



## Unit of Study Outline

# DECO3200 Interactive Product Design Studio

Semester 2, 2019 | 12 credit points

**Unit Coordinator:** Dr Callum Parker  
**email:** [callum.parker@sydney.edu.au](mailto:callum.parker@sydney.edu.au)  
**consultation hours:** by appointment

### Tutors:

Callum Parker  
Dawei Zhou  
Rachel Montgomery  
Tina Yao  
Rico Reinhold

### Lecture:

Tue 9:00am - 10:00am - Wilkinson LT 250 (Arch 1)

### Tutorials:

Tue 10:00am - 12:00pm - Wilkinson 261 Comp Studio  
Tue 10:00am - 12:00pm - Wilkinson 262 Comp Studio

### Studios:

Tue 1:00pm - 4:00pm - Wilkinson 261 Comp Studio  
Tue 1:00pm - 4:00pm - Wilkinson 262 Comp Studio

### Additional costs associated with study

There will be additional costs in the course depending on the design project. While the labs have computers, students are expected to bring their own laptops in case they wish to break out of the space with their group.

## 1. Introduction

This studio offers a context for small teams of students to apply the design, creative, and technical skills they acquired from completing previous undergraduate units to a medium-scale design project, with a strong focus on the development of high-impact portfolio pieces. During the project, all aspects of the development lifecycle will be considered, including problem identification, requirement analysis, conceptualisation, prototyping, implementation, testing, and documentation. Students are also provided with the experience of working in a team and dealing with associated challenges of communication and team management.



## 2. Schedule

Week Date	Lectures	Tutorial	Studio		Assessment Tasks
<b>1</b> 6 Aug	Introduction to the unit  Dr Callum Parker	Icebreaking activity	Choosing a stream and forming teams	Working on project	
<b>2</b> 13 Aug	Tools and methods for managing prototypes in teams  Dr Phillip Gough	Introduction to Trello  Prototype management and working with GIT repositories	Project management meeting with your studio tutor	Working on project	
<b>3</b> 20 Aug	Ideation and pitching ideas  Guest Lecturer	Ideation techniques and critique session	Project management meeting with your studio tutor	Working on project	
<b>4</b> 27 Aug	Visual communication  Guest Lecturer	Time to prepare for presentations	Assessment 1 presentations		Assessment 1 Due: 26 Aug, 23:59
<b>5</b> 3 Sep	Ergonomic design  Madeleine Borthwick	Analyse the ergonomics of your design	Project management meeting with your studio tutor	Working on project	
<b>6</b> 10 Sep	Data collection, interpretation, and iteration  Dr Joel Fredericks	Data analysis activity  Create a data collection and analysis plan for your group	Project management meeting with your studio tutor	Working on project	
<b>7</b> 17 Sep	Prototyping  Marius Hoggenmüller & Dawei Zhou	Interaction design activity	Project management meeting with your studio tutor	Working on project	



<b>8</b> 24 Sep	Playful interactions  Louis Chew	Time to prepare for presentations	Assessment 2 presentations		Assessment 2 Due: 23 Sep, 23:59
<b>AVCC Common Week</b>					
<b>9</b> 8 Oct	Designing and understanding user behaviour  Rico Reinhold from h0rse	Activity	Project management meeting with your studio tutor	Working on project	
<b>10</b> 15 Oct	Design research and beyond DECO3200  Dr Callum Parker	Activity	Project management meeting with your studio tutor	Working on project	
<b>11</b> 22 Oct	Working on project	Working on project	Project management meeting with your studio tutor	Working on project	
<b>12</b> 29 Oct	Working on project	Working on project	Final project management meeting: debrief and discuss portfolio submissions	Working on project	
<b>13</b> 5 Nov	Prepare for exhibition	Prepare for exhibition	Exhibition in the Hearth		Assessment 3 Due: 4 Nov, 23:59
<b>14</b> 12 Nov					Assessment 4 Due: 11 Nov, 23:59



### 3. Assessment Tasks

Total number of assessment tasks: 5

Assessment	Work Type (Individual or Group)	Weight	Due	Learning Outcomes Assessed
Assessment 1 Concept Proposal and Pitch	Group	20%	26 Aug @ 23:59, 2019	1, 2, 3
Assessment 2 Design Report	Group	30%	23 Sep @ 23:59, 2019	4, 5, 6
Assessment 3 Final Product and Documentation	Group	30%	4 Nov @ 23:59, 2019	4, 5, 6
Assessment 4 Portfolio	Individual	10%	11 Nov @ 23:59, 2019	6
Weekly reflective entries	Individual	10%	Continuously Assessed	7

The first four (4) assessments for the studio are designed to provide students with a structure for conducting their research through design. The last assessment exists to motivate students to keep track of their workload and ensure everyone in their team is working fairly.

