

GRA 1831c / design technologies / syllabus

Meets	Tu/TH 5-7 (11:45-2:45) in FAC 310
Instructor	Dr Dori Griffin (she/her) dgriffin@arts.ufl.edu FAC 313E
GTA	Brooke Hull (they/them) b.hull@ufl.edu
Office hours	Drop-in Tu 9:00-10:30 & by appointment
Prerequisites	Graphic design major (BFAG)

Dr Griffin regularly checks/replies to email in the early morning and late afternoon M-F. I'm happy to make appointments to meet outside office hours; email to work out a time. I'm always open to questions and hearing your ideas—let's have honest, respectful conversations to help you meet your goals!

Texts & materials:

Required: Links to all required readings and viewings will be posted to Canvas.

Catalog description:

Introduces the contemporary graphic design praxis and its specializations through technologies and tools for collaboration, exploration, and production. In addition, emphasizes critical making and training to offer an overview of possibilities and develop an essential graphic design toolkit that considers access, equity, inclusion, and context. The goal is for students to fall in love with the field(s), the processes, and the possibilities.

Course objectives:

This course explores a two-part question: How do designers use technology to support our work within specific contexts? And how do we understand the technologies we use, so that we are able to make smart decisions about which technologies to deploy—and where, when, and how we deploy them? We'll engage both of these questions through the 3 phases of this course:

Phase 1: collaborate. How might we leverage technologies to work together as designers, both in the studio and asynchronously? To work with collaborators outside of design?

Phase 2: explore. How might we develop processes for learning new technologies, adapting to change in the field, and iterating to uncover unexpected possibilities and outcomes?

Phase 3: produce. How might we choose the best technologies for producing our desired outcomes and learn to control tools and technologies rather than allowing them to control us?

Throughout the course, our **guiding principles** will be: cultivate curiosity, demonstrate respect, listen actively to all voices, and communicate clearly. All assignments and materials will be posted to Canvas.

Course outcomes:

At the end of this course, students will be able to: (1) choose and use technologies to support collaboration with fellow designers and with external collaborators or clients; (2) deploy critical thinking, self-guided learning, and peer networking to learn new technologies as they emerge into the field; (3) evaluate potential tools for their use value and ethical impact, critically selecting which tools to use in which contexts; and (4) leverage technologies as a tool for critical making and iterative exploration. .

Course deliverables:

This course prioritizes (1) well-prepared, active engagement in scheduled meetings—demonstrated by attendance and participation and documented with in-class critical making activities; (2) commitment to completing weekly independent exercises—demonstrated by turning in the required materials posted to Canvas assignments; and (3) meaningful contributions to our shared goal of uncovering exciting processes and possibilities for emergent design praxis—demonstrated by participation in the class Wiki and your final presentation based on your Wiki contributions.

Point distribution – 100 points total:

This course evaluates engagement with the design **process**—especially as it relates to how designers use technologies critically and effectively to support an interactive, collaborative design process. As such, weekly assignments are equally weighted across the semester, and to succeed in the course, you should **turn in the required materials each week.**

Grading scale:

The grading scale for this course is consistent with the current UF policy for assigning grade points which can be viewed at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

<i>Letter</i>	<i>GPA</i>	<i>Percent</i>	<i>Course points</i>	<i>Letter</i>	<i>GPA</i>	<i>Percent</i>	<i>Course points</i>
A	4.00	100-94%	1000-950 points	C	2.00	76-73%	769-730 points
A-	3.67	93-90%	949-900 points	C-	1.67	72-70%	729-700 points
B+	3.33	89-87%	899-870 points	D+	1.33	69-67%	699-670 points
B	3.00	86-83%	869-830 points	D	1.00	66-63%	669-630 points
B-	2.67	82-80%	829-800 points	D-	0.67	62-60%	629-600 points
C+	2.33	79-77%	799-770 points	F	0.00	59% or below	599 points or less

Course policies:

Attendance: Being present for class allows you to participate in an engaged learning community. After the first two absences, each additional unexcused absence will reduce the final course grade by 5/100 points, or half a letter grade. Unless you check in via email **ahead of time** to make specific and mutually agreeable plans, official documentation of university-approved circumstances (illness, military service, university travel, religious observances, etc.) is required for absences to be excused. Two late arrivals or early departures equal one absence. More than six absences results in automatic failure of the course, unless we've made arrangements ahead of time to accommodate ongoing, documented situations.

Students Requiring Accommodation: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/> It's important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. If there's something I/we can do that you know to be helpful and functional for you, feel free to **let me know** informally. Example: you might let me know you wear noise-reducing earplugs during studio work sessions.

Make-up work: Presentations and in-class activities can only be made up in the case of documented emergencies or for university approved reasons such as military/university travel, illness, or religious observances; contact me ahead of time to make arrangements. Read the full university policies regarding attendance, excused absences, and make-up exams at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Academic integrity: If you use words, images, or ideas that are not your own, **cite them**. This includes the use of AI text and image generators. Claiming the work of others (including AI) as your own is a serious breach of professional ethics and will result in a failing grade in this class. The UF Honor Code specifies a number of other behaviors that are in violation of this code and the possible sanctions. View the Honor Code online: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Course evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last 2-3 weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

UF in-class recording policy: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor. A class lecture does not include lab/studio sessions, student presentations, academic exercises involving solely student participation, or private conversations between students in the class or between a student and the faculty or lecturer during a class session.

