UNSW Course Outline

IDES3334 Industrial Design Theory C: Speculative Product Design - 2024

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General Course Information

Course Code : IDES3334
Year : 2024
Term : Term 2
Teaching Period : T2
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Built Environment
Delivery Mode : In Person
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Undergraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

Industrial Design Theory C: Speculative Product Design challenges you to transcend traditional

industrial design through speculative design practices, where imagination and critical thinking converge to create visionary product concepts. You will interrogate current norms and propose innovative solutions for tomorrow's challenges. As you navigate through this course, you will critically engage with the past, present, and future of industrial design, using this rich contextual framework to ideate products that aim to transform future societies and environments. The course fosters a space where design meets prediction, encouraging you to synthesise historical design trajectories with emergent trends to create designs that both reflect and influence the ethos of the times to come.

Relationship to Other Courses

This course is part of the Bachelor of Design within the Industrial Design specialisation.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Compare and contrast a range of disciplinary perspectives applicable to various industrial design issues.
CLO2 : Appraise the potential influences and interdependencies of industrial design problems to the natural environment and on the broader society.
CLO3 : Generate a novel idea of moderate complexity that addresses an industrial design issue.
CLO4 : Pitch design ideas effectively using visual and verbal formats.

Course Learning Outcomes	Assessment Item
CLO1 : Compare and contrast a range of disciplinary perspectives applicable to various industrial design issues.	• Reimagined Design Legacy • Future Artefact Design • Design Pitch
CLO2 : Appraise the potential influences and interdependencies of industrial design problems to the natural environment and on the broader society.	• Reimagined Design Legacy • Future Artefact Design • Design Pitch
CLO3 : Generate a novel idea of moderate complexity that addresses an industrial design issue.	• Future Artefact Design • Design Pitch
CLO4 : Pitch design ideas effectively using visual and verbal formats.	• Future Artefact Design • Design Pitch

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

This course is using a **FLIPPED CLASSROOM** pedagogy approach. This means you will need to engage with the carefully selected learning material before each class throughout the entire course. You can do this in your own time and at your convenience. The learning content prepares you in advance and provides you with the required understanding for the in class activities. Class time will be used for you to work on your assignment task, receiving comments and feedback from your lecturers while you work. It is more of a design studio type of approach rather than a seminar style learning environment. This is deemed more suitable for an Industrial Design Course.

You can find out more about the **FLIPPED CLASSROOM** pedagogy here, provided by the University of Tasmania as per below.

The term '**flipped classroom**' refers to a pedagogical model in which traditional lecture and homework elements are reversed. (Lage et al., 2000)

What is a **flipped classroom?**

The '**flipped classroom**' has been defined (by, for example, Abeysekera & Dawson, 2014) as a set of pedagogical approaches that seek to **reduce student cognitive load** and **increase student motivation** and **engagement** by:

1. moving most information-transmission teaching out of class,
2. **using class time for learning activities that are both active and social**, and
3. requiring students to **complete pre- and/or post-class activities** to **fully benefit from in-class work**.

Thus, although there is no single model for the flipped classroom, the implementation of a flipped classroom approach involves requiring **students** to **engage with interactive content focusing on key concepts** *prior to attending class*, so that *during class time* they can **participate in collaborative activities** that **clarify concepts** and **contextualize knowledge** through **application, analysis and problem solving** (Karanicolas & Snelling, 2010).

The flipped classroom has become an **increasingly popular approach** to re-imagining student

learning opportunities; particularly since the widespread adoption of online learning environments at universities has facilitated student access to content and enabled **students to study independently** of the traditional classroom (Sankey & Hunt, 2013).

Why use a flipped classroom?

Contemporary **educational research** has **consistently found** that if students have the opportunity to **preview key concepts ahead of class time**, the **face-to-face** session can be **more effectively used** for **active learning** where **concepts are analysed** and **applied** (Herein & Schiller, 2013; Karanicolas & Snelling, 2010; McLaughlin et al., 2014).