#### (1) Assessment 1 Concept Proposal and Pitch

##### Assessment description

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

- Project brief (1 page)
- Background research and market analysis (up to 5 pages)
- Concept(s) (up to 10 pages) **note:** *Each concept's description should include a defined solution to the design problem detailed in the brief*
- Hardware/Software requirements (1 page)
- Group charter (1 page)
- Bibliography (no limit)

Deliverables: Concept proposal document and **separate** summary slides for the in-class pitch (2 min).

Assessment Criteria:

- Relevance and quality in response to brief
- Engaging and innovative concept
- Clearly illustrated and argued concept
- Informed by background research
- Clear, well-structured and designed visual presentation

##### Assessment category and type

Group work                      Assignment, written

**Individual or group:**

group

**Length / duration**

18 page concept proposal and 2 minute in-class pitch

**Weight**

15%

**Due date & time**Monday 26<sup>th</sup> Aug 23:59**Learning outcomes assessed**

1, 2, 3

**(2) Design Report****Assessment description**

Each group tests the concepts from the first assessment with low-fidelity prototypes, with the goal to select a prototype to take further in assessment 3. Once the final prototype is chosen, groups need to devise an implementation plan.

Deliverables:

- Visual report documenting the user testing, prototypes and evaluation
- **Separate** slides for an in-class presentation (3 min)

**Assessment category and type**

Group work                      Assignment, written

**Individual or group:**

group

**Length / duration**

30 page design report and 3 minute in-class presentation

**Weight**

20%

**Due date & time**Monday 23<sup>rd</sup> Sep 23:59**Learning outcomes assessed**

4, 5, 6

**(3) Final Product and Documentation****Assessment description**

Finalise your prototype and the design documentation of your project. Video should clearly communicate the problem, the concept, the setting, the user behaviour, the interaction and the benefits of your solution for the user.

Deliverables:

- Working Prototype
- Product video (2 min)
- Documentation



- Introduction (2 pages) – includes the core background research motivating this prototype and a rationale
- Overview of design process (3 pages) – summary of how you came to the final design
- Core functionality (4 pages) – description with illustrations of what it is and how it works
- Hardware/software requirements (1 page)
- Illustrated setup instructions (no limit)
- Known issues (no limit)
- Future work/versions (2 pages)
- Bibliography (no limit)

**Assessment category and type**

Group work                      Assignment, written with non-written elements

**Individual or group:**

group

**Length / duration**

Working prototype – 1:1 scale

Product video (Up to 2 minutes)

Documentation (Up to 25 pages)

**Weight**

30%

**Due date & time**

Submission – Monday 4<sup>th</sup> Nov, 23:59

Exhibition - Tuesday 5<sup>th</sup> Nov, 13:00 - 16:00

**Learning outcomes assessed**

4, 5, 6

**(4) Portfolio**

**Assessment description**

You will document your design ideas and prototype development in a portfolio entry presenting the works delivered and processes employed in this project. It should feature the entire process from background research, low through high fidelity prototyping and evaluations with users as well as your own reflection on the process and outcome. The submission will take the form of an external (public-facing) document, with an appendix including all references (text citations and image credits). You should write the portfolio from your perspective, i.e. focusing on your role in the design project.

Deliverables: Portfolio as a visual report

**Assessment category and type**

Submitted work                      Assignment, portfolio

**Individual or group:**

individual

**Length / duration**

10 pages (visual report)



**Weight**

10%

**Due date & time**

Monday 11<sup>th</sup> Nov, 23:59

**Learning outcomes assessed**

6

**(5) Weekly Reflective Entries**

**Assessment description**

Reflective entries need to be filled in when you work on the project to keep a record of how much each member of the team is contributing to the project. It will allow the tutor to keep track of what tasks each person is working on and whether the team is meeting the time requirements for this unit.

Deliverables: A completed reflective entry for each week (3 – 13).

**Assessment category and type**

Submitted work                      Assignment, essay

**Individual or group:**

individual

**Length / duration**

Reflective entries need to be submitted every Monday night before Tuesday's class. The submissions will be checked by your group's studio tutor and potentially discussed during your group's scheduled meeting time, from week 3 to week 13.

**Weight**

10%

**Due date & time**

Continuously assessed during semester

**Learning outcomes assessed**

7

**Assessment Results and Feedback**

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

**4. Readings and Electronic Resources**

The Canvas site for this unit can be accessed at <https://canvas.sydney.edu.au/login/canvas>.  
Canvas will be used for submission and access to external learning resources.

