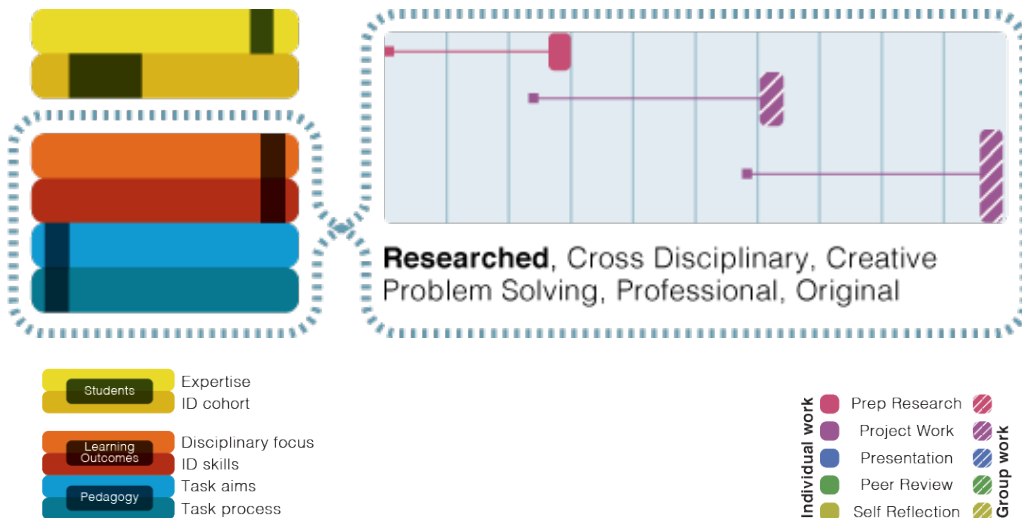


MM6

University of NSW Cross-Disciplinary Design 2



multiplemeasures.org.au



SUMMARY FOR BENCHMARKING

How well is interdisciplinary learning supported by the assessment design?

This unit introduces students from a range of disciplines to cross disciplinary approaches for art & design through an online unit. This unit focuses on the development of cross disciplinary project proposals. Students identify themes and allocate themselves to teams for further work.

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.

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 knowledge about ID approaches developed through the previous unit (MM5) is brought to students' individual approaches.

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. Develop a deeper understanding of cross-disciplinary practice through researching a series of essays written by a variety of academics and creative practitioners worldwide, about approaches to cross-disciplinary art and design practice.

Produce a rationale regarding relationships and potentials of contemporary cross-disciplinary approaches to your own creative practice.

Learning Outcomes:

- Understand and demonstrate connections and differences between a range of different disciplinary creative practices.
- Apply cross-disciplinary approaches to a creative solution across two disciplines
- Develop an awareness of taking a holistic cross-disciplinary viewpoint when approaching a creative problem

UNIT/SUBJECT/COURSE ACTIVITIES & ASSESSMENT TASKS

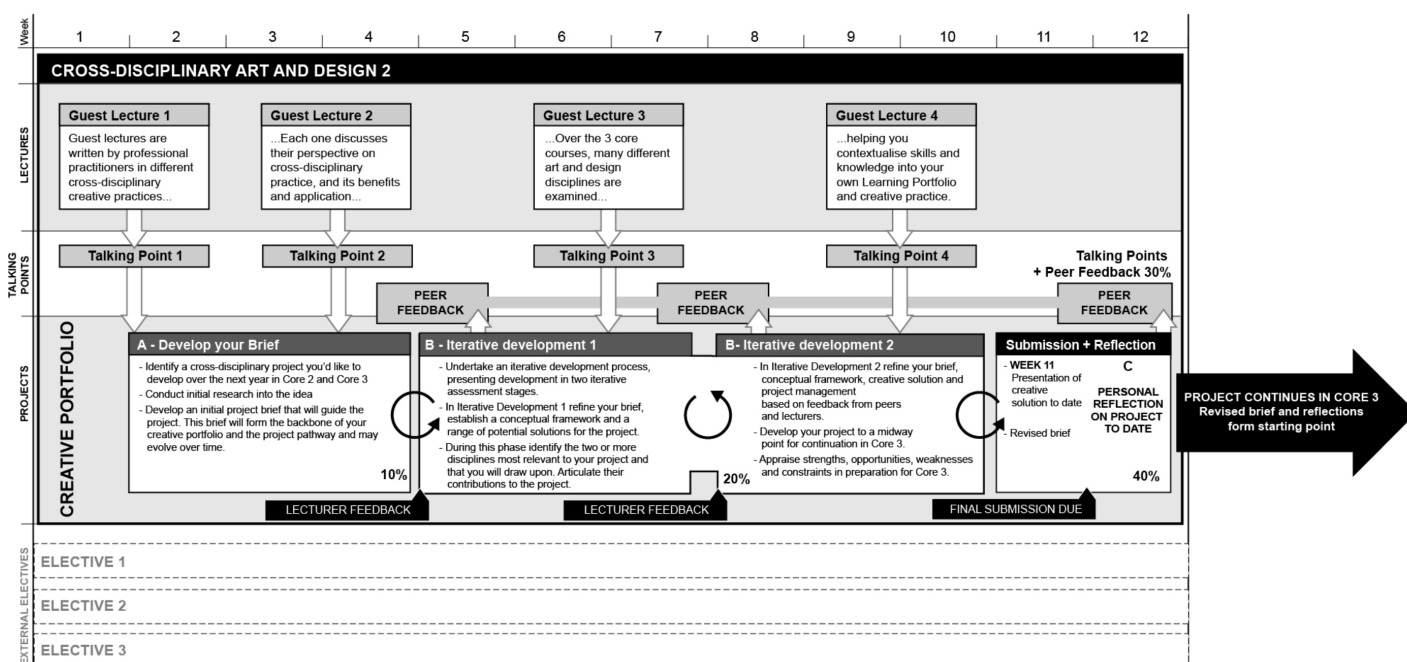
Creative Portfolio A – Develop your brief (20%) Choose one cross-disciplinary art or design project to investigate in depth as a case study. Conduct initial research into the idea and develop an initial project brief.

