of the affected team members.

Each student is to submit the form as part of the assessment deliverable. It will be treated confidentially, except for cases of disparity when it may be referred to as part of an interview session with the students to determine actual contribution.

## Assessment Tasks

**(1) Assessment 1 Concept proposal**

***Assessment description***

A mix of background, user and first-person research will be conducted to explore the problem outlined in the design brief. Students need to form groups and create a concept proposal document.

The concept proposal document should be formatted according to the style guidelines provided on Canvas and should be no more than 20 pages excluding references and the appendix. Student groups will also need to present their concepts in-class.

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| --- | --- |
| ***Tasks*** | ***Deliverables*** |
| **Formulate a** **Problem Statement** (or Design Challenge) to frame your interpretation of the design brief, informed by your grounding research. Outline a set of value-driven user needs and issues. | A brief (max. 300 word) section on your interpretation of the brief, the specific problem your team is focusing on, along with how your team proposes to tackle the problem. Also highlight the problem’s significance. |
| **Conduct background research** **and** **market analysis**  Research the problem area you are focusing on by exploring academic publications and news articles. Discuss these in this section. The market analysis should identify and discuss existing products on the market that tackle this problem, as well as where they miss the mark (drawbacks). At the end of this section, you should summarise everything that was discussed and identify key gaps that need to be explored further. | Background research, including (i) summary of key themes, concepts, issues, findings from literature; (ii) precedent analysis as a table; and (iii) inspirational references. |
| **Generate concepts** informed by your grounding research and other sources of inspiration. Each concept you present should be a potential solution to the problem your group is tackling. You should structure each concept in this section as follows:   * Concept title   + Give your concept a nice catchy title that describes what it is/does * Concept description   + How would it solve the problem?   + How does it compare to other solutions already on the market?   + How would it work? * Concept art   + Sketch your concept and annotate the sketches with brief explanations of how the concept addresses the user needs | Documentation of min. 3 alternative initial concepts. |
| **Test the concepts**  Utilise some of the following low-fidelity prototyping techniques to explore, document and evolve your ideas:   * Sketching * Storyboards * Mockups * Bodystorming (aka experience prototyping). * Persona-based scenario walkthroughs to test your design for how well it meets user needs | Documented iterative design process, explaining the methods applied, reasoning for using them, and the data collected.  The results from your user testing should be summarised at the end of the section. They should inform your final concept. |
| **Illustrate your final concept**  Show how your design concept meets the set of user needs and any constraints you have identified. | Final design concept, the form, composition, interaction and experiential qualities communicated using a range of design diagrams and tools.  A section on how your design concept meets a set of user needs and constraints.  Testing plan for the next phase. |
| **Provide a group charter**  This gives an overview of the team and your plan for the semester. | List each group member and their role on the team (remember that everyone needs to have a hand in all parts of the assessment).  As a team, reflect on the performance of your group for this assessment. What tasks was everyone assigned, what was completed, what wasn’t (if so, why?). Discuss any issues that occurred during the task and how you plan to overcome it for the subsequent assessments.  Perform a risk analysis, outlining any potential risks and how your group proposes to overcome them. E.g. how would you manage if someone did not complete their assigned task on time? |
| **Include in-text referencing and a bibliography** | Cite all external sources in text throughout the document but also include a bibliography section at the end with all the sources you cited - in APA format! Read more here: <https://libguides.library.usyd.edu.au/citation> |
| **Appendix** | Include the data you collected, statistics, interview questions, feedback, etc. |

***Assessment criteria***

Background research: in terms of depth and scope.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HD | D | CR | P | F |
| The work is grounded in substantial background research highly relevant to the chosen topic area and problem. | The work is clearly grounded in some background research that is clearly relevant to the chosen topic area and problem. | Some coverage of background research that is relevant to the chosen topic area and problem. | Minimal background research conducted that is somewhat relevant to the chosen topic and problem. | No research or evaluation conducted. |

Critical analysis and synthesis: evidenced through documentation explaining the data analysis and summarising the key findings; drawing logical conclusions based on the findings.

