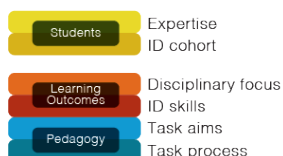


MM33

Monash University
Interior Architecture Studio



multiplemeasures.org.au



SUMMARY FOR BENCHMARKING

How well is interdisciplinary learning supported by the assessment design?

This ID activity allowed students to draw on the expertise and contribution of a number of collaborators and consultants including staff. Students worked on an installation to present journals and research resources to academic staff and research students from a range of disciplines within art and design, responding in effect to an interdisciplinary client group that included research managers. The project offered students exposure to a wide range of perspectives and values, and asked them to integrate these in the development of a designed and constructed response. Students participated in the construction of the outcome, including the design of costumes and the choreography of a performative component. Students restaged part of the exhibition for assessment, and also made individual submissions framing their own perspective of the project as part of a folio and reflective component.

How well does the assessment design fit the ID cohort?

Does it fit the level of student expertise?

Fourth year interior architecture students in this unit/course/subject worked with professionals from related and different disciplines on the development of a designed response investigating research references through design. Developing skills that support the integration of differing viewpoints and skillsets offers relevant learning for this cohort in their final semester of the course/program, and can be directly translated to a professional skillset.

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

Students involved in the project were from a particular discipline with staff or consultants from different or complementary disciplines. The integration of a variety of perspectives can be seen as an opportunity for the extension or expansion of personal skillsets and perspective, but not necessarily an extension of the disciplinary learning focus.

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

How well do the tasks and criteria support development of students' disciplinary practices?

The focus of the unit was primarily on the extension of students' personal disciplinary practice. The focus of the design work, presenting research references and journals to academic staff from art and design disciplines asked students to work beyond their own background, but treated stakeholders as clients rather than collaborators. In addition, colleagues and advisors from different backgrounds and with differing perspectives collaborated in the development and delivery of the exhibition outcome and is supporting collateral.

How well 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. Students were encouraged and supported to develop key professional and integrative skills.

How well 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. Staff were active in the translation of the client's needs, effectively directing many parts of the project with a view to the final design. Students worked with project collaborators, including staff, to refine the brief in response to emergent issues.

How well do the student / staff roles influencing project process / development support ID learning outcomes?

The development of design proposals, the construction of the installation and participation in its delivery via performance were the key elements of student engagement. These were undertaken with input from staff and consultants. Students' individual reflections and framing of the undertaking also formed a significant portion of the assessment tasks, culminating in individual presentations within a whole group exhibition at the conclusion of semester. This exhibition was additional to the project installation, and was staged by the students. Formal submission of a portfolio at the conclusion of the study drew on all of these perspectives and experiences in individual submissions.

UNIT/SUBJECT/COURSE OUTLINE + OUTCOMES

“The Abstract designed by Monash University Interior graduates is an ambitious exhibition project exploring unorthodox spatial realms of reading rooms. The exhibition reinvents the tradition of a reading room environment within a gallery context to promote prestigious academic journals with the aim to engage early career academics to the realities and benefits of publishing. The exhibition challenges ideas around non-traditional research and what it means to be a researcher in creative practice today. Incorporating typography, performance, fashion and choreography The Abstract provokes discussion around interdisciplinary modes of interior architecture practice.”

Dr Matt Bird, Senior Lecture, Monash University Art Design + Architecture <http://www.studiobird.com.au/home/>

GENERAL OUTLINE

This unit is available to all 4th year students enrolled in the Interior Architecture Studio. Projects are student-generated and complex, usually addressing specialised contexts. Building code and other statutory requirements are researched and resolution of these issues is required as part of the project requirements. Students undertake research studies in specific contemporary discourses and practices pertaining to their project, which may include interior, environmental and architectural design and related social theory. Students develop and articulate their individual project approaches and design philosophies in studio discussion, whilst planning their design process and scheduling the project demands through the semester.

Learning Outcomes:

- Demonstrate understanding of a specialist application of interior architecture, with particular reference to relevant contemporary interior, environmental and architectural design and discourse; and the complexity of human needs that this interior architecture application addresses
- Articulate a personal aesthetic, cultural and social position relative to it
- Combine this understanding and capability with the development of an interior architecture project brief and schematic designs that can lead to a high degree of resolution of all project factors
- Communicate various stages of the project with high quality presentations
- Self-manage the scheduling of project work
- Identify, understand and be capable applying the pertinent planning, building code, and other statutory requirements
- Observe and employ occupational health and safety principles and rules appropriate to studio practice.