Creative Portfolio B – Iterative development 1 (30%) Undertake an iterative development process, refine your brief and establish a conceptual framework and a range of potential solutions for the project. Identify and articulate two or more disciplines most relevant to your project.

Creative Portfolio C – Iterative development 2 (50%) Further refine your brief, conceptual framework, creative solution and project management based on feedback from peers and lectures. Develop your project to a midway point for continuation in next semester. Present revised brief and produce a personal reflection on the project to date.

ASSESSMENT CRITERIA / MARKING

- Depth of relevant research, suitability of aims and objectives to the context established in the brief
- Evidence of cross-disciplinary process/relationships within the project
- Level of appropriateness and refinement of iterative design process
- Synthesis of professional deployment of brief.
- Level of engagement with peers, lecturers and other stakeholders
- Presentation of creative/original design solution





UNSW
AUSTRALIA

| Art & Design

COFA0921

Cross-Disciplinary Art and Design 2

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 course is the second stage of the core sequence of study in the Master of Cross-Disciplinary Art & Design and the Graduate Diploma of Cross-Disciplinary Art & Design. It builds upon previous learning outcomes and materials from the introductory core course: Cross-Disciplinary Art and Design 1 (COFA0990).

Throughout this course, you will be presented a series of essays, written specifically by a variety of academics and creative practitioners worldwide, about approaches to cross-disciplinary art and design practice. Through differing perspectives, the essays aim to further extend your own knowledge of terminologies and definitions regarding cross-disciplinary creative approaches. You will be asked to demonstrate your level of understanding by beginning to form a rationale regarding relationships and potentials of contemporary cross-disciplinary approaches to your own creative practice.

In addition, you will be required to extend your personal Portfolio by demonstrating, through a written essay, connections that can be made between information gathered, and outcomes produced, from your various elective course choices. You will also be asked to demonstrate how such connections can be significant in relating to a practical and assessable cross-disciplinary creative project.

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 second of the sequential series of core units within the Master of Cross-Disciplinary Art and Design, to be conducted in the second session of the program (*for full time students; the second year of the program for part time students*). The course material will endeavour to extend the fundamentals of cross-disciplinary art and design practice from the first core, into a deeper practice-led exploration of the similarities and differences between different disciplinary creative processes and applications.

As such, the core is crucial for further enhancing students' cross-disciplinary communication and collaboration skills, and for establishing a sense of context for the final stage of the program to follow. This is valuable to the student because it helps deeper cross-disciplinary reflection of their multi-disciplinary learning experiences within the elective units, and opens the student to new ways of thinking, working and collaborating with people outside of their own field of experience.

STUDENT LEARNING OUTCOMES

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

1. Appreciate the advantages of taking a holistic cross-disciplinary viewpoint when approaching a creative problem
2. Understand and demonstrate connections and differences between a range of different

disciplinary creative practices

3. Apply cross-disciplinary approaches to a creative solution across two disciplines

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: Portfolio A - Develop your brief

Due: Due end of Week 4

Weighting: 20%

Assessment Synopsis (full brief in course website):

- Identify a cross-disciplinary project you'd like to develop over the next year in Core 2 and Core 3.
- Conduct initial research into the idea
- Develop an initial project brief that will guide the project. This brief will form the backbone of your creative portfolio and the project pathway and may evolve over time.