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| --- | --- | --- | --- | --- |
| HD | D | CR | P | F |
| Concise summary of  important findings,  supported by critical  analysis of conflicting  and multiple themes. | Concise summary of  important findings,  supported by critical  discussion. | Findings written  clearly and  summarised well. | Findings written  clearly but not  summarised well. | Findings written in  unclear language or  containing  numerous mistakes.  Sloppy or garbled  layout of report. |

Concept: in terms of novelty, innovation, and relevance to the design brief.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HD | D | CR | P | F |
| Innovative concept that offers an entirely new experience. | Novel concept, with some aspects that are similar to what has been done before. | Interesting concept but lacks novelty. | Concept satisfies the requirements of the design brief without being novel. | Concept does not address the design brief and is not novel. |

Quality of documentation: includes overall quality of the submission – in terms of content (depth and clarity of explanations, references to principles and other material covered in lectures and tutorials, as well as demonstration of further research and solid understanding of the material covered) and style (writing style, structure, layout and formatting, consistency, grammar). The submission is also considered in terms of how it attributes external sources and consistently uses the specified APA (American Psychological Association) reference style along with a bibliography.

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| --- | --- | --- | --- | --- |
| HD | D | CR | P | F |
| Excellent demonstration and solid understanding of the topics taught in the unit and clearly documented project that matches professional standards. Presented in an attractive and aesthetically pleasing format to an exceptional level of quality. References are styled correctly, draw from multiple sources, and are used to support arguments throughout the document. | Thorough demonstration and solid understanding of the topics taught in the unit and clearly documented project. Presented in an attractive and aesthetically pleasing format to a high-level of quality. References are styled correctly and draw from multiple sources. | Satisfying demonstration and understanding of the topics taught in the unit and well-documented project.  Presented in an attractive and aesthetically pleasing format at a good level of quality. References are mostly styled correctly. | Some demonstration and understanding of the topics taught in the unit and mostly well-documented project. Presented in an attractive and aesthetically pleasing format at a satisfactory level of quality. References draw from very few resources and have style inconsistencies. | Inadequate demonstration and understanding of the topics taught in the unit and missing and confusing project documentation. Poorly presented and formatted. References are non-existent and/or mostly formatted incorrectly. |

Exhibition and presentation: how well the work was presented to peers (verbally and visually).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HD (85+) | D (75 – 84) | CR (65 – 74) | P (50 – 64) | F (0 – 49) |
| Excellent verbal or visual presentation, producing a persuasive argument for how effectively your solution meets elements of the brief. Professional  quality of visual presentation is succinct yet informative. | Thorough presentation in an attractive and aesthetically pleasing format to a high-level of quality. | Satisfying presentation in an attractive and aesthetically pleasing format at a good level of quality. | An adequate presentation in an attractive and aesthetically pleasing format at a satisfactory level of quality. | Inadequate presentation that was poorly presented and formatted. |

**(2) Mid-semester testing report**

***Assessment description***

The primary aim of this assessment is to develop your prototyping and user evaluation skills. Building on Assessment 1, each group will follow an iterative process to explore and develop their design concept into a working prototype. The outcomes of this phase are a series of experiments, prototypes and user evaluations, leading towards the final working prototype. The goal is to iterate on the prototype(s) to help improve them before implementing a functional high-fidelity prototype in assessment 3.

The deliverable for this assessment is a low-fidelity prototype and testing report. The report document should be formatted according to the style guidelines provided on Canvas and should be no more than 30 pages excluding references and the appendix.