UNIT/SUBJECT/COURSE ACTIVITIES & ASSESSMENT TASKS

Project Planning Assignment 10%

Public Presentation at Mid Semester - At mid-semester reviews students will receive formal verbal and written feedback of work-in-progress based on public presentation to a panel.

Public Presentation at Final Review - At final reviews students will receive formal verbal feedback from a jury of lecturers and guest critics (including outside academics and/or practitioners) and the feedback can be incorporated to revise and expand projects prior to the final portfolio submission.

Folio Submission - The final submission included individual framing of student perspectives on the project via a reflective exegesis, contextualised with reference contemporary writing and discourse.

ASSESSMENT CRITERIA / MARKING

- Level of design strategies and ideas
- Level of design development and materialization of ideas
- Quality of verbal and graphic presentation
- Adherence to presentation requirements set for the studio per outlines and handouts
- Work demonstrates a progression to a level of competence in interior architectural design. Critically analyses and responds appropriately to a studio topic and brief.
- Shows skills in observation, analysis, experiment and critique in the interior architectural design process.
- Demonstrated competent skills in graphic and 3-dimensional presentation.
- A moderation panel will review portfolios to ensure parity across individual design studios.



Unit Guide

IAR4117

Interior architecture studio 7

Semester 1, 2016

Unit handbook information

Synopsis

Projects are student-generated and complex, usually addressing specialised commercial contexts. Building code and other statutory requirements are researched and resolution of these issues is required as part of the project requirements. Students undertake research studies in specific contemporary discourses and practices pertaining to their project, which may include interior, environmental and architectural design and related social theory. Students develop and articulate their individual project approaches and design philosophies in studio discussion, whilst planning their design process and scheduling the project demands through the semester.

Mode of delivery

Caulfield (Day)

Workload requirements

6 studio hours and 18 independent study hours per week

Academic overview

Learning outcomes

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

1. demonstrate understanding of a specialist application of interior architecture, with particular reference to relevant contemporary interior, environmental and architectural design and discourse; and the complexity of human needs that this interior architecture application addresses
2. articulate a personal aesthetic, cultural and social position relative to it
3. combine this understanding and capability with the development of an interior architecture project brief and schematic designs that can lead to a high degree of resolution of all project factors
4. communicate various stages of the project with high quality presentations
5. self-manage the scheduling of project work
6. identify, understand and be capable applying the pertinent planning, building code, and other statutory requirements
7. observe and employ occupational health and safety principles and rules appropriate to studio practice.

Unit schedule

Week	Activities	Assessment
0	Studio Balloting	No formal assessment is undertaken in week 0
1	Assessment 1 tasks	
2	Assessment 1 tasks	
3	Assessment 1 tasks	
4	Assessment 1 tasks	
5	Assessment 1 tasks	
6	Assessment 1 tasks	
7	Public presentation at mid semester	Assessment 1
8	Assessment 2 tasks	
9	Assessment 2 tasks	
10	Assessment 2 tasks	
11	Assessment 2 tasks	
12	Assessment 2 tasks	
	SWOT VAC	No formal assessment is undertaken in SWOT VAC
14	Public Examination at final review	Assessment 2
15	Culmulative portfolio submission	Assessment 3+4

Teaching approach

A series of studio-based seminars will form the primary mode of teaching. These will structure project-based learning aimed at emphasizing design as the core integrative discipline within architecture.

Operating within a studio environment, seminars will provide a forum for on-going feedback and monitoring of individual progress, while encouraging group discussion, critique and self-reflection. Occasional lectures and site visits will supplement the studio-teaching context. These will provide the opportunity for specialist input as well as industry and community engagement.

Assessment summary

Major design projects: 90% + Project planning assignment: 10%

Assessment task	Value	Due date
Public presentations at mid semester	Qualitative indicators of performance provided	Week 7
Public presentations at final review	Qualitative indicators of performance provided	Week 14

Assessment task	Value	Due date
Folio submission	Qualitative indicators of performance provided	Week 15

Assessments will consist of presentations at mid-semester, the end of the semester and a final portfolio submission, digital and/or hardcopy, comprising the entire semester's body of work. Conducted as a project-based architecture studio, written and verbal assessment of work-in-progress will be provided at key points during each project to ensure students receive formal feedback at the mid-semester and final reviews prior to final submission.