Assessment Criteria with grading rubric:

Assessment Criteria:	Poor ✓	Satisfactory ✓	Good ✓	Very Good ✓	Outstanding ✓
<i>Clarity and level of detail in relation to the development of the brief</i>					
<i>Depth of relevant research</i>					
<i>Suitability of aims and objectives to the context established in the brief</i>					
<i>Relevance and appropriateness of the project</i>					

<i>Evidence of cross-disciplinary process/relationships within the project</i>					
<i>Evidence of research into precedents, potential deliverables, materials and contextual issues in relation to the brief presented.</i>					
<i>Appropriate level of writing and visual presentation</i>					
RECOMMENDED GRADE:					
FEEDBACK:					

Student Learning Outcomes addressed in this task:

1. Appreciate the advantages of taking a holistic cross-disciplinary viewpoint when approaching a creative problem
2. Understand and demonstrate connections and differences between a range of different disciplinary creative practices
3. Apply cross-disciplinary approaches to a creative solution across two disciplines

UNSW Graduate Attributes addressed in this task:

1. Understanding of their discipline in its interdisciplinary context
2. Capable of independent and collaborative enquiry
3. Enterprising, innovative and creative

Assessment Task 2

Title: Portfolio B – Iterative development 1

Due: End of Week 8

Weighting: 30%

Assessment Synopsis (full brief in course website):

- Undertake an iterative development process
- Refine your brief, Establish a conceptual framework and a range of potential solutions for the project
- During this phase identify the two or more disciplines most relevant to your project and that you will draw upon. Articulate their contributions to the project.

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,</i>					

<i>developmental model/drawing representations, digital media etc. that communicate the relationship between the brief, your research, conceptual approaches and production specifications, budget etc.</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 engagement with: 1. your peers, lecturers and guests in the course (including peer review) and 2. relevant collaborators, stakeholders, mentors and service providers in accordance with the needs and context of your project and the disciplines informing the anticipated outputs from the project.</i>					
<i>ability to facilitate appropriate quality and level of communication through the iterative development of brief, conceptual framework, ideas in visualisation and presentation.</i>					
<i>Presentation of creative/original design solution(s)</i>					
RECOMMENDED GRADE:					
FEEDBACK:					

Student Learning Outcomes addressed in this task:

1. Appreciate the advantages of taking a holistic cross-disciplinary viewpoint when approaching a creative problem
2. Understand and demonstrate connections and differences between a range of different disciplinary creative practices
3. Apply cross-disciplinary approaches to a creative solution across two disciplines

UNSW Graduate Attributes addressed in this task:

1. Understanding of their discipline in its interdisciplinary context
2. Capable of independent and collaborative enquiry
3. Enterprising, innovative and creative

Assessment Task 3

Title: Portfolio B Iterative development 2

Due: End of Week 12

Title: Project submission and Portfolio C Reflection

Due: End of Week 13

Weighting: 50%

Assessment Synopsis (full brief in course website):

- In Iterative Development 2 refine your brief, conceptual framework, creative solution and project management based on feedback from peers and lecturers
- Develop your project to a midway point for continuation in Core 3
- Appraise strengths, opportunities, weaknesses and constraints in preparation for Core 3
- WEEK 12 Presentation of creative solution to date
- Presentation of revised brief
- Personal reflection on the project to date

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. that communicate the relationship between the brief, your research, conceptual approaches and production specifications, budget etc.</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 engagement with: 1. your peers, lecturers and guests in the course (including peer review) and 2. relevant collaborators, stakeholders, mentors and service providers in accordance with the needs and context of your project and the disciplines informing the anticipated outputs from the project.</i>					
<i>ability to facilitate appropriate quality and level of communication through the iterative development of brief, conceptual framework, ideas in visualisation and presentation.</i>					
<i>Presentation of creative/original design solution(s)</i>					
Reflection					
<i>Clear layout and structure of report and good use of language</i>					
<i>Evidence of reflection in relation to learning experiences</i>					
<i>Sound reasoning and support of arguments or position</i>					

<i>Depth and coherence of analysis</i>					
RECOMMENDED GRADE:					
FEEDBACK:					

Student Learning Outcomes addressed in this task:

1. Appreciate the advantages of taking a holistic cross-disciplinary viewpoint when approaching a creative problem
2. Understand and demonstrate connections and differences between a range of different disciplinary creative practices
3. Apply cross-disciplinary approaches to a creative solution across two disciplines

UNSW Graduate Attributes addressed in this task:

1. Understanding of their discipline in its interdisciplinary context
2. Capable of independent and collaborative enquiry
3. Enterprising, innovative and creative

TOPICS AND DATES

Master of Cross-Disciplinary Art and Design (MCDartDes) Cross-Disciplinary Art and Design 2 (Core)