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| ***Tasks*** | ***Deliverables*** |
| **Introduce the problem space and your solution** | Describe the problem your team is tackling and how you are attempting to address it (e.g. by testing three distinct concepts to narrow down a solution).  Keep it brief (max. 500 words). |
| **Explain your testing approach (methodology)** | Provide an overview of your prototyping and testing approach. Use a combination of writing and visuals to convey this.  Include:   * Description of the iterations.   + Can be a visual description. * The data collected and the rationale for collecting it. * How the data was interpreted (analysis). |
| **Develop design experiments to explore aspects of your concept**  These are methods/tasks to test different physical and digital aspects of your product. You may wish to experiment with materials, composition, components, technologies to explore aspects of your concept and inform your implementation choices (in high fidelity prototypes).  \* Break down the concept into small, manageable pieces. After you get your experiments working you can extend the system to more complex abilities and/or interaction to explore in prototypes. | Show evidence of your design experiments, results, and iterations.   * What methods did you use to conduct your concept evaluation? e.g. interviews, observations, questionnaires, etc.   + You should describe each of these in detail. For example, if you conducted interviews you should explain who you interviewed (target user group, companies, etc) and the type of information you gained from this (feedback on concepts, opinions on a topic, etc).   + For each method, you should write a rationale of why it was important. |
| **Develop multiple prototypes exploring different parts of your system**  Prototypes give you something tangible/realistic enough to try out your ideas with target users.  Consider prototyping for specific aesthetics/content, technical solutions, interaction mechanisms, physical/spatial form, user experience. | Show evidence of your iterative prototype development. **NOTE:** at this stage, you should only create low to mid-fidelity prototypes to test your concepts or a particular aspect of them, like the interaction. |
| **Evaluate your prototype(s) with users**  Perform evaluations of your prototypes with potential users. Users can be your fellow students (e.g. at the Test Fair), as well as your representative end users. Make sure you ask for permission from volunteers first.    Evaluation techniques include:   * Observations, think-aloud, interviews, and questionnaires.     Provide a rationale for your choice of evaluation methods – why it is suitable for your evaluation goals, purpose of evaluation, who are the test users, etc.  Document your evaluation sessions: provide plan, test protocol, results, and photos/video of session.  Explain how insights from user testing may inform the final version of the prototype. | Show evidence of your prototype evaluations.  You can report this in a findings section, detailing the key findings you found from conducting the testing.  Tips:   * Break the section down by concept tested. * Create subsections within each concept detailing each key finding. * Include an overall summary at the end of the findings section, contrasting the key findings for each concept. |
| **Participate in the Test Fair**  This is an in-class session where each team sets up their latest prototype and invites their peers to participate in user testing. It is an opportunity to gather user evaluation data. You will need to have a test protocol ready. | Include your testing protocol. |
| **Detail the final concept and plan for the final phase (assessment 3)** | Include:   * Description (updated from your initial concept)   + What is it?   + How can it be interacted with?   + What content does it contain?   + How does it tackle the problem?   + Include concept art, photos, renders, etc. * Motivation for choosing this concept over the others * Target audience   + Who is it aimed at?   + Who would it be suitable/not suitable for? * Implementation Plan   + How it will be developed     - Hardware and software   + Phases of development – considering an iterative development cycle.     - This can be visually mapped out as a timeline.   + Team member responsibilities. |
| **Task reflection** | As a team, reflect on the performance of your group for this assessment. What tasks was everyone assigned, what was completed, what wasn’t (if so, why?). Discuss any issues that occurred during the task and how you plan to overcome it for the subsequent assessments. |
| **Include in-text referencing and a bibliography** | Cite all external sources in text throughout the document but also include a bibliography section at the end with all the sources you cited - in APA format! Read more here: <https://libguides.library.usyd.edu.au/citation> |
| **Appendix** | Include the data you collected, statistics, interview questions, feedback, etc. |

***Assessment criteria***

Design process: in terms of description of methods, process steps, adaptation to feedback and real iteration.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HD | D | CR | P | F |
| Thorough process with thoughtfully applied methods in all phases. The iterative process demonstrates true increasing progression of the chosen concept, leading to a solution that is clearly superior to prior iterations. | Thorough process and appropriate methods applied in most phases. The iterative process demonstrates commendable progression of the chosen concept. | Appropriate methods applied in most phases. The iterative process demonstrates refinement / progression of the chosen concept. | Some inappropriate or incomplete use of methods. The iterative process demonstrates some development of the chosen concept. | Inappropriate or incomplete applications of methods. Very weak or vague description of iteration process. Or, no iteration process outlined. |

