

| | Page |
|---|-------------|
| Course Staff | 1 |
| Course Information | |
| Aims | 2 |
| Teaching Strategies | 2 |
| Learning Outcomes | 2 |
| Assessment | 2 |
| Definitions | 2 |
| Assessment Definitions | 3 |
| The Role of the Supervisor | 3 |
| Course Schedule | 4 |
| Studio Materials | 4 |
| Resources for students | |
| Course References | 5 |
| Other Resources | 5 |
| Academic Misconduct | |
| Academic Honesty and Plagiarism | 6 |
| Safety Information | |
| Occupational Health and Safety Procedures | 7 |
| Administrative Matters | |
| Attendance | 8 |
| Workload Expectations | 8 |
| Late Submission | 8 |
| Special Consideration | 8 |

This document has been produced by the Course Coordinator. Courses and any arrangements for courses including projects and staff allocations as stated in this publication are an expression of intent only. The School of Design Studies reserves the right to discontinue or vary arrangements at any time without notice. Information has been brought up to date as at 6 July 2007, but may be amended without notice by the School.

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Course staff

| | |
|----------------------------|------------------------------------|
| Course Coordinator: | Katherine Moline |
| | Room G107 |
| | Phone 9385 0652 |
| | Email k.moline@unsw.edu.au |
| | Consultation Monday 5-6pm |

COURSE INFORMATION

Units of Credit:

6UOC

Hours per week:

2 hour Seminar: Monday 6-8pm regular consultations with your supervisor, and independent research.

Course Aims:

The Honours Project draws together the knowledge and skills you have developed in courses you have completed in Design Studio, Design History and Theory and Practices of Research. The Honours Project provides you with opportunities to develop approaches to framing a studio project in a scholarly context and/or to write about design at an advanced level.

The Honours project assists you reach your goals for the future by: forming part of your portfolio when seeking design employment in research and development; supporting your development in preparing research applications for grants; and/or supporting your development of design projects for competition and exhibition. You are encouraged to develop research projects that have potential for further research in the academic context, in the Master of Design (Honours), the Master of Philosophy, or the Doctor of Philosophy at the University of New South Wales.

Teaching Strategies:

The course comprises supervision by a design lecturer, participation in a series of weekly seminars with the Honours Coordinator, and a significant amount of self-directed study. Your supervisor will provide advice on the relevant literature, advise you of approaches to practices of research in the design context, and communicate their expectations of the development of the research. The seminars explore aspects of design research from a range of perspectives to support the integration of the multiple facets of effective research. It is important to remember that the Honours Project is not an exegesis.

Learning outcomes:

On successful completion of the Honours Project it is expected that you will be able to:

- 1 Develop a research question or hypothesis for research in a design context.
- 2 Describe specific aims of a clearly defined and focused aspect of the topic.
- 3 Describe a background to the research derived from a literature review of refereed texts on the topic.
- 4 Develop a convincing argument for the significance of the research in a description of how the research comments on and/or tests published claims and frameworks in design scholarship.
- 5 Describe the contribution your research will make to design scholarship.
- 6 Select a methodology/ies from your Practices of Research course notes and identify the strengths and limits of the selected methodology/ies.
- 7 Integrate ethical considerations and protocols for design research: that involves humans in interview; and/or usability testing; and/or integrates occupational health and safety protocols for research involving materials and production research.
- 8 Plan a research strategy to fit a designated timeframe.
- 9 Describe an implementation of a selected research methodology/ies in a pilot study.
- 10 Communicate your analysis of research findings derived from the pilot study in a written account and, where appropriate, provide supporting visual documentation and/or visual representations of statistical, or visual documentation of materials development and testing.
- 11 Provide documented evidence of the research that substantiates the conclusions drawn from the research.
- 12 Describe and analyse the research process and findings in a written report at an advanced level.
- 13 Demonstrate compliance with University policy and copyright law in the application of scholarly referencing conventions for concepts, quotations of writing by others, and the visual reproduction of existing designs photographed by others.
- 14 Present a scholarly text that is edited and proof read at a scholarly level.

Formative feedback is provided by your supervisor, your peers and other supervisors at the presentations of:

- Background presentation Learning outcomes: 1-8, 10, 14.
- Pilot Study analysis Learning outcomes: 9-11, 14.

Additional formative feedback is provided by your supervisor for the 1st draft of your Honours Project (week 11). Learning outcomes: 1-14.

ASSESSMENT

The final Honours Project is summatively assessed on the basis of your completed research report in week 14. The research report is assessed by your supervisor (50%), and an external assessor (50%). The process is adjudicated by the Honours coordinator. Successful completion of the course with a grade above Credit (65%) will lead to the award of the Bachelor of Design (Honours).

