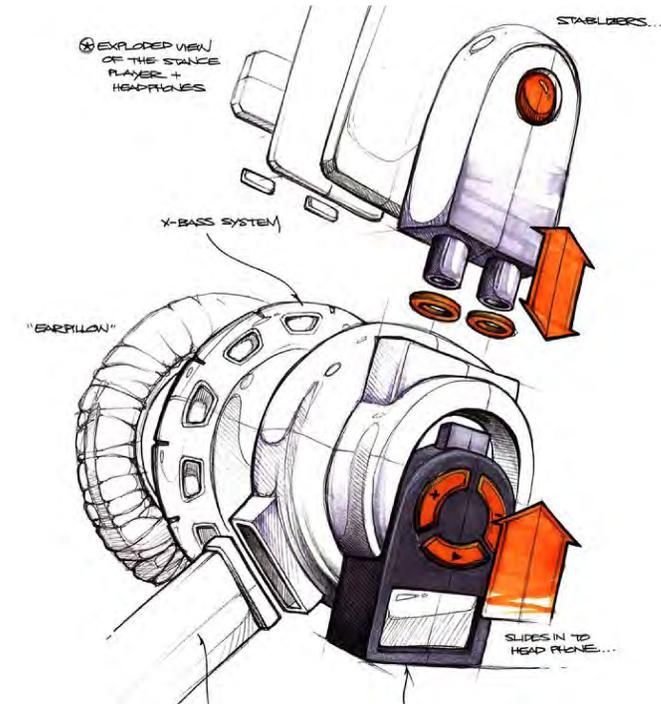


Learning & Teaching Showcase 2017

Built Environment Course Design Competition

IDES1261 Communications - Design Communications: A contemporary approach

Gonzalo Portas
Robert Walsh



Built Environment

About the Course

The Industrial Design Program offers IDES1261 Communications as a core subject for the 1st year students in the first semester of their degree. This subject has evolved over the years and in its current form has absorbed three semesters of Communication courses into one semester. The course is designed to enable students to develop the skills needed to document and communicate their design ideas throughout their studies and into their professional careers.

Redesign Aims

1. Introduce a blended approach using a range of online tools and digital technology.
2. Support and enhance existing learning objectives, whilst simultaneously equipping students as tech. savvy, digitally literate communicators prepared for employment within the design sector.
3. Place emphasis on Open Web 2.0 technology so that the student can build habits, resources and skills which are transferable after the completion of the course.
4. Utilise learning activities that reflect those used by design professionals to create an authentic learning experience.

Approach

A flipped learning model was used to enable students to engage with the content through multiple mediums and at their own pace and time. Pre-class online preparation freed the lecture component to be used to unblock or clarify any obstacles that the students were experiencing and to link that content with the hands-on studio activities following the lecture. Post-class activities consolidated student learning through a reflective blog and ensured that they had an organised record of their learning artefacts in the form of an e-Portfolio.

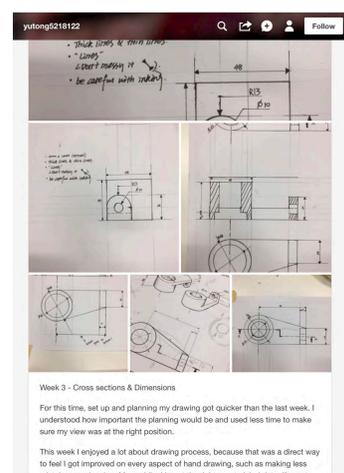


Outcomes

The social media platform Tumblr facilitated:

1. **Weekly Staff Posts** (subject introduction, learning objectives, pre-class activities, lecture schedule, post-class activities, additional resource links).
2. **Weekly Student Posts** (self-reflection, documentation of the artefacts produced that week, collection of useful resources connected to that week's learning).
3. **Feedback** using built in notes functionality (Student to Student, Staff to Student and Student to Staff). This also facilitated and encouraged a discussion about the course and the projects. Moodle was used for grades, administration and as a store for resources.

Most of the energy thus far has gone into designing and implementing a working framework that can be iteratively revised and enhanced. Initial Student feedback via the myExperience survey was positive.



Further Information:
Gonzalo Portas: gonz@unsw.edu.au
Robert Walsh: robert.walsh@unsw.edu.au

