ANIMATION

AUDIO

DESIGN

DWD210 Design Studio 1 (Web)

FILM

GAMES

WEB & MOBILE

Unit Details

Module Code and Name	DWD210 Design Studio 1 (Web)
Course	Bachelor of Design
Award Level	AQF7
Module Level	Intermediate
Delivery Mode	Face to Face, Blended
Duration	1 Trimester
Credit Points	30 / 240
Pre-requisites	DES115 + 60CP
Co-requisites	

©SAE Institute Pty Ltd 2014-2016
Title:DWD210
Filename: 1_A_UG_DWD210 Design Studio 1 (Web)_160905.pdf
Approval: National Manager of Academic Services
Version:200
Date:160905
Page 2 of 16

Overview

Welcome to DWD210. This document provides an overview of all of the key information required to actively contribute to the production environment. You have been assigned to a project team which is led by a Facilitator. In collaboration with your peers you will work towards developing a number of projects within a simulated studio environment. During this process your Facilitator will act as your project manager, producer, mentor and colleague.

This document is part of an information pack which contains a number of resources which you will need to succeed within this Studio Module. Contained within this document;

1. Workload Expectations

2. Content Knowledge to be covered in this Module

3. Learning Outcomes

4. An overview of the milestones

5. How you will be assessed

6. How we will help you develop your transferable skills

7. The resources that you require to complete activities outside of your studio time.

Workload

Contact Hours	Associated Working Time	Total workload hours per week
9	18	27

Required Content Knowledge

To achieve all of the specified learning outcomes, your Facilitator will ensure that you are adequately briefed on the following content areas;

Front-end Design:
- Front-side scripting (in languages such as JavaScript, AngularJS, etc.)
- Responsive design/liquid layouts
- Design for usability
- Interface design
- Navigation
- HTML and CSS techniques
- Browser compatibility
- User acceptance testing and ethical user testing

Milestone Overview

Throughout the trimester, your Facilitator will evaluate your performance and activities against the Baseline Assessment for this Module, which are described in detail below. At the midway point of trimester, your Facilitator will evaluate your progress and contributions to the project at a Performance Review meeting. If necessary, the Facilitator will work with you to devise a learning contract for the rest of the trimester. The contract will contain strategies to improve your Transferable Skills and ensure you are able to achieve Baseline Assessment requirements by the end of the module. Your trimester will culminate in an exhibition and presentation of your work. Your Baseline Assessment, Transferable Skills performance, and quality of the work presented will make up your final grade.

Monitoring your Progress

During class time, you will be undertaking a number of tasks and activities. By undertaking these, you will be acquiring new skills and building a folio of project work throughout the trimester. To assess your progress, we use Learning Outcomes assessed via Baseline criteria. In order to pass a studio Module, you must successfully complete all Learning Outcomes.
Some Learning Outcomes are "common" and occur in every Studio Module, others are specific to the Module you are undertaking.
Many of the tasks that you will undertake a matched to several Learning Outcomes. By undertaking, bigger and more complex tasks you are able to satisfy Baseline criteria of multiple Learning Outcomes at once.
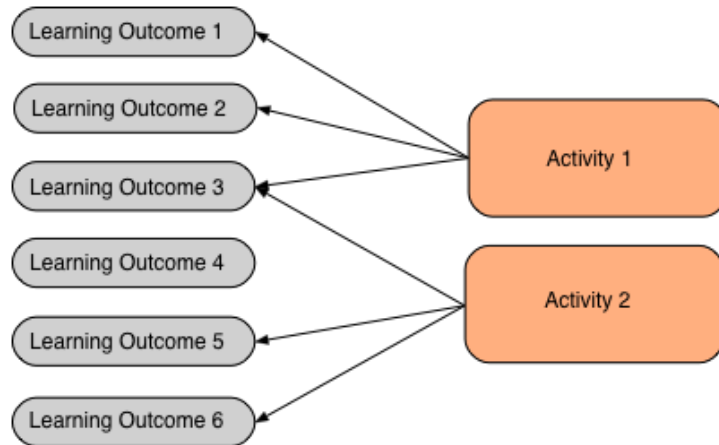
©SAE Institute Pty Ltd 2014-2016
Title:DWD210
Filename: 1_A_UG_DWD210 Design Studio 1 (Web)_160905.pdf
Approval: National Manager of Academic Services
Version:200
Date:160905
 Page 4 of 16

