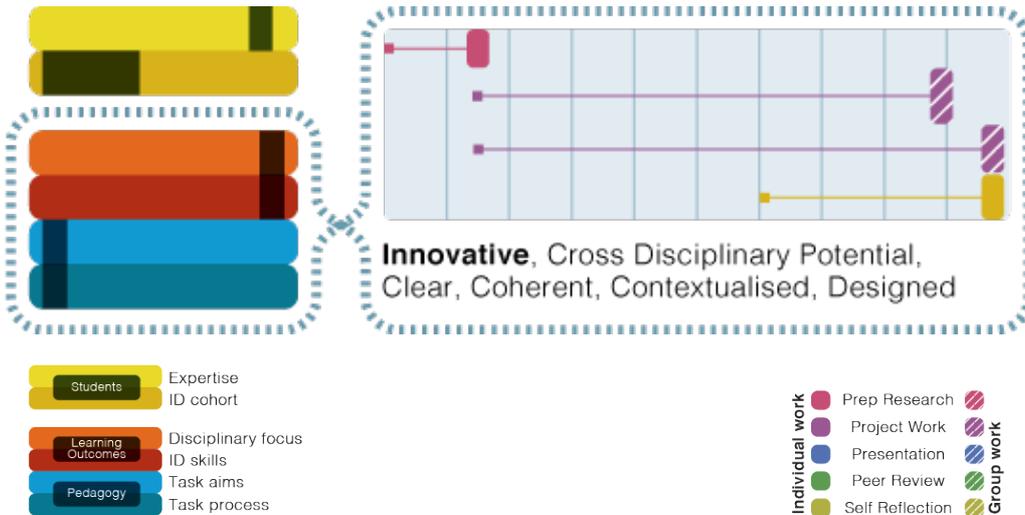


MM7

University of NSW Cross-Disciplinary Design 3



multiplemeasures.org.au



SUMMARY FOR BENCHMARKING

How well is interdisciplinary learning supported by the assessment design?

This unit allows students from a range of disciplines to develop cross disciplinary approaches for art & design through an online unit. This unit focuses on the completion and review of cross disciplinary project outcomes. Students work in groups to inform and produce projects, and reflect on own development independent of this.

How well does the assessment design fit the ID cohort?

Does it fit the level of student expertise?

This research-led approach aims to introduce students to interdisciplinary masters' level study. Considerable independent work is expected.

Does it respond to the range and style of cohort learning expectations?

This broad and scaffolded analytical approach is applicable to wide range of learning approaches. Production of project outcomes focuses primarily on work within a range of art/design focussed cohorts, and translates that approach for students from other cohorts.

How well does the assessment design align to intended ID learning outcomes?

Do the tasks and criteria sufficiently support development of students' disciplinary practices ?

The breadth of ID understanding developed via this study is then introduced to expand students' approaches to their first discipline.

Do the tasks and criteria sufficiently support development of students' interdisciplinary skills ?

The focus is on expansion of individual practice through ID project application, although projects may be completed as part of a team. ID skill development is targeted through this approach.

Do the student and staff roles influencing the direction / aims of the tasks support the ID learning outcomes?

Unit explicitly requires development of own brief via an iterative development process. This is led by the student with feedback and input from staff and students from a variety of disciplinary backgrounds.

Do the student and staff roles influencing the process / development of the tasks support ID learning outcomes?

Unit explicitly requires development of own project outcomes, building on a brief developed by the student according to his/her own interests or identified by the group. Feedback draws heavily on cross-peer group interaction, and group work where relevant, and peer comment via online environments.

UNIT/SUBJECT/COURSE OUTLINE + OUTCOMES

Online course follows on from MM5 and MM6. It will refine your critical thinking skills and capacity for creative problem solving, reinforcing awareness and appreciation of the diversity of creative approaches across disciplines. Beginning with a rigorous critical reflection of the previous two stages of Portfolio (MM5 & MM6), examine your own creative strengths and weaknesses as revealed by past peer and lecturer critiques and analysis, and identify specific disciplinary strengths.

You will be required to map the different knowledge and skills you will require, demonstrate how they will each inform your creative process, and outline what further research you will need to undertake. You will learn techniques to improve your collaboration and communication in a cross-disciplinary context, giving you the skills you need to draw upon each other's diverse disciplinary knowledge, skills and expertise as part of a community of practice – working collaboratively to help each other reach your individual goals.

