# MM19

**University of Tasmania**
**WWW.Design**

**Researched**, Knowledge - Technical & Form, Collaborative, Creatively Resolved

**Students** — Expertise / ID cohort

**Learning Outcomes** — Disciplinary focus / ID skills

**Pedagogy** — Task aims / Task process

Individual work | Group work
- Prep Research
- Project Work
- Presentation
- Peer Review
- Self Reflection
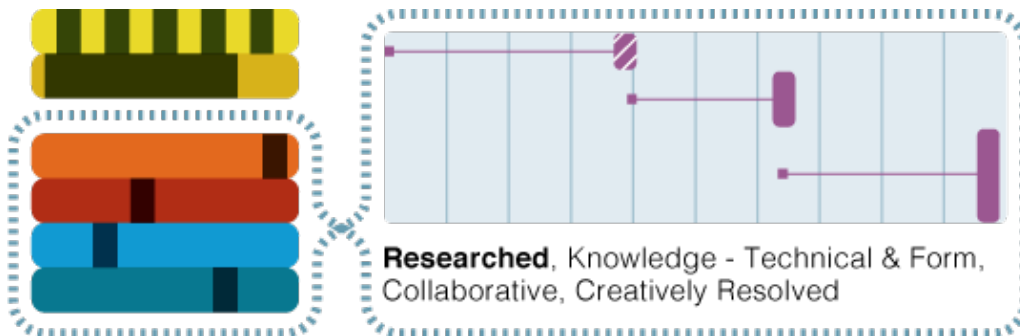
## SUMMARY FOR BENCHMARKING

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

This study aims at expanding a student's skill set, through a well scaffolded, student-orientated project. The key ID contribution is from a range of perspectives delivered by staff acting as 'consultants' to assist innovative development of students' individual projects.

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

**Does it fit the level of *student expertise*?**
Carefully scaffolded unit/subject/course is suitable for early year levels, but open ended outcomes encourages experimentation for more mature students. The study is suitable for multiple year levels and may also be supported by a relatively small cohort size, allowing more personal support by staff.

**Does it respond to the *range and style of cohort learning expectations*?**
The unit/course/subject supports variety of learning interests and cultures in the content explored, however bias towards art learning culture in the format for development.

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

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

Extends/deepens particular skills and knowledge that students may then connect to their 'home discipline' focus or interests.

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

Some group activity early in the unit/subject/course supports the development of broad interdisciplinary skills by exposing students to others from different backgrounds or interest areas, however the main focus is on students' disciplinary development.

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

Student directed outcomes are encouraged within a broad framework set out by staff.

**Do the student and staff roles influencing the *process / development* of the tasks support ID learning outcomes?** Structured, staff-driven process determines students' progress and activity throughout the study, although the particular forms of engagement may respond to students' preferred approaches to the content (e.g. pragmatic/utilitarian focus vs speculative explorations).

# UNIT/SUBJECT/COURSE OUTLINE + OUTCOMES

Course will extend a students understanding of the internet as a whole, its structure, history and the relationship between society and technology. Students will learn about strategies for creating and implementing effective web approaches and develop a functional website. This elective unit is available to all students across any year level or degree.

**Learning Outcomes:**
- Develop and express concepts and information through web design in response to project briefs
- Demonstrate your technical knowledge of web design by constructing a functioning site
- Demonstrate your knowledge of the formal properties of web sites (layout, navigation and architecture)
- Demonstrate an awareness of the influence of social dynamics on emerging tends in web sites

# UNIT/SUBJECT/COURSE ACTIVITIES & ASSESSMENT TASKS

**Blue Sky (20%)** In groups come up with a brainstorm a great idea for a web service, you'll need to workshop, research existing sites and refine your ideas so it is a viable idea that could seek Venture Capital. Develop your concept to a design mock up stage and submit a Photoshop mockup of the site and a succinct description/pitch describing your concept (up to 250 words).

**Static Site with HTML and CSS (30%)** Develop a simple wireframe using HTML and then transform it using CSS to create a visually appealing and functional static site. Submit a reflection statement of 200 words and the static site of 3 or more pages.

**A Functioning Website (50%)** Design and build a functional website (or functional enough to demonstrate how the site will function). The site can be speculative or utilitarian, but must be discussed and agreed upon with the lecturer. You need acknowledge the content and software used in your site where it is not entirely your own work. The submission needs to be accompanied by a reflection statement (200 words) outlining your intentions for the project and your perception of its successes and failures.