Figure 1

You will have up until Week 13 to satisfy all of the Learning Outcomes. To receive a grade of higher than a pass, you will need to attend the Performance Review, and present a folio of your work to your Facilitator and peers in Week 13.

Baseline Assessment

Based on the course that you are studying, these are the Learning Outcomes which must be met for this Module. Note that all Baseline criteria must be satisfied within the trimester to pass the Module. You and your Facilitator will use this list to track your progress over the course of the trimester.

Common Learning Outcomes

Learning Outcome		Baseline Criteria	Graduate Attributes
CLO01	Critically reflect on how you (and your team as appropriate) have performed in relation to your behaviour, the processes you employed, and the outcome of the project(s) Positive attitude - Took challenges as a learning situation, and let go if things didn't work as planned.	Context: Many things happen during a project which can inform the design and execution of future projects. By reflecting on the issues and events that occurred during a project, both positive and negative, and learning from the lessons these provide, you can increase the chances of future projects being completed on time, on budget, with effective teams, and quality outcomes. In addition to this it is important to improve your transferrable skills - how to be a good person, a productive worker and a good co-worker. Range of Approaches: This LO can be addressed in a wide range of ways, including as a written report, blog post, presentation, discussion with teacher or discussion with other students. The key aspect is the depth of engagement with the analysis, with a focus on project management-related topics.	GA1, GA3, G4, G5, G6 ✓

©SAE Institute Pty Ltd 2014-2016
Title:DWD210
Filename: 1_A_UG_DWD210 Design Studio 1 (Web)_160905.pdf
Approval: National Manager of Academic Services
Version:200
Date:160905
 Page 5 of 16

		Performance Standards:	
	Self Confidence and learning to work as a team - We identified our problems and changed the plan for how can we finish the work.	- You identify several important events / issues that occurred during the project, including both positive and negative aspects. - You do an analysis of the cause of these events / issues, so that the true cause emerges rather than just a symptom of a cause. - You identify solutions for the events / issues, including how to mitigate negative events and facilitate positive events. - You critically reflect on all these aspects both in terms of your own role, and the team.	✓
CLO02	Effectively reflect on topics related to your discipline and your craft and how you (or your team) have performed in relation to these I haved had to learn how to use wordpress - but for future assessment I will not be using the instant wordpress- as this caused much stress. I shall be honing my coding, so that in the future, I will feel more confident and have more self belief.	Context: Successful practitioners reflect on topics related to their chosen discipline and their craft, and questioning and reflecting on the processes we use to produce our creative work helps us improve as creative practitioners. Range of Approaches: This LO can be addressed in a wide range of ways, including as a written report, blog post, presentation, discussion with teacher or discussion with other students. The key aspect is the depth of engagement with the analysis, with a focus on your discipline and craft. Performance Standards: - You identify the key creative processes that have been used in the project - You analyse these processes to identify which have worked well and which can be improved - You identify solutions for the processes and outputs that need to be improved - You identify areas of your craft that you seek to improve - You determine and justify how other proven approaches may address the areas of your craft you seek to improve	GA1, GA2, GA3 ✓
CLO03	Investigate and effectively implement project management processes as guided by industry practices Focused on the task, help team to try and stay on track, and find the right plugin and supporting others, in achieving set tasks.	Context: Project management methods and methodologies are designed to improve the chances that a project will be completed within time, budget and with a quality outcome. However, methodologies serve the projects, not the other way around. So it's important to identify which methodology best suits your particular project, and how that methodology can best be used. Range of Approaches: Depending on the methodology and the scope of the project, this can be done in a number of different ways. For example, for more rigid methodologies the scheduling might be done as a Gantt chart, while for more flexible methodologies a list of tasks and estimates of time would be more appropriate. Performance Standards: - You research and determine industry best practices for your discipline, and then justify your choices - You define the scope of the project (including what is in scope / out of scope / desirable, objectives, deliverables, requirements) - You create a who schedule that indicates at least who does what, when - You identify the important risks to the project and a mitigation plan - You identify and define the methodology employed in the project - The planning of your project is effective and actionable (it is clear enough what is going to be done so that another team can execute the project based on the plan)	GA5, GA6 ✓