Critical analysis and synthesis: evidenced through documentation explaining the data analysis and summarising the key findings; drawing logical conclusions based on the findings.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HD | D | CR | P | F |
| Concise summary of  important findings,  supported by critical  analysis of conflicting  and multiple themes. | Concise summary of  important findings,  supported by critical  discussion. | Findings written  clearly and  summarised well. | Findings written  clearly but not  summarised well. | Findings written in  unclear language or  containing  numerous mistakes.  Sloppy or garbled  layout of report. |

Concept: in terms of novelty, innovation, and relevance to the design brief.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HD | D | CR | P | F |
| Innovative concept that offers an entirely new experience. | Novel concept, with some aspects that are similar to what has been done before. | Interesting concept but lacks novelty. | Concept satisfies the requirements of the design brief without being novel. | Concept does not address the design brief and is not novel. |

Design quality of prototype implementation: in terms of design principles used, as well as appropriateness of chosen design solution regarding the target audience and topic.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HD | D | CR | P | F |
| The overall design clearly fulfils and goes beyond the brief. | The overall design clearly fulfils the brief. | The overall design meets the brief well in some areas. | The overall design misses much of the brief’s requirements. | The design does not fulfil the requirements in the brief. |

Quality of documentation: includes overall quality of the submission – in terms of content (depth and clarity of explanations, references to principles and other material covered in lectures and tutorials, as well as demonstration of further research and solid understanding of the material covered) and style (writing style, structure, layout and formatting, consistency, grammar). The submission is also considered in terms of how it attributes external sources and consistently uses the specified APA (American Psychological Association) reference style along with a bibliography.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HD | D | CR | P | F |
| Excellent demonstration and solid understanding of the topics taught in the unit and clearly documented project that matches professional standards. Presented in an attractive and aesthetically pleasing format to an exceptional level of quality. References are styled correctly, draw from multiple sources, and are used to support arguments throughout the document. | Thorough demonstration and solid understanding of the topics taught in the unit and clearly documented project. Presented in an attractive and aesthetically pleasing format to a high-level of quality. References are styled correctly and draw from multiple sources. | Satisfying demonstration and understanding of the topics taught in the unit and well-documented project.  Presented in an attractive and aesthetically pleasing format at a good level of quality. References are mostly styled correctly. | Some demonstration and understanding of the topics taught in the unit and mostly well-documented project. Presented in an attractive and aesthetically pleasing format at a satisfactory level of quality. References draw from very few resources and have style inconsistencies. | Inadequate demonstration and understanding of the topics taught in the unit and missing and confusing project documentation. Poorly presented and formatted. References are non-existent and/or mostly formatted incorrectly. |

**(3) Final prototype and documentation**

***Assessment description***

Finalise your prototype and the design documentation of your project.

This assessment requires the following deliverables:

*Working prototype*

* High-fidelity functional prototype building on from the low-fidelity prototype presented in A2.
* Meets the attributes specified in the chosen design brief.

*Documentation, containing:*

* Introduction (max. 1 page) – includes the core background research motivating this prototype and a rationale.
* Overview of the design process.
  + Summary of how you came to the final design.
  + Iteration process – from early concept to high-fidelity prototype
* Core functionality.
  + Description with illustrations of what it is and how it works.
* Hardware/software requirements.
* Illustrated setup instructions.
* Known issues.
* Future work/versions.
* Bibliography**.**
  + Cite all external sources in text throughout the document but also include a bibliography section at the end with all the sources you cited. Should be in APA format! Read more here: <https://libguides.library.usyd.edu.au/citation>

*2-minute demo video*

* The video (Mp4 or MOV format) should demonstrate how your prototype works. It should be shot as if you are using it to attract funding to continue the project. The video should also clearly communicate the problem, the concept, the setting, the user behaviour, the interaction and the benefits of your solution for the user.