4802 BDes - Honours grade is determined on the basis of the following weightings:

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| SDES4104 Honours Project | 70% |
| SAED4051 Practices of Research in Art, Design and Education | 15% |
| SDES4101 Design Studio Project | 15% |

If your supervisor considers that your Background chapter, Pilot study analysis or 1st Draft of the Research Report demonstrates insufficient development you will be advised in a meeting with your supervisor, the Honours coordinator and/or the Head of School.

ASSESSMENT CRITERIA

Honours Project research paper

| | |
|---------------------------------------|-----|
| Research context and objectives | 10% |
| Application of a conceptual framework | 30% |
| Evidence of research methodology/ies | 20% |
| Reflective analysis | 30% |
| Clarity of communication | 10% |

Honours Project studio research

| | |
|---------------------------------------|-----|
| Research context and objectives | 10% |
| Application of a conceptual framework | 30% |
| Evidence of research methodology | 20% |
| Reflective analysis | 30% |
| Clarity of communication | 10% |

ASSESSMENT DEFINITIONS

Research Context and Objectives: To address this criterion your paper must clearly describe your research topic, the specific objectives your research aims to address, and explain why the topic is significant to the design field. Significance depends on your knowledge of what is already known about your topic, that is, the background to the topic. The background consists of your summary of an extensive and focused literature review of texts that discuss and debate your topic in design literature.

Application of a conceptual framework: The conceptual framework describes how the research relates to a theoretical or conceptual framework that you have studied in Design History and Theory. Your conceptual framework must identify who has written about the topic before in design literature (philosophy, design practice, and/or design theory), and describe their accounts in design terms. Your research can contribute to design knowledge of the topic by testing the existing theory in ways that provide additional or up-to-date knowledge of the topic, or challenge accepted points of view in the literature. The relevance of a conceptual framework is that it provides you with a 'lens' through which to examine the evidence you collect in your pilot study. It is not enough that you identify a theory or concept, you need to relate it to your topic of research and discuss it in terms of its relevance to design.

In a studio project context, the assessors will consider how rigorously you can demonstrate a 'thinking through making' approach, rather than a design that "illustrates" a theory. For example, you can structure your approach to the studio research by identifying specific questions in the conceptual framework of a critical discourse or body of knowledge related to your topic.

Evidence of research methodologies: To address this criterion your paper must describe the selected research methodology/ies you applied in your pilot study. It is most appropriate to reference the reader from your studies in 'Practices of Research'. The reader includes examples of: case studies, and ethnographic reading, among other research methodologies. Assessors will consider your understanding of the conventions, opportunities and pitfalls of your selected research methodologies, and how effectively you are able to practice the conventions of the selected methodology/ies to meet your stated research objectives.

Studio research is assessed in terms of your visual documentation of a particular phenomena in material experimentation in photographs, drawings, and videos for example. Whichever method/s you select, the project will be assessed for how clearly you demonstrate consideration for the conventions or 'breaking of convention' in a reflective way in the studio research.

Reflective analysis: This criterion requires you to analyze the information collected in the research methodology/ies through the lens of the conceptual framework. Your report will be assessed for how effectively it demonstrates reflective and critical thinking. If it is appropriate, your reflective analysis can identify shortcomings in your application of research methodologies or adjustments you might make if you were to take the research further.

In the assessment of reflective analysis in studio research, assessors consider how you have responded to outcomes of the studio research throughout the research process during the session. It is important to remember that you will have needed to scope the studio research to a reasonable focus for the one session timeframe. This assists you in avoiding a common assumption that you will be assessed for the amount of work you produce.

Clarity of communication: To fulfill this criterion assessors expect a coherent argument that presents your research and analysis in a way that demonstrates an internal integrity to the research process. It is also expected that you have expressed your research project at an advanced scholarly level in both written and studio based outcomes.

Supervisor's role:

- To provide academic guidance in selecting & defining your topic.
- To direct you to appropriate texts or other sources of information regarding your topic and ensure that the literature review is thorough.
- To assist you in your development of appropriate research methods for your topic.
- To assist you to plan your research program.
- To advise you in the development and implementation of your studio project (where applicable)
- To monitor your progress offering a critique of your selection, analysis and development of researched material.
- To read draft material for the purpose of alerting you to inadequacies of content, coherence and logic in the studio processes and writing.
- To keep you fully informed on your progress.