©SAE Institute Pty Ltd 2014-2016
Title:DWD210
Filename: 1_A_UG_DWD210 Design Studio 1 (Web)_160905.pdf
Approval: National Manager of Academic Services
Version:200
Date:160905
 Page 6 of 16

CLO	Outcome	Context / Range / Performance Standards	GA
CLO04	Execute a project in accordance with a project plan I ticked things off at the start but, I dropped off slightly in the middle. I found that it was hard to keep track during project, and that it wasted valuable time, during the project.	**Context:** Creating a project plan is a good start, but it has little value unless it's followed. Throughout the project, team members draw on the project plan to check their tasks, to see if what they're doing still aligns with the plan, to review and update the plan as needed. **Range of Approaches:** Depending on the scope of the project as well as the methodology, this can be done in various ways - such as regular meetings to check the project plan, use of production management tools with notification features. The important thing is the consistency in checking a plan and the quality of the outcome as a result of the process. **Performance Standards:** - The original plan is consulted throughout the lifecycle of the project - The project planning documentation is updated if changes occur during the project - Review of the project plan and its effectiveness as a guidance and support tool, and how much the execution diverged (if applicable) and why	**GA5, GA6** ✓ ✗
CLO05	Produce outputs that successfully meet the brief set by the facilitator(s). I believe, Gary and I, met all the requirements.	**Context:** Even when a project is planned well and run well, it may still miss the brief. A crucial skill for practitioners therefore, is to ensure that the direction of the project, and the final outcome, meets the requirement(s) of the brief set by their facilitator/client. **Range of Approaches:** The brief can include requirements relating to the objectives, such as target audience, style, format or technology, budget, scope, effect. Depending on the brief, the outcomes of a project may include but not be limited to: a set of audio assets, a screenplay, game prototypes, animatics short etc. **Performance Standards:** - Your final outcome of the project meets the intentions, objectives and requirements of the brief - The quality of the output(s) meets the standard(s) set by the facilitator/client	**GA3, GA4, GA5, GA6** ✓
CLO06	Engage in interdisciplinary practices. I used Github, to bring up issues and to create milstones. I raised issues the most to communicate and to stay on track. As the project went along, I wasn't as attentive. We saw challenges as an opportunity for improvements and were able to revisit our work plans or goals in line with changed expectations.	**Context:** Creative industry practitioners engage with interdisciplinary practices in different ways. They can work with different artforms to create their own mixed media works, or collaborate with practitioners from other crafts. Other crafts can have different roles, different terminology and processes. Effective collaborations, therefore, involve practitioners having a knowledge and respect of other processes. **Range of Approaches:** The ways you can be interdisciplinary varies greatly. It can include getting peer feedback and engaging in dialogue across disciplines, having shared lecture/workshop sessions, collaborating in group interdisciplinary projects, or simply drawing on assets from other disciplines. **Performance Standards:** - If working in a team, you demonstrate an understanding of different workflow, pipelines, and how best to communicate with other disciplines - If working solo, you demonstrate an ability to integrate elements from different crafts into one piece of work	**GA1, GA4, GA6** ✓
CLO07	Develop and sustain effective teamwork skills. Gary and I, have both effectively outlined our Goals and what we needed to do. Our teamwork, so far has been effective, and we communicated with each other - however, we are still working on it, we did well on giving feedback. .	**Context:** Teams are made up of individuals, and teams function better when all those individuals work together for the common good. This includes behaving professionally, communicating effectively, being respectful of other team members, contributing equitably to the team, being collegial, and being able to deal with conflicts in an appropriate and effective way. **Range of Approaches:** A team can include peers within your immediate stream and discipline, peers from other disciplines, staff, and external parties. The articulation of teamwork skills can include active listening techniques, facilitated feedback sessions, team contracts, social activities, recognition awards, and so on. **Performance Standards:** - You show your contributions to a productive atmosphere within a team - You demonstrate how you facilitate motivation and active contributions from the	**GA1, GA4, GA6** ✓