Additional Course Information

n/a

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Reimagined Design Legacy Assessment Format: Individual	30%	Start Date: 27/05/2024 01:00 PM Due Date: 17/06/2024 10:00 AM Post Date: 17/06/2024 10:00 AM
Future Artefact Design Assessment Format: Individual	40%	Start Date: 17/06/2024 01:00 PM Due Date: 08/07/2024 10:00 AM Post Date: 08/07/2024 10:00 AM
Design Pitch Assessment Format: Group	30%	Start Date: 08/07/2024 01:00 PM Due Date: 29/07/2024 08:29 AM Post Date: 29/07/2024 08:29 AM

Assessment Details

Reimagined Design Legacy

Assessment Overview

You will undertake a comprehensive analysis of a historic industrial design artifact, evaluating its contribution to the industrial design culture, in terms of its style, form, materials, and meaning. Following this analysis, you will conceptualise the artifact into a novel iteration, infused with a reinterpreted meaning. You will receive regular verbal feedback on your project in tutorials. Grading will be done against assessment criteria.

Course Learning Outcomes

- CLO1 : Compare and contrast a range of disciplinary perspectives applicable to various

industrial design issues.
- CLO2 : Appraise the potential influences and interdependencies of industrial design problems to the natural environment and on the broader society.

Detailed Assessment Description

Looking back to look forward
You will be allocated two different historic Industrial Design styles, for which you will carefully select a number of key product images and then critique their style. These images will be placed on a board for each with a 100 word description.
How do we critique style? Through describing, analysing, interpreting, and evaluating the physical product/image.

Deliverables:

A two minute presentation of:
3 x visual style boards containing images of the key products from these periods.

1 x of historic style A,
a selection of key images with a 100 word description, of each style, main elements, peak period, descriptive features, philosophy behind it i.e.: less is more, design follows function, design follows fun, minimalism, ...

1 x of historic style B,
a selection of key images with a 100 word description, of each style, main elements, peak period, descriptive features, philosophy behind it i.e.: less is more, design follows function, design follows fun, minimalism, ...

1x of your new synthesised style,
a synthesis of the 2 historic styles applied to the design of a new kettle, with a 100 word description main elements, descriptive features, philosophy behind it i.e.: complex is best

Synthesis: the combining of diverse concepts into a coherent new whole. Early 17th century: via Latin from Greek synthesis, from suntithenai ‘place together’.

Assessment Length

n/a

Submission notes

submission file type pdf, pptx, or keynote files only

Assessment information

n/a

Assignment submission Turnitin type

Not Applicable

Future Artefact Design

Assessment Overview

You will conceptualise an artefact from the future, designed to address a specific Sustainable Development Goal. You will receive regular verbal feedback on your project in tutorials. Grading will be done against assessment criteria.

Course Learning Outcomes

- CLO1 : Compare and contrast a range of disciplinary perspectives applicable to various industrial design issues.
- CLO2 : Appraise the potential influences and interdependencies of industrial design problems to the natural environment and on the broader society.
- CLO3 : Generate a novel idea of moderate complexity that addresses an industrial design issue.
- CLO4 : Pitch design ideas effectively using visual and verbal formats.

Detailed Assessment Description

Future Possibility

You will develop **3 design concepts** for a **radical** version of a **new product** in a **POSSIBLE** future. From those 3 design concepts you will select **one final concept** to **present** as **developed annotated presentation sketch** or **renders** on a digital **presentation board**.

A **Possible Future** is **NOT** a *probable, preferable or plausible* future. In class examples and in the **online reading list** will explain this difference.

Deliverables:

1x Concept Design proposal of a **radical possible future product**

Previous student examples: Extra Corporeal Uterus, Death Corner, Finger Phone, Dream Maker,…

Present in Gallery- select **top 10**

Assessment Length

n/a

Submission notes

submission file type either pdf, pptx or keynote only

Assessment information

n/a

Assignment submission Turnitin type

Not Applicable

Design Pitch

Assessment Overview

In groups, you will collaborate on a speculative design concept model that responds to an identified SDG and present to the class. Grading will be done against assessment criteria accompanied by written feedback. Individual contributions will be assessed.