NB: it is not the supervisor's role to write the project for you

COURSE SCHEDULE

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|-------------------------------|--|
| Week 1 July 23 | Introduction to the course: Structuring a background chapter Lecturer: Katherine Moline |
| Week 2 July 30 | Sources for the background: databases and refereed journals Lecturer : Katherine Moline |
| Week 3 August 6 | Review of research practices and methodologies in the design context / Studio & text reporting Lecturer : Katherine Moline |
| Week 4 August 13 | Student presentations of the background chapter and revised research hypothesis or question Lecturer: Supervisors and Katherine Moline |
| Week 5 August 20 | Planning for compliance with ethics and OH+S university policies Lecturer: Katherine Moline |
| Week 6 August 27 | Referencing, avoiding plagiarism and research writing Lecturer: Katherine Moline and a Learning and Teaching Centre representative |
| Week 7 September 3 | Q and A Lecturer: Katherine Moline |
| Week 8 September 10 | Student presentations of the preliminary pilot study analysis / progress to date Lecturer: Supervisors and Katherine Moline |
| Week 9 September 17 | — |
| September 24 | BREAK |
| Week 10 October 1 | RESEARCH WEEK |
| Week 11 October 8 | Editing the final draft / Scholarships for further study Lecturer: Katherine Moline |
| Week 12 October 15 | Assessment criteria & process / Document checklist Lecturer: Katherine Moline |
| Week 13 October 22 | Session Review Lecturer: Katherine Moline |
| Week 14 October 29 | — |
| Week 15 November 5 | Studio Research assessment (tbc) |
| Week 16 November 12 | — |
| Week 17 November 19 | Assessment feedback (tbc) |
| Week 18 November 26 | Submit 2 hard bound copies to the Design Office by Friday November 30. |

STUDIO MATERIALS AND EQUIPMENT

As directed by your supervisor.

RESOURCES FOR STUDENTS

Course References

As directed by your supervisor.

Other Resources

Subject Guides for many studio areas are available from: <http://info.library.unsw.edu.au/cofa/guides/>

Other UNSW support

The Learning Centre provides a wide range of academic support services to UNSW students. Assistance is available through workshops in academic skills, individual consultations, discipline-based learning and language programs, and the resources of the Independent Learning Centre – an academic skills resource library. All services and programs are provided free of charge. Refer to <http://www.lc.unsw.edu.au/>

Students experiencing problems of an academic or personal nature are encouraged to contact the Counseling Service at UNSW. The Counseling Service offers a broad ranging support service for students at the University. Through the COMPASS program students can access services including individual counseling, skills development courses and self-help resources.

Continual Course Improvement

Periodically student evaluative feedback on the course is gathered, using among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course

ACADEMIC MISCONDUCT

UNSW rules on Academic Misconduct: Academic misconduct is defined as a breach of rules relating to academic conduct as prescribed by the University and Faculty rules. Academic misconduct includes actions such as taking unauthorised materials into examinations; impersonation in examinations; permitting another student to copy answers in an examination; improperly obtaining prior knowledge of an examination paper and using it in an examination.

Other examples of academic misconduct include misconduct concerning academic works such as failing to acknowledge the source of material in an assignment, plagiarism or submitting work for assessment knowing it to be the work of another person. Rules regarding misconduct are fully specified in the UNSW Undergraduate handbook and students are advised to be fully cognisant of the rules governing misconduct.

ACADEMIC HONESTY AND PLAGIARISM

Penalties for academic dishonesty or plagiarism can be severe, and range from reduced marks, through failing the course, to exclusion from the University. Your responsibility is to understand what plagiarism is and take steps to avoid plagiarism in your assignments.

Plagiarism is the presentation of the thoughts or work of another as one’s own.*

Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;
- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism. Knowingly permitting your work to be copied by another student may also be considered to be plagiarism. An assessment item produced in oral, not written form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at: www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle.

† Adapted with kind permission from the University of Melbourne

All assignments and assessment items should be submitted with a signed Assessment Cover Sheet:

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| <p>I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit elsewhere, and acknowledge that the assessor of this item may, for the purpose of assessing this item:</p> <p>Reproduce this assessment item and provide a copy to another member of the University; and/or, Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the assessment item on its database for the purpose of future plagiarism checking).</p> <p>I certify that I have read and understood the University Rules in respect of Student Academic Misconduct.</p> <p>Signed:date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> |
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SAFETY INFORMATION

Emergencies and evacuation

In case of emergency you should follow the instructions on the emergency procedures displays, which are located on each level and notify security on 9385-6666.

During evacuations always follow the directions given by fire wardens and proceed to the emergency assembly area, which is in front of the campus art store (red oval on diagram).

Students OHS responsibilities

Students are responsible for adhering to UNSW and COFA OHS policies and procedures, following instructions on safe work methods, promptly reporting hazards or accidents and ensuring that their conduct does not endanger others.

First aid information

If you are injured or are hurt in any way inform your supervisor. All accidents and incidents must be reported. The names and contact details of first aid officers on campus are displayed on the green and white first aid posters. Security staff are also trained first aid officers.

Electrical safety

Students should ensure that any portable electrical equipment they bring onto the campus (such as laptop computer power supplies) are tested and tagged. Such equipment will not be able to be used on campus if not tagged. Testing can be done at the Resource Centre.

