COURSE OUTLINE

DES222 Responsive Design and Technology

School: School of Business and Creative Industries

2024 | Semester 2

UniSC Sunshine Coast UniSC Moreton Bay	BLENDED LEARNING	Most of your course is on campus but you may be able to do some components of this course online.
Online	ONLINE	You can do this course without coming onto campus.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

Responsive design emphasises contextual awareness. This course introduces intermediate skills and concepts in interaction and experience design, with a focus on dynamic and adaptive designs that respond to the world in various ways. Topics covered include UI design for diverse devices and accessibility, wearable and awareable technology, and socially responsive design. A key project will explore responsive technology as a way of understanding the interplay between human factors, technology, and physicality.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Interactive online learning activities.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Scheduled face to face workshops.	2hrs	Week 1	10 times
Seminar – Seminar or Fieldwork	2hrs	Throughout teaching period (refer to Format)	2 times
ONLINE			
Learning materials – Interactive online learning activities.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Asynchronous online workshops	2hrs	Week 1	10 times
Seminar – Seminar / fieldwork	2hrs	Throughout teaching period (refer to Format)	2 times

1.3. Course Topics

Responsive Web Design: Design and implementation of responsive web interfaces addressing

- multiple screen sizes
- light/dark mode
- accessibility

Responding to Feedback: Iterative design processes, including

- prototyping
- user studies/focus groups
- iteration

Responding to Context: Dynamic and adaptive designs that have some awareness of the physical or environmental context such as

- ubiquitous computing, internet of things
- location-based media
- wearable and awareable technology

Socially Responsive Design: Design driven by need that considers

- social context
- ethics
- sustainability

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...		GRADUATE QUALITIES Completing these tasks successfully will contribute to you becoming...
1	Design a creative interactive media project using digital and physical forms	Knowledgeable Creative and critical thinker Empowered
2	Develop technical skills to implement responsive technology	Knowledgeable Empowered
3	Demonstrate understanding of human and cultural factors in technological design, including connections to relevant sustainable development goals (SDGs).	Ethical Sustainability-focussed
4	Demonstrate and apply an understanding of responsive design principles.	Creative and critical thinker Ethical
5	Critically evaluate the effectiveness of interactive media solutions.	Creative and critical thinker Sustainability-focussed

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

DES221 or (CSC100 and ENG103)

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

By week 4 workshops, students will have made substantial progress on an initial assessment piece, and will have received in-class feedback on their progress with this task.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Artefact - Creative, and Written Piece	Individual and Group	20%	Single or multipage web interface, with design file, and short documentation.	Week 4	Online Submission
All	2	Oral and Written Piece	Individual and Group	30%	10 minute group presentation and process journal	Week 11	Online Submission
All	3	Artefact - Creative	Individual and Group	50%	3-minute video, with associated poster or slide deck as appropriate	Exam Period	Online Submission

All - Assessment Task 1: Responsive Web Design

GOAL:	To design and implement a simple responsive web interface
PRODUCT:	Artefact - Creative, and Written Piece
FORMAT:	Working in small groups you will design and implement a responsive web interface. Each group will create a design file, and a zipped archive of functioning web interface code that realises the design. The design should explicitly target multiple screens sizes and light/dark modes, and the implementation should support these targets as well as dynamic resizing of browser windows. The design file and code archive should be accompanied by an individually written documentation of the design, interface and process. Please refer to the Assessment 1 page on Canvas for the full task brief
CRITERIA:	**No.** / **Learning Outcome assessed** 1 Quality of Design and Documentation — 1 4 5 2 Technical Achievement — 2 3 Creativity of Work — 1
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Applying technologies

All - Assessment Task 2: Project Prototype and Process documentation

GOAL:	To present documentation of project process in oral and written form
PRODUCT:	Oral and Written Piece
FORMAT:	Working in small groups you will design and develop a responsive technology project using an iterative design process including prototyping and user feedback. The design process should be documented with a process journal. This assessment involves a 10-minute oral presentation pitching your project and obtaining further feedback in class, to be incorporated into the final design. Accompanying the oral presentation you should submit the process journal online. Please refer to the Assessment 2 page on Canvas for the full task brief
CRITERIA:	**No.** / **Learning Outcome assessed** 1 Design Process — 1 3 4 2 Presentation — 4 5 3 Documentation — 4 5
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation

All - Assessment Task 3: Responsive tech project prototype

GOAL:	To present a working prototype of a responsive technology project
PRODUCT:	Artefact - Creative
FORMAT:	Working in small groups over the semester you will create a novel responsive technology project, that demonstrates some form of adaptation or dynamic configuration, and is deliberately situated in the social and environmental context. This task is to complete and document a working prototype of a piece of responsive technology. Documentation should be in video format with accompanying pitch deck. Please refer to the Assessment 3 page on Canvas for the full task brief
CRITERIA:	**No.** **Learning Outcome assessed** 1 Quality of Design and Documentation — 1 4 5 2 Technical Achievement — 2 3 Creativity of Work — 1
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Applying technologies

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

> There are no required/recommended resources for this course.

8.2. Specific requirements

Core tech requirements will be available or students to use or loan, but depending on specific project choices, students might need to obtain additional tech components. Students will need to obtain materials for fabrication, but an emphasis is on finding low-cost solutions. Online students might need to obtain additional technology.

9. How are risks managed in this course?

Risk assessments have been performed for all studio and laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au