Learning Outcomes:

- Develop creative concepts for cross-disciplinary art and design projects, be able to communicate them clearly and document the production process.
- Plan, structure and manage the practicalities of implementing cross-disciplinary projects.
- Take a project from iterative prototyping stages to final execution.
- Reflect upon and document the entire process.

UNIT/SUBJECT/COURSE ACTIVITIES & ASSESSMENT TASKS

Project Pitch (20%) Sketch out and pitch your idea.

Iterative Development (30%) Present short status updates to peers and lecturers constantly refining your ideas through prototypes/tests and reframing your concept and creative solution.

Final Submission & Reflection (25%) Final presentation of your project and a 12-weeks of reflection journal entries completed each week of the semester.

Documentation & Reflection (25%) Submit online your video pitch/PDF/Audio and a brief round up of your journey through the semester.

ASSESSMENT CRITERIA / MARKING

- Coherence and groundedness of creative concept. Is it based on research, facts or context?
- Clarity of initial and final presentation and its ability to communicate the key points of idea.
- Completeness of the concept pitched.
- Evidence of innovative, cross-disciplinary potential
- Level of engagement with peers, lecturers, guests and other stakeholders
- Quality and completeness of documentation
- Depth and insightfulness of self-reflection



UNSW
AUSTRALIA

| Art & Design

COFA0921

Cross-Disciplinary Art and Design 3

SEMESTER 2, 2014

COURSE INFORMATION

Units of Credit: 6

This detailed information provides background to the MM summary. The content was originally produced for the delivery of this unit/subject/course. Some content not directly relevant to the Multiple Measures project has been edited/removed.

COURSE OVERVIEW

COURSE SUMMARY

This final core course aims to refine your critical thinking skills and your capacity for creative problem solving. You will reinforce your awareness and appreciation of the diversity of creative approaches across disciplines, giving you the flexibility to adapt to changes in industry by being able to integrate new cross-disciplinary creative connections, knowledge and skills within your own practice. This course will guide you in formulating your own cross-disciplinary creative process that you will apply in the final project of your Creative Portfolio. Beginning with a rigorous critical reflection of the previous two stages of your Portfolio, you will examine your own creative strengths and weaknesses as revealed by past peer and lecturer critiques and analysis, and identify specific disciplinary strengths.

This reflective report will provide you with a starting point from which you will propose your own final creative project, which will integrate what you have learned from different electives you have studied throughout the program. You will be required to map the different knowledge and skills you will require, demonstrate how they will each inform your creative process, and outline what further research you will need to undertake. Whilst completing your projects, you will learn techniques to improve your collaboration and communication in a cross-disciplinary context, giving you the skills you need to draw upon each other's diverse disciplinary knowledge, skills and expertise as part of a community of practice – working collaboratively to help each other reach your individual goals.

At the conclusion of your Creative Portfolio project, your final task will be to analyse and evaluate the success of your own cross-disciplinary creative process in achieving your intended aims. From this, you will reflect upon how your experiences within the entire program have impacted your own personal creative practice, flexibility, adaptation to change and the ability to work successfully in a team.

IMPORTANT NOTE: Students will receive course website location and log in instructions via their UNSW email account prior to the commencement of the course.

COURSE AIMS

This is the final of the sequential series of core courses within the Master of Cross-Disciplinary Art and Design. The course will enable you to build upon your collaborative cross-disciplinary skills and methodologies, established within the first two core courses. At this level, you will be expected to propose new cross-disciplinary solutions and approaches, demonstrate critical analysis and evaluative skills, and synthesise individual disciplinary knowledge and cross-disciplinary approaches in the completion of your final Creative Portfolio project.

This course will also allow you to reflect and evaluate the cross-disciplinary skills and knowledge you have learnt in relation to your own focus area of creative practice, and refine your ability to apply this knowledge to new creative cross-disciplinary challenges. By the end of the course you will have taken your project through the entire process of concept, pitch, prototype, finished piece and documentation.

STUDENT LEARNING OUTCOMES

On completion of this course, the student should be able to:

1. Develop creative concepts for cross-disciplinary art and design projects and be able to communicate them clearly as well as document the production process.
2. Plan, structure and manage the practicalities of implementing cross-disciplinary projects.
3. Take a project from iterative prototyping stages to final execution.
4. Reflect upon and document the entire process.