Course Learning Outcomes

- CLO1 : Compare and contrast a range of disciplinary perspectives applicable to various industrial design issues.
- CLO2 : Appraise the potential influences and interdependencies of industrial design problems to the natural environment and on the broader society.
- CLO3 : Generate a novel idea of moderate complexity that addresses an industrial design issue.
- CLO4 : Pitch design ideas effectively using visual and verbal formats.

Detailed Assessment Description

Future Possibility - Pitching a **probing + compelling** future **product**

Pitching your new vision of a possible future product to the class with a short concise, compelling and engaging video ideally with sound, a hero image with a descriptive and evocative name and a model demonstrating key features of your proposed future product

Deliverables:

1 x designed render/Hero image and product name

1 x 3D or real model

1 x 30 second video

Assessment Length

30 second video

Submission notes

submission files pdf, keynote, pptx, mpeg 4, .mov. or similar

Assessment information

Your work needs to be uploaded to the specified online location before the class commences, no later than 08:30 on the day.
Remember you can ALWAYS submit your work AHEAD of the due time. My sugesstion is to aim to submit on Sunday evening at 6pm.

Assignment submission Turnitin type

Not Applicable

General Assessment Information

Any use of **AI** in **any form** has to be **acknowledged** and **clearly** indicated i.e image is **Ai** generated, name of **AI** platform. **AI** generated **images** and **design scenarios** need to be acknowledged as such.
You will need to **demonstrate** how you **critically engaged** with the **AI** produced results.

Referencing Details are provided in the Leganto Reading list.

Previous student examples will be shown in class for your reference.

Grading Basis

Standard

Requirements to pass course

The requirement to pass this course is a combined numerical grade above 50.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 0 : 20 May - 26 May	Homework	Essential Preparation, please read the e-book: SPECULATIVE EVERYTHING: DESIGN, FICTION AND SOCIAL DREAMING, by A.Dunn & F. Raby Watch first two episodes of: DESIGN HISTORY, by Matthew Bird You'll find them on the Course Moodle page READING LIST Don't stop there and explore the many resources we have carefully selected for you!
Week 1 : 27 May - 2 June	Lecture	Introduction to the course, general expectations, FLIPPED CLASSROOM explanation, discussion of assignments 1st Lecture, Design History: Looking back to look forward In class design activities Continue to engage with your online learning materials and reflect, analyse, interpret, evaluate and integrate the provided material into your project.
Week 2 : 3 June - 9 June	Workshop	In class show your previous weeks work for feedback and continue developing 2 x Industrial Design historic Style Boards. Continue to engage with your online learning materials and reflect, analyse, interpret, evaluate and integrate the provided material into your project.
Week 3 : 10 June - 16 June	Homework	Kings Birthday - NO CLASS! Continue to work on your Inndustrial Design Historic Style Boards, and SYNTHESISE these 2 historic styles into a NEW style and apply this style to the design of a new Kettle. Continue to engage with your online learning materials and reflect, analyse, interpret, evaluate and integrate the provided material into your project.
Week 4 : 17 June - 23 June	Presentation	Anita B. Lawrence Gallery, you will present in class your 2x historic style boards and our 1x new synthesised style board and the application of this style to the designed of a new kettle. You will receive feedback in class from your lectures and peers.
Week 5 : 24 June - 30 June	Lecture	Introduction to SPECULATIVE DESIGN and discussion of 2nd Assignment Discussion of Previous weeks online learning materials, followed by in class activity Continue to engage with your online learning materials and reflect, analyse, interpret, evaluate and integrate the provided material into your project.
Week 6 : 1 July - 7 July	Homework	Non Teaching Week Continue to research, explore and produce 3x RADICAL FUTURES design concepts for next weeks presentation. Continue to engage with your online learning materials and reflect, analyse, interpret, evaluate and integrate the provided material into your project.
Week 7 : 8 July - 14 July	Presentation	Anita B. Lawrence Gallery, you will present in class your 3x Radical Futures concepts You will receive feedback in class from your lectures and peers and one concept will be selected for further development. Assignment 3 will be introduced at the end of the presentation and selection process. Continue to engage with your online learning materials and reflect, analyse, interpret, evaluate and integrate the provided material into your project.
Week 8 : 15 July - 21 July	Workshop	In class work on Assignment 3, lecturers will provide feedback on your progress, methods, concept, communication, preliminary presentation and other issues as required. Continue to engage with your online learning materials and reflect, analyse, interpret, evaluate and integrate the provided material into your project.
Week 9 : 22 July - 28 July	Workshop	In class work on Assignment 3, lecturers will provide feedback on your progress, methods, concept, communication, preliminary presentation and other issues as required. Continue to engage with your online learning materials and reflect, analyse, interpret, evaluate and integrate the provided material into your project.
Week 10 : 29 July - 4 August	Presentation	Anita B. Lawrence Gallery, you will present in class your Future Possibility Product Design. You will receive feedback in class from your lectures and peers and the top 3 designs and a peoples choice award will be selected.

Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

General Schedule Information

This course is taught in a **FLIPPED CLASSROOM** pedagogy. This means you will read, watch and listen to the learning materials at your convenience in your own time before class. It is imperative that you engage thoroughly with the carefully selected content that we have provided for you, as the lectures will set the theme and context but will not provide the required learning background. Your in class time is solely to work on your assignments and get feedback from your lecturers and to discuss your work. This is more of a studio type learning environment than a classical lecture format. Flipped classroom means you are responsible for your learning.

For further information about Flipped Classroom see information from the University of Tasmania here and below:

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Course Resources

Prescribed Resources

The Leganto link on your course moodle page will have all required Learning resources.

Otherwise you'll need a computer, laptop or tablet with software that allows you to create 3d images of new product designs, prepare digital image based presentations like keynote or powerpoint or pdf documents.

Typical design software in other words.

Recommended Resources

The Leganto link on your course moodle page will have all required Learning resources.

Additional Costs

n/a

Course Evaluation and Development

We encourage and support students to maintain regular contact with the course convenor to provide informal feedback throughout the course. For specific issues or detailed feedback, please arrange a meeting with the course convenor via email.

In this course there is an option for students to provide anonymous feedback via the course's Moodle page, which is directly sent to the convenor. As a final step, students are invited to share their insights and experiences by completing the MyExperience survey. The feedback gathered each year is integral to the continuous enhancement and development of the course.

Last year was the 1st time this course was taught, it is a comparatively new course, now only in its second year, one major revision was already made.

This is the first time this course will be taught with this new content, last year the course did not include a Design History component.

Last years students commented that there was too much reading, there is still some required reading this year (after all you are at a University ranked 19th **in the world**!) but we've also provided more video and other online resources in response to last year peer comments.

Group work can be challenging and even difficult, however in real life, and in your future job (and perhaps in your current part time job), you will work in teams of people that you didn't select or might not particularly like.
So you can consider to treat group work here as a great opportunity to prepare for the reality of life outside university. We have reduced the group work assignments from two to one as a result of last year peer comments.

Last year students commented that they had to produce two videos (1x 30 sec, 1x 60 sec), this year you only have to produce one video in response to last year peer comments.
A video is a very effective communication tool that allows you to present your work even when you are not present. A video is very helpful in structuring your presentation and reducing it down to the essential content. When pitching your idea to a new client or possible employer you need to be concise, precise, effective and to the point. No one likes their time wasted with non essential infill. As your generation is so acutely aware of and very popular examples like TikTok emphasise the immense impact the video format has.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Christian Tietz		Kensington Campus, Anita B Lawrence Building, Room 2004	0414 533316	by appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding

online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the

"secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

Use of AI for assessments | UNSW Current Students

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

School Contact Information

beadmin@unsw.edu.au