# ASSESSMENT CRITERIA / MARKING

- Expression – the practical and creative resolution of ideas
- Knowledge (Form) – The formal use of design elements: Layout and navigation
- Knowledge (Technical) – How well does the site function
- Research & Analysis
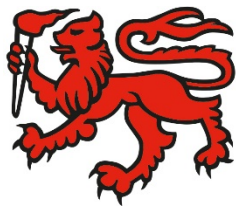
Tasmanian College of the Arts

Faculty of Arts

# FSE253/353
# WWW DESIGN

Semester 2, 2015

Unit Outline

# Contents

UNIVERSITY of TASMANIA

# WHAT IS THE UNIT ABOUT?

Having a website is essential for professional artists and designers. Being able to select an appropriate web strategy and design and implement it have become mainstream skills for designers and communications.   By undertaking this unit, you will extend your understanding of the internet as a whole, its structure, its history, the relationships between society and technology. You will learn about strategies for creating and implementing effective web strategies, and develop a functional website project.

*Why should you want to study this unit?*

Because the internet and the World Wide Web are poised to become the global dominant communication medium - it is also one of the most democratic.  Virtually all companies, organisations, and creative individuals such as artists and designers have a web site.  To operate in this culture as an artist or designer you need to have a website, studying this unit will help you decide on the right type of site, develop an effective design or help you communicate your ideas and needs to others in the industry.

*What will you learn?*

You will learn a bit of history about the internet, how it developed and an overview of how it currently works.  We will look at the ecology of the internet, the social forces that drive its evolution.  We will discuss the social aspects that make a site successful – the theory of network utility.

On a practical level you will gain an understanding of the domain naming structure of the internet, and how to use it to locate yourself.   We will discuss the evolving standards that drive the development of the internet, and the URL naming system.

Web documents separate content from layout, and we will build some basic sites using low level tools to gain an understanding of structuring content using HTML and layout using CSS.  Beyond this we will survey some of the current tools and approaches to constructing dynamic production web sites.

Finally (and most importantly) we will explore what design means for web sites, and look at what a design process might involve in going from client through to a live production site.

*How will you learn these things?*

There will be some presentation and technical demonstration in this unit, but as the WWW is an evolving thing, the class will also participate in joint discovery through discussion and collaboration.

As with all school of Art units, the emphaisis is upon learning through making, so you will be required to make some functional web sites through which you will develop your understanding of screen layout and information design.

## Intended Learning Outcomes*

On completion of this unit at a intermediate (FSE253) / advanced (FSE353) level, you should be able to:

1. Develop and **express** concepts and information through web design in response to project briefs

2. Demonstrate your technical **knowledge** of web design by constructing a functioning site.

3. Demonstrate your **knowledge** of the formal properties of web sites (layout, navigation and architecture)

4. Demonstrate an awareness of the influence of social dynamics on emerging trends in web sites

## Graduate Quality Statement

Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from the Course Coordinator. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania's Graduate Quality Statement.

> The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills and develop creative and critical literacies and skills of inquiry. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability. Through respect for diversity and by working in individual and collaborative ways, our graduates reflect the values of the University of Tasmania.

## Alterations to the unit as a result of student feedback*

This unit has been evolving over 20 years, the WWW also continues to evolve as does the way we engage with it, and the tools for building web sites.  The unit is regularly

updated to keep content relevant and up to date. Your feedback and comments are essential for delivering an effective unit.

This unit requires intermediate level computer skills. You should have a solid grasp of digital imaging, and technical proficiency with layout software, or writing software would be an advantage. Discipline with and awareness of file naming and filing protocols are essential.