TEACHING STRATEGIES & APPROACH TO LEARNING

This fully online course will comprise coursework supported by online lectures, resources and other relevant reference materials. Students will engage in both individual and group activities/projects via a series of synchronous (live) and asynchronous (recorded) group interactions. Tutor facilitated group discussions will also take place. Students will receive regular individual and group feedback throughout the course, in the form of peer and tutor reviews. Formal assessment will take place at specific stages throughout the course that recognises contributions of both an individual and group nature.

EXPECTATIONS OF STUDENTS IN THIS COURSE

Attendance/Participation

An integral part of this course is engagement in class activities. Consequently you may fail the course if you do not attend regularly even if you complete all assignments. Regular attendance is at least 80% of classes. You must actively participate in classes and complete all set work to a satisfactory standard as discussed in class.

Online attendance in this course is no different. You are expected to be online each week for a total of 3 hours. Active and regular participation is essential for a good learning environment, and good grades. It is better to check in often - 15 minutes a day or so - and leave some relevant feedback and comments in the Message Board, Talk and Feedback Area, etc. We recommend you make this a habit like checking your email. In many online courses you will receive an email from your teacher to alert you when new material is posted to the course.

However, there are no set times for this participation, and you can work at whatever time suits you best. Students who do not participate regularly seriously risk failure – just as in face-to-face courses.

Assessment

In this online course, a grade will be issued with each assessment feedback, a maximum of two weeks after submission of a project so you are completely aware of your progress in the course, and so you have a chance to improve if required. Students will *not* be issued a numerical grade for any assessment event. ONLY the following grades will be used:

Fail 0-49 (FL)

Pass 50-64 (PS)

Credit 65–74 (CR)

Distinction 75–84 (DN)

High Distinction: 85-100 (HD)

ASSESSMENT

Feedback strategy:

Feedback will be delivered to students within 2 weeks of submission of an assessment, and will be uploaded into a private area of the course website. Feedback will consist of a completed assessment rubric indicating the student's performance against the assessable criteria and a final project grade, and an audio mp3 file containing comments from the lecturer.

Assessment Task 1

Title: Project Pitch

Due: Due end of Week 2

Weighting: 20%

Assessment Synopsis (full brief in course website):

- Building upon your creative idea from core 2, or starting afresh, you must sketch out and pitch your idea.

Assessment Criteria with grading rubric:

Assessment Criteria:	Poor ✓	Satisfactory ✓	Good ✓	Very Good ✓	Outstanding ✓
<i>Coherence and groundedness of creative concept. Is this based on research, facts or context?</i>					
<i>Clarity of the initial pitch and its ability to communicate the key points of your chosen idea. Can we understand what you are planning to do and the main reasons and ideas of your project?</i>					
<i>Completeness of the concept pitched. Have you covered the entire scope of the project or are there gaps in your plans? Have you identified them and have a plan or simply left them out?</i>					
<i>Innovative, cross-disciplinary potential. Does the project have a cross-disciplinary nature behind it? In what way are you bringing two (or more) discipline mindsets together or moving out of your usual discipline area?</i>					
RECOMMENDED GRADE:					
FEEDBACK:					

Student Learning Outcomes addressed in this task:

1. Develop creative concepts for cross-disciplinary art and design projects and be able to communicate them clearly as well as document the production process.
2. Plan, structure and manage the practicalities of implementing cross-disciplinary projects

UNSW Graduate Attributes addressed in this task:

1. Capable of effective communication
2. Able to apply their knowledge and skills to solving problems

Assessment Task 2

Title: Iterative Development & Final Presentation

Due: Iterative development with short status update presentations **every 2-3 weeks**. Final presentation: **End of Week 12** – Your final presentation should be in the Submissions area by this time. You are expected to give your peers feedback and also upload your reflection and documentation (see next brief) by the end of the following week

Weighting: Iterative Development 30%, Final Submission & Reflection 25%

Assessment Synopsis (full brief in course website): You now begin your iterative development

cycle, constantly refining your ideas, through prototypes/tests and reframing your concept and creative solutions as appropriate over the semester, culminating in a final presentation of your project in the 12th week of the semester.