***Assessment criteria***

Iterative process: Demonstration of real iteration, identification of adaptation to feedback

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| --- | --- | --- | --- | --- |
| HD | D | CR | P | F |
| An iteration process that demonstrates true increasing progression of the chosen concept, leading to a solution that is clearly superior to prior iterations. | An iteration process that demonstrates commendable progression of the chosen concept. | An iteration process that demonstrates refinement / progression of the chosen concept. | An iteration process that demonstrates some development of the chosen concept. | Very weak or vague description of iteration process. Or, no iteration process outlined. |

Technical execution: in terms of execution (use of appropriate technologies/material, fidelity of implementation) as well as sophistication (development environment used, code quality, level of functionality implemented, etc) of your final prototype; quality of the prototype implementation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HD | D | CR | P | F |
| Innovative and sophisticated technical implementation that matches professional standards. | Original and well-executed implementation. | Appropriate implementation but lacking in some parts. | Satisfying implementation, but large parts of the implementation are lacking. | Incomplete implementation, inappropriate use of technologies. |

Visual design quality of prototype implementation: in terms of how the prototype is visually presented, aesthetic of the interface, consistent use of styling, colours, etc.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HD | D | CR | P | F |
| The prototype is beautifully presented and of a professional standard. | The prototype is nicely presented and visually consistent. | The prototype is neat and orderly and uses a mostly consistent style. | The prototype is mostly neat and orderly but does contain some styling inconsistencies. | The prototype is disorderly and contains significant styling inconsistencies. |

Design quality of prototype implementation: in terms of design principles used, as well as appropriateness of chosen design solution regarding the target audience and topic.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HD | D | CR | P | F |
| The overall design clearly fulfils and goes beyond the brief. | The overall design clearly fulfils the brief. | The overall design meets the brief well in some areas. | The overall design misses much of the brief’s requirements. | The design does not fulfil the requirements in the brief. |

Quality of documentation: includes overall quality of the submission – in terms of content (depth and clarity of explanations, references to principles and other material covered in lectures and tutorials, as well as demonstration of further research and solid understanding of the material covered) and style (writing style, structure, layout and formatting, consistency, grammar). The submission is also considered in terms of how it attributes external sources and consistently uses the specified APA (American Psychological Association) reference style along with a bibliography.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HD | D | CR | P | F |
| Excellent demonstration and solid understanding of the topics taught in the unit and clearly documented project that matches professional standards. Presented in an attractive and aesthetically pleasing format to an exceptional level of quality. References are styled correctly, draw from multiple sources, and are used to support arguments throughout the document. | Thorough demonstration and solid understanding of the topics taught in the unit and clearly documented project. Presented in an attractive and aesthetically pleasing format to a high-level of quality. References are styled correctly and draw from multiple sources. | Satisfying demonstration and understanding of the topics taught in the unit and well-documented project.  Presented in an attractive and aesthetically pleasing format at a good level of quality. References are mostly styled correctly. | Some demonstration and understanding of the topics taught in the unit and mostly well-documented project. Presented in an attractive and aesthetically pleasing format at a satisfactory level of quality. References draw from very few resources and have style inconsistencies. | Inadequate demonstration and understanding of the topics taught in the unit and missing and confusing project documentation. Poorly presented and formatted. References are non-existent and/or mostly formatted incorrectly. |

Exhibition and presentation: in terms of how well the work was presented to peers (either verbally or visually).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HD | D | CR | P | F |
| Excellent verbal or visual communication of the concept, design process, and how the prototype works, producing a persuasive argument for how effectively your solution meets elements of the brief. Professional  quality of visual presentation is succinct yet informative. | Thorough presentation in an attractive and aesthetically pleasing format to a high-level of quality. | Satisfying presentation in an attractive and aesthetically pleasing format at a good level of quality. | An adequate presentation in an attractive and aesthetically pleasing format at a satisfactory level of quality. | Inadequate presentation that was poorly presented and formatted. |

**(4) Design journal and participation**

***Assessment description***

Throughout the duration of the unit of study students will be expected to participate and document the design process in weekly journal entries. The approach to documentation should show a balance between being descriptive and reflective. Journal entries can discuss the tasks you have been working on that week, including things like background research, sketches, designs, prototypes, changes in your concept, etc. Your journal entries will be checked continuously during the semester by your tutor. These weekly journal entries lead up to a final journal summary submission in week 14 should also reflect on the semester and your overall performance.