**5. Aims and Learning Outcomes**

This studio tasks students with exploring new interaction possibilities offered by emerging digital technologies through a design-led approach. Each year the studio is based around one or more

design projects, which address a specialised area of study. The assessment tasks centre around group work, giving students the experience of working in a small design team with their peers.

**Upon successful completion of this unit of study, you should be able to:**

1. Assess the requirements of a design problem
2. Identify which methods for ideation, prototyping and evaluation to use at what stage of a project
3. Apply ideation and design methods for developing solutions that synthesise insights from a need-finding process
4. Prototype designs that address complex problems through innovative ideas
5. Evaluate the performance and experience of a design solution
6. Reflectively document and present process and designed solutions
7. Work effectively in teams and in an interdisciplinary context

These learning outcomes support your development of the University's graduate qualities. You can read about the qualities of University of Sydney graduates online at <https://sydney.edu.au/students/graduate-qualities.html>

## 6. Learning and Teaching Policies

**Penalties for late submission of work and** related policies are included in the Resolutions of the University of Sydney School of Architecture, Design and Planning, which are available at [http://sydney.edu.au/handbooks/architecture/rules/faculty\\_resolutions.shtml](http://sydney.edu.au/handbooks/architecture/rules/faculty_resolutions.shtml). It is your responsibility to familiarise yourself with these policies. Applications for special consideration must be lodged online at [http://sydney.edu.au/current\\_students/special\\_consideration/apply.shtml](http://sydney.edu.au/current_students/special_consideration/apply.shtml).

**Academic honesty** is very important to the University of Sydney. You are responsible for ensuring that all of your University work is academically honest. Visit <http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2012/254&RendNum=0> to read the University of Sydney Academic Honesty in Coursework Policy. To foster academic honesty, the University uses Turnitin® as similarity detecting software. You should note that all of assignments submitted in this unit of study may be submitted to similarity detecting software. An online Academic Honesty Education module and Learning Centre workshops are available to help you learn how to avoid plagiarism. Visit <http://sydney.edu.au/elearning/student/EI/index.shtml> to learn about these resources.

## 7. Concerns About Teaching and Assessment

There is a three-step process to **appeal an academic decision**.

1. Informal appeal: approach the original decision maker to discuss your concerns about the academic decision (e.g. your mark). University policy requires you to raise concerns within 15 working days of the academic decision (e.g. release of mark).
2. Faculty-level appeal: if you feel that your appeal has not been adequately addressed at the informal level, you can submit a formal written appeal to the School of Architecture, Design and Planning's Academic Support Unit at [adp.asu@sydney.edu.au](mailto:adp.asu@sydney.edu.au). Your appeal should include a letter outlining the grounds for your appeal and any evidence you have to support your appeal. The Associate Dean Education or a delegate will assess the appeal and a formal outcome will be sent to you in writing. University policy requires you to file a faculty-level appeal within 20 working days of learning the outcome of the informal appeal.
3. University-level appeal: If you are dissatisfied with the findings of the formal appeal and believe that due academic process was not followed, you can submit an appeal to the Student Appeals Body within 15 days of receiving the outcome of the faculty-level appeal. For more details on Academic Appeals, see: [http://sydney.edu.au/student\\_affairs/academic\\_appeals/process.shtml](http://sydney.edu.au/student_affairs/academic_appeals/process.shtml)





There is a two-step process to **complain about a non-academic decision**.

1. Informal resolution: approach the person that you believe is responsible for the issue, explain the problem, and ask that they behave differently.
2. Make a complaint: if a problem cannot be resolved through informal resolution, or if informal resolution is not appropriate, you can refer your complaint to the Student Affairs Unit of the University.

For more details on the complaint procedures, see:

<http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2015/408&RendNum=0>

## 8. Support Services and Resources

**The Learning Centre** runs many workshops on academic skills, free of charge to all students.

Learn more at [http://sydney.edu.au/stuserv/learning\\_centre/](http://sydney.edu.au/stuserv/learning_centre/).

**The Write Site** provides online support to help you develop academic and professional writing skills and can be accessed at <http://writesite.elearn.usyd.edu.au/>.

**Disability Services** is located on Level 5 of the Jane Foss Russell Building. For further information, visit <http://sydney.edu.au/stuserv/disability/>.

**Counselling and Psychological Services** is located on Level 5 of the Jane Foss Russell Building. For further information, visit their website at [http://sydney.edu.au/current\\_students/counselling/](http://sydney.edu.au/current_students/counselling/).

**The Indigenous Tutorial Assistance Scheme** is available to assist Aboriginal and Torres Strait Islander students with their studies. To find out more, visit <https://sydney.edu.au/students/indigenous-tutorial-assistance-scheme.html>.