The exact timing of these presentation pitches will depend on how your projects are progressing, but you should expect to present your progress roughly every 2-3 weeks. Each week, you will also need to make a proposal for what you plan to do in the week and then a reflection on it at the end of the week. These can be just a paragraph or so of text in your individual feedback threads.

Assessment Criteria with grading rubric:

Assessment Criteria:	Poor ✓	Satisfactory ✓	Good ✓	Very Good ✓	Outstanding ✓
<i>Level of appropriateness and refinement of iterative design process.</i>					
<i>Synthesis of professional deployment of image, typography, developmental model/ drawing representations, digital media, etc. In short, the quality of execution.</i>					
<i>awareness of contextual issues relating to cross-disciplinary practices, environmental, ethical, social and cultural considerations relating to your project.</i>					
<i>Level of innovation and clarity of project.</i>					
<i>Level of engagement with your peers, lecturers and guests in the course (including peer reviews) and relevant third party collaborators, stakeholders, mentors and service providers</i>					
RECOMMENDED GRADE:					
FEEDBACK:					

Student Learning Outcomes addressed in this task:

2. Plan, structure and manage the practicalities of implementing cross-disciplinary projects.
4. Take a project from iterative prototyping stages to final execution.
5. Reflect upon and document the entire process.

UNSW Graduate Attributes addressed in this task:

1. Capable of independent and collaborative enquiry
2. Capable of independent, self-directed practice
3. Capable of effective communication

Assessment Task 3

Title: Documentation & Reflection

Due: End of Week 13

Title: Project submission and Portfolio C Reflection

Due: End of Week 13

Weighting: 25%

Assessment Synopsis (full brief in course website): You have been documenting your project throughout the semester, so this should be largely done. You must, in any case, present your final project to us in some form and this will involve you documenting what you have created, although your final presentation is really a video pitch or PDF and audio (see **Assessment Task 2 Brief**).

For this final documentation and reflection, you should include a very brief round up of your journey through the semester – a kind of “best of” of your previous status update documentation.

IMPORTANT: I really mean “best of”. This should not be pages and pages of text and images of *everything* you have done over the semester – your ability to edit and reflect is just as important.

Assessment Criteria with grading rubric:

Assessment Criteria:	Poor ✓	Satisfactory ✓	Good ✓	Very Good ✓	Outstanding ✓
<i>Quality and completeness of documentation.</i>					
<i>Evidence of managing the project's ups and downs</i>					
<i>Depth and insightfulness of self-reflection.</i>					
RECOMMENDED GRADE:					
FEEDBACK:					

Student Learning Outcomes addressed in this task:

1. Develop creative concepts for cross-disciplinary art and design projects and be able to communicate them clearly as well as document the production process.
2. Plan, structure and manage the practicalities of implementing cross-disciplinary projects.
4. Take a project from iterative prototyping stages to final execution.
5. Reflect upon and document the entire process.

UNSW Graduate Attributes addressed in this task:

1. Capable of effective communication
2. Capable of independent and collaborative enquiry
3. Capable of independent, self-directed practice
4. Capable of effective communication

TOPICS AND DATES

Week	Date	Activity	Tasks Due
1	28 July	Introduction to course, Assessment 1 kick-off, first inspiration lecture & talking point	
2	4 August	Continuation of talking point discussions Working on Assessment 1	Pitch due
3	11 August	Launch of Assessment Task 2 – Iterative Development Iterative project development	
4	18 August	Inspiration lecture 2 and Talking Point Iterative project development for Assessment Task 2	
5	25 August	Iterative project development for Assessment Task 2	
6	1 September	Iterative project development for Assessment Task 2	1st Project Status Update Presentation
7	8 September	Inspiration lecture 3 and Talking Point Iterative project development for Assessment Task 2	
8	15 September	Iterative project development for Assessment Task 2	2nd Project Status Update Presentation
9	22 September	Non-Teaching Week	
		Mid-Semester Break	
10	6 October	Inspiration lecture 4 and Talking Point Iterative project development for Assessment Task 2	
11	13 October	Iterative project development for Assessment Task 2	3rd Project Status Update Presentation
12	20 October		Final Project Presentation Due
13	27 October	Peer feedback on project submissions	Documentation & Reflection (Portfolio C) due