©SAE Institute Pty Ltd 2014-2016
Title:DWD210
Filename: 1_A_UG_DWD210 Design Studio 1 (Web)_160905.pdf
Approval: National Manager of Academic Services
Version:200
Date:160905
 Page 7 of 16

CL O 0 8	Effectively communicate what your intentions are for your project I had a problem with wordpress.org and immediately contacted my teammate and Lecturer on this issue. After wk 6 and 7, I think that's where our communication as a team wasn't on par. I felt that I didn't get as much assistance or communication from Gary. Due to this I began to experience quite considerable aqnxiety attacks and back pain throughout, the rest of the trimester, due to the amount of stress this was causing me. I however, did bring this to my Lecturer Rob's notice, highlighting how uncomfortable I was, and how I really didn't want to point fingers! In the end I was proud of Gary and I, and what we were able to achieve.	Context: Ideas are easy to come up with. What is crucial to success as a creative is to bring people on board with your idea and having them understand your idea. Further, if the communication of the idea is not done properly it can negatively impact the outcome. Range of Approaches: Communicating the intention of a project can include internal or external pitch presentations, treatments and high concept documents, project tuning sessions, artist statements, and concepts sketches. Performance Standards: - You show how you communicated the intent of the work - You reflect on the effectiveness of your communication, including success of pitch and any understanding checks you undertook	**GA1** ✓
CL O 0 9	Demonstrate effective publishing techniques appropriate to the audience and creative intent. I feel that I didn't get to show my skills off. On the day of presentation, I hadn't effectively backed up the final of my work. Luckily, my teammate Gary had, so we were able to present our work.	Context: Finishing projects is difficult but understandably essential to having a successful career. But mere completion is not enough, practitioners need to deliver on time, through the right delivery medium as appropriate to who they're trying to reach, and what they're trying to achieve. Range of Approaches: The delivery medium can take multiple different forms, such as exhibitions, screenings, displaying the work in a public space, live events, and online distribution. Communicating your audience and engagement with them can happen through a report, presentation, and/or facilitator discussions. Performance Standards: - You identify your target audience (beyond peers, family & friends) - You deliver the work to your target audience	**GA5, GA6, GA7** ✗

©SAE Institute Pty Ltd 2014-2016
Title:DWD210
Filename: 1_A_UG_DWD210 Design Studio 1 (Web)_160905.pdf
Approval: National Manager of Academic Services
Version:200
Date:160905
Page 8 of 16