# HOW WILL I BE ASSESSED?*

## Assessment schedule*

| Assessment task | Date due | Percent weighting | Links to Intended Learning Outcomes |
|---|---|---|---|
| Assessment Task 1: "Blue Sky" | 13th August 5:00 pm | 20% | All |
| Assessment Task 2: Static Site | 10th September, 5pm | 30% | All |
| Assessment Task 3: A Functioning Website | 19th October, 5pm | 50% | All |
| | | | |

## Assessment details*

## Assessment task 1

| Task description | "Blue Sky" - Site Design Research and Photoshop Mockup site |
|---|---|
| | You and your group have come up with a great idea for a web service. You now need to workshop and refine this idea so that you can seek Venture Capital (or Philanthropic) funding. Your project doesn't have to necessarily look like it will make money immediately, they will primarily fund innovative ideas for both small and large sites and services. Remember many of the most valuable internet brands operate by giving something away for nothing. |
| | With your design team you must 'brainstorm' for new ideas, do some research into existing sites and services and develop your concept to a design mock up stage. This might consist of 3-5 page layouts developed in Photoshop which demonstrate the interface |

| | and organisation of the site. |
|---|---|
| | For this project you will need to work in a group to generate ideas, research the background around the idea for related sites and technologies, and to develop a layout and prototype. Your may choose to work on individual ideas in your group or concentrate on exploring an idea collectively. |
| | Your final design (individual) submission should address the following: |
| | • A succinct description or pitch describing your concept (up to 250 words), including some evidence of research and analysis of sites that have similar or related to your concept. How is your idea new or different to existing sites. |
| | • An Photoshop mockup of the site. This would consist of mockups of 3-5 pages with links between the pages. |
| Assessment criteria | Assessment of this task will be based on the following criteria. Note these criteria will be interpreted at an intermediate level for FSE253 and an advanced level for FSE353. Note that as this is partly a group project, the concept can be entirely a group effort, or at some stage it can 'fork', that is individual members can take the project in their own direction. It is expected though that each submission is based on individual work.<br><br>• Expression<br><br>• Knowledge (Form)<br><br>• Research and Analysis |
| Links to unit's intended learning outcomes | All |
| Date due | **Thursday 13th August by 5:00 PM MYLO DROPBOX ONLY** |

## Assessment task 2

| Task description | **Static Site with HTML and CSS**<br><br>You will start by making a simple "wire frame" site using HTML, and then transform it using CSS into a visually appealing and functional static site.<br><br>You can use as your content / design for the site either the Photoshop mock up pages from the Blue Sky project, or you can start designing your final "functional" web site.<br><br>Your Static Site submission should consist of the following:<br><br>• A reflection statement (up to 200 words) analysing your work |
|---|---|

| | and its strengths and weaknesses. |
|---|---|
| | • The static site itself should consist of at least three fully developed pages, but may consist of more.  The site should function in an "offline mode" (e.g. from a thumbdrive) as well as an "online mode" (i.e. through a web server). |
| Assessment criteria | Assessment of this task will be based on the following criteria.  Note these criteria will be interpreted at an intermediate level for FSE253 and an advanced level for FSE353.<br><br>• Expression<br><br>• Knowledge (Form)<br><br>• Knowledge (Technical) |
| Links to unit's intended learning outcomes | Learning Outcomes 1 (expression), 2 (technical knowledge), 3 (design knowledge) |
| Date due | **5:00 pm Thursday September 10<sup>th</sup> MYLO submission ONLY** |

## Assessment task 3

| | |
|---|---|
| Task description | **A Functioning Website**<br><br>Design and build a functional web site (or functional enough to demonstrate how the site will function).  The site can be speculative or utilitarian, but must be discussed and agreed upon with the lecturer.<br><br>Also please note, you can not submit the same work for assessment twice.  If you are continuing development of a previous site then it must be substantially redesigned / restructure so there is something that can be assessed.  If in doubt ask!<br><br>The submission should be accompanied by a reflection statement (up to 200 words) outlining your intentions for the project (what were you trying to achieve), and your perception of its successes and failures.<br><br>You need to acknowledge the content and software used in your site where it is not entirely your own work.  Submissions that have been submitted for other forms of assessment or were made outside the period that this semester this unit was taught will not be accepted for assessment. |
| Assessment criteria | Assessment of this task will be based on the following criteria.  Note these criteria will be interpreted at an intermediate level for FSE253 and an advanced level for FSE353.<br><br>• Expression – the practical and creative resolution of ideas<br><br>• Knowledge (Form) – The formal use of design elements: layout and navigation. |

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|---|---|
| | • Knowledge (Technical) – How well does the site function. |
| Links to unit's intended learning outcomes | Learning Outcomes 1 (expression), 2 (technical knowledge), 3 (design knowledge) |
| Date due | **5:00 pm Monday 19th October – submission via MYLO ONLY!** |

## How your final result is determined*

See the 2015 TCotA Student Induction Information Handbook, Hunter Street, for further details of the art program policy on review of assessment processes.