**Note:** All students **MUST ATTEND** at least **90%** of the studio sessions to be allowed to **PASS** this unit of study. *This is an individual assessment.*

***Assessment criteria***

Well-structured and well-written posts and final summary with effective use of language

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HD | D | CR | P | F |
| Writing is clear, concise, compelling and well organised with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner with a strong narrative structure. No spelling, grammar or syntax errors. Correct referencing. | Writing is clear, concise, and well organised with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner, with few spelling, grammar, or syntax errors. Correct referencing. | Writing is mostly clear, concise, and well organised with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner, with few spelling, grammar, or syntax errors. Correct referencing. | Writing is unclear and/or disorganised. Thoughts are not expressed in a logical manner. There are many spelling, grammar, or syntax errors. Incorrect referencing. | Writing is unclear and disorganised. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response. Incorrect referencing. |

Completion of weekly blog posts

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HD | D | CR | P | F |
| All blog posts were completed on time, provide considerable detail, and demonstrate complete engagement with the process. | All blog posts are uploaded on time and demonstrate student effort. | Most blog posts are uploaded on time and demonstrate student effort. | Less than half of the blog posts are uploaded on time or demonstrate an appropriate level of student effort. | Most of the blog posts are consistently late, missing, or minimally executed. |

## Grade Descriptors

The following generic grade descriptors will be used for assessing your submissions:

|  |  |
| --- | --- |
| **Grade** | **Description** |
| High Distinction  85 - 100 | Work of outstanding quality, demonstrating mastery of the learning outcomes assessed. The work shows significant innovation, experimentation, critical analysis, synthesis, insight, creativity, and/or exceptional skill. |
| Distinction  75 - 84 | Work of excellent quality, demonstrating a sound grasp of the learning outcomes assessed. The work shows innovation, experimentation, critical analysis, synthesis, insight, creativity, and/or superior skill. |
| Credit  65 - 74 | Work of good quality, demonstrating more than satisfactory achievement of the learning outcomes assessed, or work of excellent quality for a majority of the learning outcomes assessed. |
| Pass  50 - 64 | Work demonstrating satisfactory achievement of the learning outcomes assessed. |
| Fail  1 - 50 | Work that does not demonstrate satisfactory achievement of one or more of the learning outcomes assessed. |

### Assessment Results and Feedback

Assessment results and feedback will be provided within 2 weeks of the submission date.

**Assessment Policies and Procedures**

For assessment policies and procedures, including academic integrity, late submissions, and special consideration, see the unit of study outline.

## Attendance/work requirement

The attendance/work requirements for this unit is 90%.

**Lectures**

The lectures will all be held online via Zoom. The lectures will be conducted live and a recording will be made available on Canvas shortly after each lecture has concluded (should you be unable to make it).

**Tutorials**

The tutorials build on the lectures and provide students with a chance to apply the concepts discussed. The tutorials are also designed to help you and your team prepare for the first three assessments. Work completed during the tutorial will need to be submitted to Canvas to meet the attendance requirement – please see the individual tutorial sheets for more information about the requirements.

**Studios**

During the studio timeslot, student teams are required to make a time to check-in with their assigned studio tutor and update them on their progress – along with getting help or feedback if they need it. These check-ins can be booked via the booking system (see Canvas) and are held via Zoom. Please see further details in the Week 1 Lecture.

Studio check-ins are mandatory and contribute towards your attendance/work requirements for the week. Should you or your whole team be unable to attend a check-in, you must contact your assigned studio tutor and the unit coordinator to let them know in advance of the meeting.