DWD210 Learning Outcomes

	Learning Outcome	Baseline Criteria	GAs
D W D 2 1 0 L O 1	Operate specialist design software applications I believe, I am becoming proficient in Web Design, however, I still need to work on my self confidence and realise that I really do have the goods to produce and offer only the best designs and layouts. Gary, was wonderful in helping me with improving my ability at finding the right plug in to use.	**Context:** In order to operate successfully in the Web Design area of practice, one needs to be able to operate specialist design software applications. Specialist design software applications also make use of and manipulate various layout and coding languages, therefore this criterion also requires developing some understanding of these languages and scripting. **Range of Approaches:** Evidence for meeting this LO can be generated in a wide range of ways, including but but not limited to: - Illustrator files - Photoshop files - InDesign - HTML web pages - CSS files The format here is important and conventions and standards of design and layout should be adhered to. The key aspect is to demonstrate a depth of engagement with the operation of various specialist design software applications **Performance Standard:** - Engage with the operation of specialist design software applications - Document your use of specialist design software applications - this can be achieved through reports and screen grabs as well as with the generation of media file formats.	Graduate Attributes; 1, 2, 4, 6. ✓
D W D 2 1 0 L O 2	Identify and engage in design and layout techniques appropriate to task Parallax Scrolling Responsive Shortcode Wp function - was carried out to the best of mine and Gary's ability. Just kept a positive attitude and Took challenges as learning and let go if thing didn't work as planned	**Context:** Design and layout techniques are essential for successful website design. Consideration of the opportunities and constraints of the delivery platform for the design is often a major driver with respect to design and layout. **Range of Approaches:** There are many ways to meet this LO. Evidence that would be appropriate for meeting this LO could include, but is not limited to; - Graphical Interface Design drawings - Other paper based design plans - Wireframe designs - Interactive design flow diagrams etc. - Responsive design/liquid layouts present in completed web projects **Performance Standard:** - Appropriate design and layout techniques have been identified for tasks undertaken - A range of design and layout techniques appropriate to task have been engaged with in the design and development of studio module media asset generation outcomes - Static, Responsive design/liquid layouts have been implemented in Studio work	Graduate Attributes; 3, 5, 6, 7. ✓
D W D 2 1 0 L O 3	Explore methods of navigating content We were flexible and if challenges arose, as an opportunity for improvements and were, able to revisit work plans or goals in line with changed expectations	**Context:** Investigation and arrangement of the presentation of an information hierarchy, flat vs. deep web hierarchy structures, navigation styles, consistency are all important considerations for good clear interactive design. **Range of Approaches:** To meet this LO multiple approaches to navigating content through interactive design should be explored. Evidence can be generated in a number of differing ways. For Example: an investigation could be documented through blog post entries, alternatively one could identify and implement various content navigation systems in a practical studio outcome where appropriate. The format of evidence is not critical here, the emphasis is placed upon the exploration of multiple methods and their appropriate applications. **Performance Standard:** - Document evidence of exploration of multiple content navigation systems and the methods they employ - Document the multiple approaches explored above and there appropriate deployment scenario's.	Graduate Attributes; 1, 2, 3, 4. ✓
D W D 2	Develop interactive media with a focus on usability	**Context:** Usability has long been considered a critical success factor for any IT services, such as software; web based application and mobile apps.	Graduate Attributes; 1, 2, 3, 4.

©SAE Institute Pty Ltd 2014-2016
Title:DWD210
Filename: 1_A_UG_DWD210 Design Studio 1 (Web)_160905.pdf
Approval: National Manager of Academic Services
Version:200
Date:160905
 Page 9 of 16