UF guidance on engaging uncomfortable ideas: People learn best when encouraged to ask questions and express diverse insights on course content which may include images, texts, data, or theories from many fields. This class addresses concepts of race, color, sex, gender, and/or national origin as related to design. We study these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we don't limit access to, or classroom discussion of, ideas and opinions—including those that some may find uncomfortable or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility and disruptive or disrespectful behavior have no place in a classroom, and we will respect one another's full humanity in this course.

Campus resources:

Emergency Contacts

UF Police: Emergency 911, non-emergency 352-392-1111 or <http://www.police.ufl.edu/>
UF Counseling and Wellness Center: 352-392-1575 or <http://www.counseling.ufl.edu/cwc/>
UF 24/7 Crisis Center: <http://www.counseling.ufl.edu/cwc/Emergency-Services>

Student Healthcare Center

Dial 911 for medical emergencies
Dial 352-392-1161 for urgent after-hours medical questions
Dial 352-392-1171 for after-hours mental health assistance, <http://shcc.ufl.edu>

General University Policies

Most policies and procedures important to students recorded here: <http://www.dso.ufl.edu/>

Academic Services

Library Support, <http://cms.uflib.ufl.edu/ask>
Writing Studio, 302 Tigert Hall, 846-1138; <http://writing.ufl.edu/writing-studio/>

GRA 1831c / design technologies / calendar

Weekly deliverables:

Turn in your in-class and asynchronous proof-of-process design *documentation* and your contribution to the *DesignTech Wiki* on Notion. Links on Canvas.

Phase 1: Collaborate

How might we leverage technologies to work together as humans and designers, both in the studio and asynchronously? To work with collaborators (clients, stake-holders) outside of design?

01/09/2024 & 01/11/2024—human centered design & technology

In class: Collaboration scrum: design & produce a chalk mural

Asynchronous: Readings & responses
[Anne Berry interview on why and how humans design](#)
[Ellen Lupton, The Producers](#)
[The Programmed Designer](#)

01/16/2024 & 01/18/2024—building effective teams

In class: Building effective teams for meaningful collaboration
Setting goals & tracking progress

Asynchronous: Explore [Study Collaboration](#)—open access database w/ activities
Compare Teams & Slack, Trello & ClickUp

01/23/2024 & 01/25/2024—collaborating synchronously

In class: Synchronous collaboration tools in the design studio
Analog brainstorming tools
The power of play in the studio

Asynchronous: Compare Muro vs Mural vs Google

01/30/2024 & 02/01/2024—collaborating asynchronously

In class: Peers, partners, & stakeholders
Synchronous vs asynchronous workflows

Asynchronous: Slack, Trello, Miro—for ideating together over time
Emails vs leveraging the tools you use in/with the studio

Phase 2: Explore

How might we develop processes for learning new technologies, adapting to change in the field, and iterating to uncover unexpected possibilities and outcomes?

02/06/2024 & 02/08/2024—prioritizing iteration in tech-supported design

In class: Collaboration scrum: overviewing potential tools and processes

Asynchronous: TBD

02/13/2024 & 02/15/2024—playtesting #1

In class: Tech tools play-testing session 1—charrettes, scrums, workshops

Structures + interactions as (designed) technologies

Asynchronous: TBD

02/20/2024 & 02/22/2024—playtesting #2

In class: Tech tools play-testing session 2—image-making technologies

Photo apps, Procreate, AI image generators, analog tools

Asynchronous: TBD

02/27/2024 & 02/29/2024—playtesting #3 and #4

In class: Tech tools play-testing session 3—wireframe tools

Figma, Moqups, Just in Mind, Sketch

Asynchronous: Tech tools play-testing session 4—sketching in 3D

03/05/2024 & 03/07/2024—playtesting #5 & analysis of tools

In class: Tech tools play-testing session 5—tools for CoDesign

Skills: different kinds of user mapping and systems mapping

Asynchronous: Analyzing tools & processes—anticipating outcomes & consequences

Reading = essay, [Fractal Mind](#)

Case studies, <https://collaboratecic.com/case-studies/>

03/12/2024 & 03/14/2024—spring break, no classes

03/19/2024 & 03/21/2024—analysis of tools & playtesting #6

In class: Choosing and using tech tools for CoDesign

Mapping: users, journeys, systems, virtual + physical spaces

Demonstrating and troubleshooting tech tools

Asynchronous: TBD

Phase 3: Produce

How might we choose the best technologies for producing our desired outcomes? Learn to control tools and technologies rather than allowing them to control us?

03/26/2024 & 03/28/2024—making & sharing sketches

In class: Making and sharing iterative sketches—Procreate, analog tools
Iterating with AI as a human being + designer—ethics, values

Asynchronous: TBD

04/02/2024 & 04/04/2024—making & sharing mockups in 2D, 3D

In class: Choosing + using Adobe apps—2D essentials (raster, vector, type)
Making + sharing proof of concept—mockups for 2D, 3D outcomes

Asynchronous: TBD

04/09/2024 & 04/11/2024—making & sharing mockups in 3D, 4D

In class: Adobe Suite apps—4D essentials (time, motion, interaction)
Making + sharing proof of concept—wireframes, storyboards

Asynchronous: TBD

04/16/2024 & 04/18/2024

In class: Printing in 2D—using tools to achieve designed outcomes
Fabricating in 3D—using tools to achieve designed outcomes

Asynchronous: TBD

04/23/2024 & 04/25/2024

In class: Making and sharing client-facing presentations
Slide decks and printed take-aways

Asynchronous: READING DAY, NO CLASS

FINAL EXAM—individual presentations, attend your section only