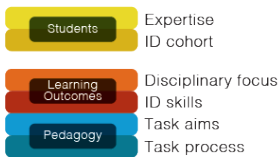
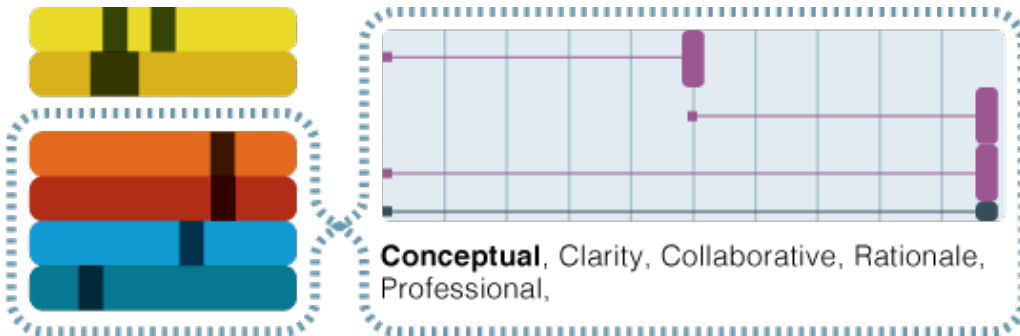


MM35

Monash University Interdisciplinary Design



multiplemeasures.org.au



SUMMARY FOR BENCHMARKING

How well is interdisciplinary learning supported by the assessment design?

This ID activity included students from a number of different but related disciplines in their response to a brief set by a client. The brief was refined by staff to offer each particular discipline a particular and focused role within the whole. The location of the project and the studio as part of a travelling studio, based in Italy with supporting / related field trips, formed a group by the nature of its 'difference'. Disciplinary differences may be considered somewhat secondary in this context.

How well does the assessment design fit the ID cohort?

Does it fit the level of student expertise?

This example brings together students from a range of design-focused disciplines as part of a travelling studio based in Italy. Students are from 2nd and 3rd year. The framing of the projects within a limited and particular locale, and in terms of scale, 'contains' student activities productively. Students live and work together, forming a cohesive group and offering incidental support and focus.

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

Students involved in this unit are from a number of design backgrounds, including communication and industrial design. These students work with architecture students from the same faculty, to respond to a brief provided by a local client.

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

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

Students are challenged to develop their own disciplinary interests and to identify the contribution they will make to a group undertaking. Projects are devised to offer elements relevant to each of the disciplines - these are treated independently but to be coordinated within a whole. Architecture students took on a coordinating role for the projects, and students from other design disciplines contributed graphics or industrial design work aligned with the group response.

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

The development of broad interdisciplinary skills is supported by the team approach to production. Negotiation of conflicting agendas is part of the learning within the project, but mediated by the treatment of sections of the work as relatively independent and for individual submission.

Do the student / staff roles influencing project direction / aims support the ID learning outcomes?

Staff contributed to the identification of opportunities for this built project, and the development of an initial brief through contact with the client and identification of sites. Students worked in teams to refine the brief in response to emergent issues and opportunities.

Do the student / staff roles influencing project process / development support ID learning outcomes?

Students worked as teams to develop responses to the project. Staff contributed to these discussions, both formally through teaching, and also informally by virtue of the location of the studio and the nature of the small travelling group. A series of related study tours informed the development of students' work, and were designed and organised by staff.

UNIT/SUBJECT/COURSE OUTLINE + OUTCOMES

This 2nd and 3rd year interdisciplinary studio environment unit, provides through team-based project activities and problem-based learning, the application of knowledge and techniques from the students' individual design disciplines, whilst solving a complex multi-faceted design problem. The unit is run in Monash's Prato campus and the offshore context requires students to respond in a conscious and critical manner to the local environment, and to exercise entrepreneurial skills to research.

Learning Outcomes:

- Operate constructively as part of a team
- Contribute as a discipline-specific designer within an interdisciplinary design context
- Support and assist other design specialists
- Develop observation, research and information gathering skills conducted in an unfamiliar cultural context
- Conduct critical enquiry and provide summative reviews of self and peers.

UNIT/SUBJECT/COURSE ACTIVITIES & ASSESSMENT TASKS

Exercises and Projects: 90%

- **The Everyday and the Monumental: Symbols of Monash Prato Centre 30%** - Communication design students are to investigate the symbols of Prato with Architecture students investigating the surrounding structures.
- **From Here to There and Somewhere In-between 30%** - Mapping project designed to increase students understanding and application of design principles, unity, variety, balance, hierarchy, scale, rhythm, motion and time.
- **Riversibility (Individual Contribution) 30%** - A group project investigating Bike Share Exchanges at the river's edge in Prato. Working together in teams Architecture, Communication Design and Industrial Design students were required to visualise and document the ways in which the existing Bike Share Exchanges can be activated for the greater community. Each team redesigned a Bike Share Exchange with supporting artefacts relevant to the individual disciplinary focus of the team member.

Attendance and Participation: 10%

ASSESSMENT CRITERIA / MARKING

- Strength of concept
- Clarity and legibility
- Rationale
- Format e.g. deliverables, medium, material, appropriate scale
- Overall quality of presentation (visual and verbal)

DGN2000 - Interdisciplinary Design

6 points

Undergraduate - Unit

Faculty

Art, Design and Architecture

Organisational Unit

Department of Design

Offered

Prato

Trimester 2 2016 (Day)

Synopsis

The interdisciplinary studio environment, provides through team-based project activities and problem-based learning, the application of knowledge and techniques from the students individual design disciplines, whilst solving a complex multi-faceted design problem. Offshore context requires students to respond in a conscious and critical manner to the local environment, and to exercise entrepreneurial skills to research.

Outcomes

On successful completion of this unit, students should be able to:

1. operate constructively as part of a team
2. contribute as a discipline-specific designer within an interdisciplinary design context
3. support and assist other design specialists
4. develop observation, research and information gathering skills conducted in an unfamiliar cultural context
5. conduct critical enquiry and provide summative reviews of self and peers.

Assessment

Exercises and projects: 90%

Attendance and participation: 10%

Workload requirements

8 studio hours and 14 hours of independent study per week.