1 0 L O 4	With a positive attitude, we brokedown the problems and most of the time we found a workable solutions. We had to build our interactive media from the ground up - and I believe we were successful.	Recently, in the interactive media, consideration of usability has gained a deep interest among IT practitioners. This is because user acceptance of the Interactive media largely depends on how users are finding usable of a system. However, to gain the LO, it is important to understand Usability and the properties of usability in the interactive media. Range of Approaches: To provide the deeper understanding of Usability in the interactive media, following approaches are required: 1- Analyze 5 web based interactive media and 5 mobile devices and compare how usable each of them. The reasoning of usable/not usable is the list of characteristics of usability. 2- Design an interactive media that has usability features outlined on previous approach. Performance Standard: Students should be able to design fully usable interactive media.	✓
D W D 2 1 0 L O 5	Produce functional script to enable delivery of web-based media This area, was focused on by Gary, as he had to work on database for part of his criteria, whereas, this was not part of my focus.	Context: Recently, the delivery of web-based media has changed dramatically because of huge uptake of mobile device. Traditionally the web-based media was generated only for computer-driven web browsing. However, the recent increase in accessing web using mobile and tablet is requiring the IT practitioners to create scripts that can facilitate the web into the mobile device. Moreover, introduction of various browsers has created a demand in producing functional script so that the web-based media can be delivered in various devices including, mobile, laptop and tablet. Range of Approaches: -Write scripts that can connect web based media to a database. -Write a script that enable web-based media to appropriate device. -Write a JavaScript that detects appropriate browsers. Performance Standard: -Identify the tools required to create scripting. -Ability to produce scripting that detects device and browsers.	Graduate Attributes; 1, 2, 3, 4. ✓
D W D 2 1 0 L O 6	Use principles of interaction design to develop user-centered solutions	Context: Users are the key for any IT products and services including interactive media. So it is important to understand the perspectives of the users. Range of Approaches: -Analyze the principals of design when developing an interactive media. -Document the users requirements using questionnaires'. -Wireframe a interactive media that is interactive. Performance Standard: Understand the principles of interaction of design. A range of design and layout techniques appropriate for a interactive design.	Graduate Attributes; 1, 2, 3, 4, 6.
D W D 2 1 0 L	Publish digital media content to an appropriate platform	Context: A wide range of digital media and browsers exist in today's market. This challenges the IT developers to publish the digital media to an appropriate platform. Range of Approaches:	Graduate Attributes; 1, 2, 3, 4, 6.

©SAE Institute Pty Ltd 2014-2016
Title:DWD210
Filename: 1_A_UG_DWD210 Design Studio 1 (Web)_160905.pdf
Approval: National Manager of Academic Services
Version:200
Date:160905
 Page 10 of 16

O7		-Identify appropriate platform that suitable for the content. -Develop contents for a given platform. -Change contents when necessary because of changing platform. Performance Standard: Understand differences between various platforms when publishing digital media. Ability to write and generate contents suitable for that platform.	
DWD210LO8	Critically and productively analyse design along principles of usability, layout, script, concept and visual design	Context: It is imperative to understand the principles of usability, layout, script, concept and visual design of digital media. The acceptance and rejection of the digital media largely depends on the usability, layout, script, concept and visual design. Range of Approaches: -Document the principles of usability, layout, script, concept and visual design. -Identify appropriate usability, layout, script, concept and visual design for various media. -Develop web based services that maintain usability, layout, script, concept and visual design. Performance Standard: Understand the design principles of usability, layout, script, concept and visual design. Ability to produce design of usability, layout, script, concept and visual design.	Graduate Attributes; 1, 2, 3, 4.
DWD210LO9	Develop device-agnostic design techniques	Context: The huge uptake of mobile device has changed the task of developers, as it is important to make the digital media accessible from any device. So, design considerations should include responsive layouts, liquid layouts, browser compatibility, as well as working with and incorporating assistive frameworks Range of Approaches: -Document various design perspectives based on device differences. -Develop appropriate design techniques based on device. -Write appropriate program/code that detects specific device. Performance Standard: -Identify the tools required for device specific design. -Ability to produce design that suitable for a given device.	Graduate Attributes; 1, 2, 4, 5.
DWD210LO10	Apply principles of user centred design in ensuring a successful design outcome	Context: User centered design techniques are essential for successful website design. Understanding the principles of user-centered design is thus important. Opportunities of user-centered design are successful outcome of the design. Range of Approaches: There are many ways to meet this LO. Evidence that would be appropriate for meeting this LO could include, but is not limited to; - Graphical Interface Design drawings - Other paper based design plans - Wireframe designs - Interactive design flow diagrams etc. - Responsive design/liquid layouts present in completed web projects Performance Standard: - Appropriate design and layout techniques have been identified for tasks undertaken - A range of design and layout techniques appropriate to task have been engaged with in the design and development of studio module media asset generation outcomes	Graduate Attributes; 1, 2, 3, 4, 5, 6.

