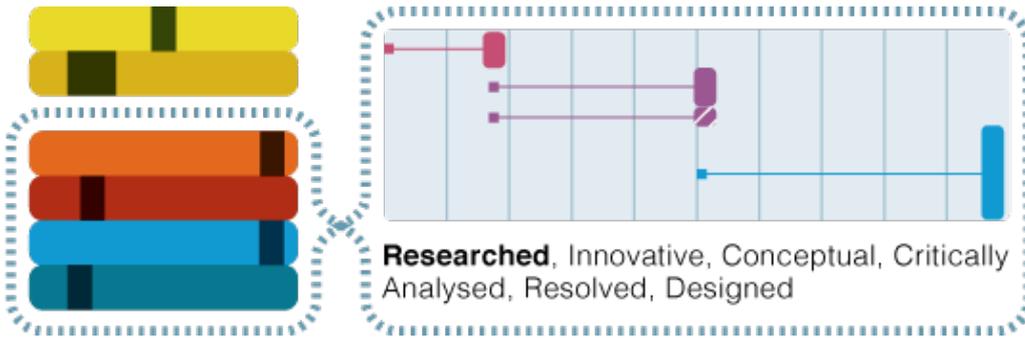


# MM8



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**Researched, Innovative, Conceptual, Critically Analysed, Resolved, Designed**

- Students** Expertise  
ID cohort
- Learning Outcomes** Disciplinary focus  
ID skills
- Pedagogy** Task aims  
Task process

- Individual work** Prep Research
- Project Work
- Presentation
- Peer Review
- Self Reflection
- Group work**

## SUMMARY FOR BENCHMARKING

### How well is interdisciplinary learning supported by the assessment design?

Studies offer students three focus issues within a shared theme. The theme is not discipline specific, allowing engagement by students from a range of backgrounds. Students engage with these projects individually, alongside students from other design disciplines.

### How well does the assessment design fit the ID cohort?

#### Does it fit the level of student expertise?

Professional practice component is developed to appeal to, and to test, a skillset for senior undergrad year levels.

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

The project focused approach is suitable for the selected, art/design-focused cohort.

### 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 study extends a student's advanced level of undergrad practice within a thematic context by interaction with a second (proximal) discipline.

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

Some development of broad ID skills via a teamwork event (10%), however focus is on extending individual discipline practices.

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

Staff frame the aims and direction of the unit. Students develop a response to this, as part of the further development of the project.

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

Students develop the project response, and interactively develop its aims. This is aligned with the goals of the unit, and the focus on the extension of skills and approaches relevant to professional practice.

## UNIT/SUBJECT/COURSE OUTLINE + OUTCOMES

This integrated project invites 3<sup>rd</sup> year undergraduate students to engage with the future of food. This project is one of three and focuses on Reframing Food Systems and proposes that the city is “cognitively impaired” in regard to its connection to the land.

Students develop a design response to the brief across their two 3<sup>rd</sup> year studio courses. Over the course of this project you will be presented with an integrated lecture series.

### Learning Outcomes:

The design/learning outcomes should clearly evidence the integration of two design disciplines studied and demonstrate innovative explorations of a conceptually driven, studio enacted design solution reached by creating and testing design prototypes and corresponding end user experience. 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

**Response to the Brief (20%)** Research a thematic issue framed by the ‘Seeding the Future Integrated project that lies within the scope of your selected design brief. Write a 1500 word illustrated response to the brief outlining your research, a contextual overview of your ideas and a conceptual framework for a design solution, its development and resolution.

**Design, Development and Engagement (20%)** Develop a design presentation summarising the project proposal, print on 1 x A1 board (portrait). Accompanied by preliminary a research journal sketch models of solutions, prototypes, colour /material swatches, research and results of experiments.

**Open Day Research Project Teamwork (10%)** Attend and participate in the open day research project. Write a 500-word reflection on the Open Day Research Project Teamwork and complete Teamwork Evaluation form.

**Design Outcomes and Presentation (50%)** Set up finished design work and supporting documentation. Prepare and submit a 2-minute project documentary video presentation of your project and design solution.

## ASSESSMENT CRITERIA / MARKING

- Presentation clearly articulates the project proposal.
- Written proposal is clearly written, well organised and appropriately cited.
- Evidence of advanced development of sketch drawings/models and other studio work clearly identified against the brief and conceptual framework
- Evidence of original solutions are clearly organised, visually rich representation of the project’s essence and development as an integrated outcome.
- Final design outcome evidences the implementation of research, testing, analysis and application to a high degree of resolution.
- The video communicates an inspiring project narrative employing rich visual and sonic language to articulate a conceptual framework and convey a design solution that is innovative and relevant to the brief; contextualises the design response, development and solution with respect to it’s aims, significant stakeholders, and the relevance of its outcomes.