



**UNSW**  
SYDNEY

Australia's  
Global  
University

# Built Environment

IDES3021

Design Theory 5: Perspectives



Course Outline – Term 1, 2020

## Disclaimer

Information within this document is subject to change. The full and most accurate course outline will be available in Moodle closer to the start of the term in which the course is offered.

## 1. COURSE STAFF

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## 2. COURSE DETAILS

<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Approx. 150 hours including class contact hours, weekly individual and group online learning activities, readings, class preparation, and assessment activities.
<b>Teaching Times and Location</b>	Find details in timetable <a href="http://www.timetable.unsw.edu.au">http://www.timetable.unsw.edu.au</a>

## Description

In today's world, problems are often complex, interrelated, dynamic and multifaceted. The role of design and innovation amid such complexity is crucial. Students in this course will learn from a range of different perspectives, presented in lectures and readings, and a series of exercises in which they will analyse and evaluate issues and synthesise findings into new opportunities.

Students will work collaboratively and iteratively using both visual representations and physical mock-ups to arrive at design propositions that they have to pitch to the class. Learning from this course therefore supports students in proposing design interventions that encompass a wide scope of issues, are enduring and ultimately more successful.

## Aims

The teaching and learning activities in IDES3021 aim to introduce students to the complex and interconnected problems we are facing today and show how inter- and trans-disciplinary approaches can lead to better design interventions. This experience will equip students with a basic tool kit for engaging with other disciplines.

## Course Learning Outcomes (CLOs)

At the successful completion of this course, you will be able to:

1. Compare and contrast a range of disciplinary perspectives applied through small or big issues (such as the UNSW Grand Challenges);
2. Engage critically and creatively with other disciplinary frameworks in design thinking and in relation to the generation and testing of product and system ideas; and
3. Pitch a novel idea of moderate complexity with visual and written media to a relevant audience, revealing understanding of other disciplinary perspectives as well as the contribution of design thinking and process.

### 3. ASSESSMENT

Assessment task	Weight	CLOs Assessed
1. Project – Case Study - Individual	20%	1
2. Project – Critical Project - Individual	30%	2
3. Presentation – Design Pitch - Group	30%	2, 3
3. Attendance – Engagement - Individual	20%	1, 2

### 4. COURSE IMPROVEMENT AND FEEDBACK

Feedback from students is an integral part of improving courses and teaching approaches. One of the primary mechanisms of feedback is myExperience, which we strongly urge all students to complete at the end of term. Course convenors use the feedback to make ongoing improvements to the course. This is communicated in Moodle in the myFeedback Matters page.

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