©SAE Institute Pty Ltd 2014-2016
Title:DWD210
Filename: 1_A_UG_DWD210 Design Studio 1 (Web)_160905.pdf
Approval: National Manager of Academic Services
Version:200
Date:160905
 Page 11 of 16

		- Static, Responsive design/liquid layouts have been implemented in Studio work	
D W D 2 1 0 L O 1 1	Identify and apply a reflective process that can be used to guide future development	**Context:** Reflective Practice is a method of assessing thoughts and actions, for the purpose of development. Reflective Practice is a an evolving framework, for an method of improvement. Future development or continuous improvement is essential for any web based application or digital media. **Range of Approaches:** - Analyses and understand the future needs of the web application. - Process of information gathering technique to analyze the future development. - Document the future needs. - Apply the reflective process of thoughts, ideas and needs. **Performance Standard:** - Ability to analyze the future development needs. - Understand a range of reflective process that suitable to implement future development needs.	Graduate Attribute s; 1, 3, 4, 7.
D W D 2 1 0 L O 1 2	Implement & maintain technical frameworks that allow for collaborative production	**Context:** Collaborative production is essential in cross-industry or cross-country production. Various technical frameworks facilitate the collaborative production. **Range of Approaches:** - Implement a collaborative production guideline. - Identify technical requirements for collaborative works. - Apply technical framework that enables collaborative platform for web production. **Performance Standard:** - Ability to implement appropriate technical frameworks for collaborative works. - Analyze the needs for collaborative work process. - Implement a technical framework using Visual Studio or Dreamweaver.	Graduate Attribute s; 2, 4, 5.
D W D 2 1 0 L O 1 3	Apply ethical practice to engage responsibly with user testing	**Context:** Ethical practice is important with user testing, because in some circumstances, the test developer and the test user may not be the same person, group of persons, or organization. In such situations, the professionals involved in the testing should clarify, for the test taker as well as for themselves, who is responsible for each aspect of the testing process. **Range of Approaches:** • Qualifications of Test Users • Technical Knowledge • Test Selection • Test Administration • Test Scoring • Interpreting Test Results • Communicating Test Results **Performance Standard:** • Purposes of Testing: A clear purpose for testing should be established. Because the purposes of testing direct how the results are used. • Characteristics of Tests: Understanding of the strengths and limitations of each instrument used is a requirement. • Settings and Conditions of Test Use: Assessment of the quality and relevance of test user knowledge and skill to the situation is needed before deciding to test or participate in a testing program. • Roles of Test Selectors, Administrators, Scorers, and Interpreters: The education, training, and experience of test users determine which tests they are qualified to administer and interpret.	Graduate Attribute s; 1, 2, 6.

©SAE Institute Pty Ltd 2014-2016
Title:DWD210
Filename: 1_A_UG_DWD210 Design Studio 1 (Web)_160905.pdf
Approval: National Manager of Academic Services
Version:200
Date:160905
 Page 12 of 16

Assessment Overview:

Your results for this module, DWD210 Design Studio 1 (Web), are based on the following assessment elements. Each task is given a percentage weighting of your overall grade. Grades for assessment tasks will be reported to you based on a sliding scale from fail through to high distinction.

Assignment	
Baseline Learning Outcomes	All Baseline Learning Outcomes must be completed to pass this module
Transferable Skills - https://drive.google.com/file/d/0ByJhtB7vvlxaNk5CMUV6c1ZVamc/view	Transferable Skills Framework must be addressed to pass this module.
Exhibition	An exhibition is required to pass this module. At the end of each Studio Module, your Facilitator will arrange a publication, presentation or exhibition of some kind. This may be internal or public-facing, with industry attendees.
Reflective Presentation	A Reflective Presentation is required to to pass this module. At the end of the trimester each of you will be giving a 5-10 presentation to your peers and facilitator(s). Use this time to reflect on these aspects: 1. What you have created in the trimester 2. What you have learnt in the trimester 3. What you have learnt about your own practice during the trimester 4. What you plan to do to improve next trimester 5. Where you think you fit on the overall grade scale (see the Overall Assessment Guide for details)
Holistic Assessment	Once Baseline has been achieved, a holistic grade is assigned between Pass and High Distinction. See the Overall Assessment Guide for details. https://drive.google.com/file/d/0ByJhtB7vvlxaU3pwSmMyMDFfeWs/view