## Submission of assignments*

Submission for all tasks should be digital, and will only be accepted via the designated MYLO dropbox.  Please note that submitting large files via MYLO will only work on campus, and that MyLO file upload will reject filenames using some punctuation characters – particularly '/'.

## Unit schedule

| Week | Date beginning | Topic/ Module/ Focus Area | Activities | Resources/ Readings/ Further Information |
|------|---------------|---------------------------|------------|------------------------------------------|
| 1 | July 17 | What's happening to us ? What does the internet mean for the world – group discussion<br><br>A critical look at web design. | Class exercises: Terms and Conditions | |
| 2 | July 24 | Introduce 'Blue Sky' | Blue Sky workshop<br>Site prototyping group activity | |
| 3 | July 31 | Creating a Mockup website in Photoshop. | Blue Sky workshop | |
| 4 | August 7 | Blue Sky – Crit / Presentation | | |
| 5 | August 14 | Making Static sites – Mark Up with HTML | **Blue Sky submission** | |
| 6 | August 21 | Styling with CSS<br><br>Layout with CSS | Static site workshop | |
| 7 | August 28 | Web Typography | Static Site Critique | |
| | | **Mid Semester Break September 4** | | |
| 8 | September 11 | Web Apps and Content management systems. | **Static Site Submission** | |

| | | | |
|---|---|---|---|
| **9** | September 18 | Selecting a platform for your site.  Theming. | workshop |
| **10** | September 25 | What is Web Design - reprise | workshop |
| **11** | October 2 | Workshop | |
| **12** | October 9 | Critique self directed website | |
| **13** | October 16 | Workshop | |

| Blue Sky – 20% | | | | | |
|---|---|---|---|---|---|
| Criteria | HD | DD | CR | PP | NN |
| **Expression** | To develop the concept you: | To develop the concept you: | To develop the concept you: | To develop the concept you: | You: |
| This is about the concept, and how you have developed and interpreted that idea. Expression is how you use technique and formal knowledge to communicate your intent. Does your prototype communicate what you intended? | • Had an innovative and interesting idea<br>• Considered and found an innovative approach to realising it.<br>• Powerfully communicated your intent through your prototype. | • Had an innovative or interesting idea<br>• Considered and found a solid approach to realising it.<br>• Effectively communicated your intent through your prototype. | • Had a solid idea<br>• Considered your approach to realising it<br>• Communicated your intent through your prototype. | • Had an idea<br>• Communicated aspects of your intent through your prototype | • Had an idea |
| **Knowledge - Form** | To create the prototype you: | To create the prototype you: | To create the prototype you: | To create the prototype you: | You: |
| An understanding of the formal properties of the design, its layout, information structure and navigation. You use your knowledge of formal properties to make decisions and to compose and refine your idea. | • Developed a highly effective organisation of information on the page and the site.<br>• Developed a navigation concept that would allow seamless movement through the site.<br>• Developed an effective layout. | • Developed an effective organisation of information on the page and the site.<br>• Developed a navigation concept that would allow fluid movement through the site<br>• Developed an effective layout. | • Organised information on the page and the site.<br>• Developed a navigation concept that would allow movement through the site.<br>• Developed a layout. | • Partially organised information on the page and the site.<br>• Described a navigation system.<br>• Developed a layout. | • Made some mockup web pages |
| **Problem Solving – Research and Analysis** | To develop the concept you: | To develop the concept you: | To develop the concept you: | To develop the concept you: | You: |

| Have you checked that your idea hasn't been done before – if it has why didn't it succeed? Who has done something similar, or similar to aspects of your project? What is it about your approach that might succeed? | • convincingly and clearly articulate the direction and strategy for producing the site.<br><br>• demonstrate insight through the analysis of your concept against a range of references. | • clearly articulate the direction and strategy for producing the site.<br><br>• demonstrate some insight through the analysis of your concept against a range of references. | • describe the direction and strategy for producing the site<br><br>• provide a solid context for your concept through a range of references. | • describe the direction and for producing the site<br><br>• provide some context for your concept through some references. | • Referred to a web site |
|---|---|---|---|---|---|

