11 Design: DESIGN in PRACTICE – Experience Design Process & Styles

Achievement Standard: The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. Students communicate design proposals to suit different audiences.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Unit Specific Information: Design In Practice – Experiencing Design and Design Process

In Unit 1, students learn about and experience designing in the context of design in practice. Fundamental to design in practice is the principle that design is a purposeful process undertaken by design professionals in response to identified needs, wants and opportunities. Students are introduced to the breadth of design professions, the design process and how designs of the past inform contemporary design practice. Students will experience design directly as they respond to teacher-directed, open-ended, well-defined design problems.

The world faces a growing problem – what to do about being sustainable. Consumerism, combined with a growing global population, has contributed to the problem of Environmental Quality – In order to have healthy communities, we need clean air, natural resources, and a nontoxic environment. The problem seems dire.

How can the general public use designed solutions to make changes to their lifestyle to help solve this global dilemma?

You are required to design a solution that will support the general public so they can make changes to their lifestyle that will assist with the sustainability design problem.

ASSESSMENT

11 weeks

Multimodal
Length •   Length:
o   Part A: 6–8 A3 pages
o   Part B: one A3 page (maximum 300 words)
o   Part C: one A3 page
Individual
Other:
- schools implement authentication strategies that reflect QCAA guidelines.

READING / VIEWING/ LISTENING:
Core Text 1: Research and investigation:
Design in Practice/
Environmental Quality

COMPREHENSION SKILL FOCUS:
Determine the process for Design Process

WRITTEN / SPOKEN / MULTI-MODAL TEXTS
Power point and use of Scaffolded evaluation

HIGHLY VALUED LANGAUGE FEATURE FOCUS:
Evaluative Language

THINKING:
Sequence, draw, explain and evaluate

Part A — visual documentation of the design process

• analyse the needs and wants of the general public, by collecting information from primary sources, that will assist in solving the design problem.
Represent ideas and a design concept using drawing and/or low-fidelity prototyping in the explore and develop phases
• analyse the needs of the general public, using secondary data about local sustainabilty and the environmental impact of overpopulation.
• include ideas devised in response to the problem using divergent thinking strategies in the develop phase of the design process
• synthesise your ideas, information about pollution, and ideas from your public survey to propose a design concept
• evaluate the strengths, limitations and implications of – your ideas against your design criteria

Part B – Written Design Brief
- your ideas and design concept against your design criteria to make refinements that improve ideas, including
☐written or spoken notes referenced to relevant drawings and/or low-fidelity prototypes
☐changes or amendments to drawings and/or low-fidelity prototypes
paragraphs).

Part C — design proposal presented with a spoken pitch (live or virtual) for the client

• evaluate how well the design concept satisfies the design criteria
• communicate a visual presentation of the design concept, using illustrations that may be supported by photographs or video of low-fidelity prototypes.

Standard Elaborations - Proficiency Scale

Criterion	
	1. describe the features that define a HCD problem and design criteria based on stakeholders' requirements and principles of good design
	2. analyse needs and wants using primary data about stakeholders and secondary data about existing designs and HCD information
	3. devise ideas using divergent thinking strategies in response to the HCD problem in the develop phase.
	4. represent ideas, a design concept and HCD information using ideation sketching, schematic sketching and low-fidelity prototyping in the explore and develop phases
	5. synthesise ideas and HCD information to propose a HCD concept in the develop phase
	6. evaluate the strengths, limitations and implications of ideas and HCD design concept against design criteria and make refinements
	7. make decisions about and use visual, written and spoken communication to present a design brief and design proposal to stakeholders

Students complete a design project simultaneously while teaching/learning topic 1 and 2. Teacher will have a specific design problem they are modelling with and using for class activities, which students can't do for their assessment. Students will complete their assessment folio on a different, but related, design problem.

Submitted at the conclusion of topic 1 and 2.