Assessment requirements

Assessment tasks

This unit is conducted as a project-based interior architecture studio and all students are expected to complete three primary tasks:

- 1) Public presentations at mid semester;
- 2) Public examination at final reviews;
- 3) A cumulative portfolio submission. In preparation for reviews and folio submission student will undertake a series of tasks as specified in the studio outlines provided by individual instructors and made available on the unit's Moodle website. Students are also expected to attend department-sponsored lectures.

Assessment task title: Public presentations at mid semester

Task value: Qualitative indicators of performance provided

Task due date: Week 7

Details of task: :At mid-semester reviews students will receive formal verbal and written feedback of work-in-progress based on public presentation to a panel.

Presentation requirements: See studio outlines and handouts for specific requirements, which may differ by studio group.

Mode of Delivery: On-campus, Caulfield

Criteria for marking:

- Level of design strategies and ideas
- Level of design development and materialisation of ideas
- Quality of verbal and graphic presentation How studio topics and issues are addressed
- Adherence to presentation requirements set for the studio per outlines and handouts

Assessment task title: Public presentations at final review

Task value: Qualitative indicators of performance provided

Task due date: Week 14

Details of task: At final reviews students will receive formal verbal feedback from a jury of lecturers and guest critics (including outside academics and/or practitioners) and the feedback can be incorporated to revise and expand projects prior to the final portfolio submission.

Presentation requirements: See studio outlines and handouts for specific requirements, which may differ by studio group.

Public examination at final reviews is a compulsory requirement. Failure to present at the final review may result in a 30% deduction from final mark.

Mode of Delivery: On-campus, Caulfield

Criteria for marking:

- Level of design strategies and ideas
- Level of design development and materialisation of ideas
- Quality of verbal and graphic presentation How studio topics and issues are addressed
- Adherence to presentation requirements set for the studio per outlines and handouts

Assessment task title: Folio submission

Task value: Qualitative indicators of performance provided

Task due date: Week 15

Details of task: The final portfolio submission, hardcopy and/or digital, should comprise the entire semester's body of work. The portfolio should include a collation of projects completed during the semester along with project development work and a record of all physical model making undertaken.

Presentation requirements: See studio outlines and handouts for specific requirements, which may differ by studio group.

Criteria for marking: Portfolios will be assessed based on the demonstrated progress and achievement of individual studio outcomes including:

- Work demonstrates a progression to a level of competence in interior architectural design. Critically analyses and responds appropriately to a studio topic and brief.
- Shows skills in observation, analysis, experiment and critique in the interior architectural design process.
- Demonstrated competent skills in graphic and 3-dimensional presentation.
- A moderation panel will review portfolios to ensure parity across individual design studios.

Standard Unit Grading Schema

Code	Grade	Mark	GPA value
HD	High Distinction	80 - 100	4
D	Distinction	70 - 79	3
C	Credit	60 - 69	2
P	Pass	50 - 59	1
N	Fail	0 - 49	0.3
WN	Withdrawn Fail		0

Faculty guidelines for grading schema

High Distinction 80-100 HD

Exceptionally clear understanding of subject matter and appreciation of issues; well organised, with formulated and sustained presentation and response to critique. Addresses all the specific objectives with many to a high standard. Evidence of creative insight and originality.

Distinction 70-79 D

Strong grasp of subject matter and appreciation of key issues; addresses all the specific objectives, with several to a high standard; clearly developed presentation and response to critique. Evidence of creative and solid work.

Credit 60-69 C

Competent understanding of subject matter and appreciation of the main issues; addresses all the specific objectives, some reasonably well. Clearly developed presentation and response to critique; well prepared and presented.

Pass 50-59

Satisfactory. Appreciation of subject matter and issues. Addresses all the specific objectives; work generally lacking in depth and breadth. Often work of this grade demonstrates only basic comprehension or competency. Work of this grade may be poorly prepared and presented. Investment of greater care and thought in organising and structuring work would be required to improve.

Fail 0-49 N

Unsatisfactory. Evidence of lack of understanding of subject, minimal or inadequate comprehension and does not address all the objectives. Work is often inadequate in depth and breadth and sometimes incomplete or irrelevant; lack of care and thought in organising and structuring work.