| Static Site – 30% | | | | | |
|---|---|---|---|---|---|
| Criteria | HD | DD | CR | PP | NN |
| Expression | To develop the concept you: | To develop the concept you: | To develop the concept you: | To develop the concept you: | You: |
| This is about the concept, and how you have developed and interpreted that idea. Expression is how you use technique and formal knowledge to communicate your intent. Does your prototype communicate what you intended? | • Had an innovative and interesting idea<br>• Considered and found an innovative approach to realising it.<br>• Powerfully communicated your intent through your prototype. | • Had an innovative or interesting idea<br>• Considered and found a solid approach to realising it.<br>• Effectively communicated your intent through your prototype. | • Had a solid idea<br>• Considered your approach to realising it<br>• Communicated your intent through your prototype. | • Had an idea<br>• Communicated aspects of your intent through your prototype | • Had an idea |
| Knowledge - Form | To create the prototype you: | To create the prototype you: | To create the prototype you: | To create the prototype you: | You: |
| An understanding of the formal properties of the design, its layout, information structure and navigation.<br>You use your knowledge of formal properties to make decisions and to compose and refine your idea. | • Developed a highly effective organisation of information on the page and the site.<br>• Developed a navigation concept that would allow seamless movement through the site.<br>• Developed an effective layout. | • Developed an effective organisation of information on the page and the site.<br>• Developed a navigation concept that would allow fluid movement through the site<br>• Developed an effective layout. | • Organised information on the page and the site.<br>• Developed a navigation concept that would allow movement through the site.<br>• Developed a layout. | • Partially organised information on the page and the site.<br>• Described a navigation system.<br>• Developed a layout. | • Made some mockup web pages |
| Knowledge - Technique | To construct the site you: | To construct the site you: | To construct the site you: | To develop the site you: | You: |

| The level of craft and skill displayed in making the site. Functionality for a web site, is pages that load quickly, being portable to different locations, working on different browsers, being easy to maintain. | • Were ambitious and successful in your use of technology.<br>• Developed a site that was highly functional. | • Were ambitious or successful in your use of technology.<br>• Developed a site that was functional. | • Used appropriate technology for you site.<br>• Developed a site that was functional. | • Developed a site that was largely functional | • Made some web pages |
|---|---|---|---|---|---|
| A Functioning Web Site 50% | | | | | |
| Criteria | HD | DD | CR | PP | NN |
| Expression | To develop the site you: | To develop the site you: | To develop the site you: | To develop the site you: | You: |
| This is about the idea for your site, and how you have developed and interpreted that idea. Expression is how you use technique and formal knowledge to communicate your intent. Does your site communicate what you intended? | • Had an interesting idea<br>• Considered and found an innovative approach to realising it.<br>• Powerfully communicated your intent through the site. | • Had an interesting idea<br>• Considered and found a solid approach to realising it.<br>• Effectively communicated your intent through the site. | • Had a solid idea<br>• Considered your approach to realising it<br>• Communicated your intent through your site. | • Had an idea<br>• Communicated aspects of your intent through your site | • Had an idea |
| Knowledge - Form | To create the site you: | To create the site you: | To create the site you: | To create the site you: | You: |

| An understanding of the formal properties of the design, its layout, information structure and navigation.<br>You use your knowledge of formal properties to make decisions and to compose and refine your site. | • Developed a highly effective organisation of information on the page and the site.<br>• Developed a navigation system that allowed seamless movement through the site.<br>• Developed an effective layout that successfully accommodated the screen space. | • Developed an effective organisation of information on the page and the site.<br>• Developed a navigation system that allowed fluid movement through the site.<br>• Developed an effective layout that accommodated the screen space. | • Organised information on the page and the site.<br>• Developed a navigation system that allowed movement through the site.<br>• Developed a layout that accommodated the screen space. | • Partially organised information on the page and the site.<br>• Developed a navigation system.<br>• Developed a layout. | • Made some web pages |
|---|---|---|---|---|---|
| **Knowledge - Technique** | To construct the site you: | To construct the site you: | To construct the site you: | To develop the site you: | You: |
| **The level of craft and skill displayed in making the site.**<br>**Functionality for a web site, is pages that load quickly, being portable to different locations, working on different browsers, being easy to maintain.** | • Were ambitious and successful in your use of technology.<br>• Developed a site that was highly functional. | • Were ambitious or successful in your use of technology.<br>• Developed a site that was functional. | • Used appropriate technology for you site.<br>• Developed a site that was functional. | • Developed a site that was largely functional | • Made some web pages |