©SAE Institute Pty Ltd 2014-2016
Title:DWD210
Filename: 1_A_UG_DWD210 Design Studio 1 (Web)_160905.pdf
Approval: National Manager of Academic Services
Version:200
Date:160905
 Page 13 of 16

Transferable Skills

Working in any professional environment requires strong transferable skills. Often these skills are more difficult to develop than technical skills. During your work in Studio Modules, you have ten Transferable Skills (TSs) that you will be expected to work towards;

1. Strong Work Ethic
2. Positive Attitude
3. Effective Communication Skills
4. Time Management Abilities
5. Problem-Solving Skills
6. Acting as a Team Player

Prescribed Reading(s):

Hashimoto, A. and Clayton, M. (2009). *Visual Design Fundamentals : A Digital Approach*. Boston, MA : Course Technology

Kadavy, D. (2011). *Design for Hackers Reverse Engineering Beauty*. West Sussex, UK : John Wiley & Sons

Poggenpohl, S. and Sato, K. (Eds.). (2009). *Design Integrations : Research and Collaboration*. Chicago : Intellect, the University of Chicago Press.

Poulin, R. (2012). *Language of Graphic Design : An Illustrated Handbook for Understanding Fundamental Design Principles*. Gloucester, Mass.: Rockport Publishers

Tondreau, B. (2011). *Layout Essentials : 100 Design Principles for Using Grids*. Gloucester, Mass.:Rockport Publishers

Recommended Reading(s):

Honeywell, P. (2005). *Digital Magazine Design : With Case Studies*. Intellect Ltd.

©SAE Institute Pty Ltd 2014-2016
Title:DWD210
Filename: 1_A_UG_DWD210 Design Studio 1 (Web)_160905.pdf
Approval: National Manager of Academic Services
Version:200
Date:160905
 Page 14 of 16

Lupton, E. (2010). *Thinking with Type : A Critical Guide for Designers, Writers, Editors, and Students* (2nd ed.). New York, New York: Princeton Architectural Press

Strizver, I. (2013). *Type Rules : The Designer's Guide to Professional Typography* (4th ed.). Hoboken: John Wiley & Sons

Resources and Facilities

Word Processor
Presentation Software
Adobe Creative Cloud

Group Work

Your information pack contains a document called **Group Work Policy**. This outlines the individual team roles, responsibilities and risk mitigation strategies for students working in a group. It is essential that all group members read and understand this before undertaking group work. These guidelines look at four key responsibilities for team members:

- Equity
- Communication
- Deliverables
- Learning

©SAE Institute Pty Ltd 2014-2016
Title:DWD210
Filename: 1_A_UG_DWD210 Design Studio 1 (Web)_160905.pdf
Approval: National Manager of Academic Services
Version:200
Date:160905
 Page 15 of 16

Appendix: Supporting Documents

Studio Handbook -
https://drive.google.com/file/d/0ByJhtB7vvlxaS2FyX05hU0FvQVU/view
Overall Assessment -
https://drive.google.com/file/d/0ByJhtB7vvlxaU3pwSmMyMDFfeWs/view
Transferable Skills -
https://drive.google.com/file/d/0ByJhtB7vvlxaNk5CMUV6c1ZVamc/view
Group Work Policy -
https://drive.google.com/file/d/0ByJhtB7vvlxaMUk5VjNFbWdHV1k/view

©SAE Institute Pty Ltd 2014-2016
Title:DWD210
Filename: 1_A_UG_DWD210 Design Studio 1 (Web)_160905.pdf
Approval: National Manager of Academic Services
Version:200
Date:160905
Page 16 of 16