OCCUPATIONAL HEALTH AND SAFETY PROCEDURES

Procedures placed on notice boards around the College must be adhered to; this includes Emergency Evacuation Procedures.

FOR THE HEALTH AND SAFETY OF YOURSELF AND OTHERS

The following requirements must be observed at all times. Failure to comply may result in cancellation of studio and workshop access.

1. Safety and health directions or instructions articulated by technical officers and teaching staff must be observed at all times.
2. Trained first aid officers are listed with their location on signs around the Campus. Any accident or injury should be referred to these staff members immediately.
3. Further, it is important that your lecturers and support/technical staff are made aware of any medication that you may require in case of emergency, or of any medical condition that may affect your safety or performance. This information will remain confidential, but it is vital to their ability to assist you should the need arise.
4. Most studio classes are scheduled between 9 am. and 5 pm. Monday to Friday. Access to tools and equipment in workshop areas may be restricted outside these hours. However, students may work in studio spaces outside formal class times, provided they are NOT alone in the building. You must vacate the premises if there is no other student or staff member working in the vicinity, or if requested by security staff to leave the building.
5. Smoking is strictly prohibited in all studio areas and buildings. Any student under the influence of alcohol or non-prescribed drugs will be barred access to all workshops and studio areas while so affected.
6. Students must wear footwear at all times in studios and workshops. Shoes or boots must completely enclose the foot: that is, sandals and thongs are unacceptable.
7. Students may not operate machinery if wearing loose or torn clothing, bracelets or dangling jewellery (eg. pendants, drop earrings, etc.), or if long hair is unrestrained. Any directive by a staff member refusing a student access to machinery is final and will not be revoked until an approved safe dress standard is met. There are a number of processes in the Design and Applied Arts studios, which require the use of specific safety equipment or clothing (eg. dust masks, safety footwear, protective gloves etc.). If in doubt, consult your lecturer or a technical officer.
8. Never place hands in any chemical or solution. Ascertain the nature of all materials with which you are working and ensure that you are wearing/using the appropriate protective clothing or equipment. You will be instructed in these procedures, however, if in doubt, consult your lecturer or a technical officer.
9. Material Safety Data Sheets (MSDS) must be read and followed.
10. Animals are not permitted in the building. Pets should be left at home.
11. Students must turn off mobile phones during classes.
12. Accident Injury Report Forms and Hazard / Incident Report Forms are available from Administration and must be filled out should an accident, injury or hazardous situation be sustained or encountered while at the University.

STUDIO SAFETY INFORMATION

Students must follow instructions provided by their supervisor regarding safe studio practices.



ADMINISTRATIVE MATTERS

Attendance

It is UNSW policy that a student attending less than 80 percent of timetabled classes may be refused assessment.

Workload expectations

Please note that the expectation of time in this course is more than contact hours. The University has expectations of a total load of 25 – 30 hours per unit of credit. This means that you should spend no less than 8-9 hours per week on average on class work in addition to your timetabled hours and consultations with your supervisor.

This time should be made up in reading, research, and studio project development. The workload may be greater in periods when you need to prepare a presentation or submit a portion of the paper to your supervisor.

Over commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

Late submissions

Failure to submit for assessment at the scheduled date and time will result in failure. In exceptional circumstances approval for an extension must be sort from the lecturer no later than the scheduled date of assessment.

Special consideration

If, as a result of illness or misadventure, you are not able to complete an assessment task by the due date, you must apply for Special Consideration.

To be granted special consideration you must:

- Obtain the special consideration form from Student Administration
- See the Course Coordinator in person as soon as possible after the illness or misadventure for which the special consideration is being sought. Only the Course Coordinator can deal with requests for special consideration; do not bother your tutor with requests.
- Seek the course coordinators advice on filling out the Request for Special Consideration form and show this, you will need to provide all relevant supporting documentation, to the Course Coordinator,
- Show the Course Coordinator supporting written evidence (e.g. medical certificate, eviction notice, death certificate of close relative, etc.), and
- Provide evidence of your progress on the assignment (e.g. preliminary draft, articles with highlighting, annotated bibliography, etc.)

Work or family commitments, religious holidays, or work due in other courses are not acceptable reasons for requesting special consideration since the possibility of such events are supposed to be taken into account when managing your time.

Special consideration will generally not be granted for short illnesses. This is especially the case for short illnesses suffered within a week of the due date, unless you show evidence that your assignment is close to completion, since your assignment, is assumed to be almost finished by that point.

If and when special consideration is granted, this may take the form of an extension to the due date for the assignment, or an alternative form of assessment, at the discretion of the Course Coordinator.

<http://www.counselling.unsw.edu.au>