Session 7\_1

# Meeting Summary

**The meeting focused on various aspects of art activities, emphasizing personal**

**growth and the impact of conditioning on participants' experiences. Discussions**

**highlighted the significance of play in children's development, linking it to**

**learning, imagination, and the exploration of their environment. The**

**conversation also addressed the observation process, stressing the importance of**

**understanding biases and their effects on data quality. Team dynamics were**

**explored, particularly in challenging biases and fostering better**

**decision-making. Additionally, the concept of affordance in design was examined,**

**with implications for usability and safety in aviation. Overall, the meeting**

**underscored the interconnectedness of play, observation, and design in enhancing**

**learning and creativity.**

**AI Insights**

**The meeting reflected a significant lack of action plan completeness, with no**

**specific tasks or deadlines established, indicating a need for more thorough**

**planning. Commitment levels varied, with some participants showing moderate**

**engagement in discussions about biases and personal growth, while others**

**demonstrated stronger commitments to understanding and applying concepts.**

**Feedback engagement was generally positive, with participants actively**

**responding to questions and insights. However, goal clarity was notably low, as**

**the discussion failed to yield specific, actionable goals, highlighting an area**

**for improvement in future meetings. Overall, while there was some engagement and**

**commitment, the meeting lacked structured outcomes and clear objectives.**

**Topics & Highlights**

**1. Discussion on Art Activities**

**\* Key Learnings | Participants discussed their experiences and learnings**

**from the art activities, questioning the impact of conditioning on their**

**responses.**

**\* Constructive Feedback | The facilitator encouraged participants to**

**reflect on the positive impacts of their activities, seeking engagement**

**and responses.**

**2. Concept of Play in Children**

**\* Key Learnings | Play is a mental or physical activity that brings**

**happiness to children, facilitating learning and imagination.**

**3. Understanding Play and Happiness**

**\* Key Learnings | The conversation highlighted that play is often seen as a**

**means for children to explore and understand their environment, not just**

**a way to pass time.**

**\* Key Learnings | Participants noted that children's play can lead to new**

**patterns of organization and exploration, emphasizing the importance of**

**playfulness in learning.**

**4. Perspective on Play and Learning**

**\* Key Learnings | Play is a method for children to explore and understand**

**the real world through imitation and prototyping.**

**\* Key Learnings | The education system restricts creativity by imposing**

**structured learning, which limits children's exploratory play.**

**\* Key Learnings | Ethnography helps in understanding children's play by**

**observing without biases, revealing deeper insights into their learning**

**processes.**

**5. Observation Process Elements**

**\* Key Learnings | Understanding the three elements of observation:**

**observer, observed, and observations, and their interdependencies is**

**crucial for quality data collection.**

**\* Key Learnings | Biases in observation can significantly distort data**

**quality, necessitating awareness and reduction of these biases for better**

**insights.**

**\* Key Learnings | Different states of the observer and observed affect the**

**quality of information, requiring time and varied methods for accurate**

**representation.**

**\* Key Learnings | Continuous effort to recognize and reduce biases is**

**essential for improving observation quality in team settings.**

**6. Team Formation and Bias Reduction**

**\* Constructive Feedback | Participants were encouraged to critically**

**evaluate their research on patents to ensure accuracy and thoroughness.**

**\* Key Learnings | The gap between observation and reality was discussed,**

**highlighting the need for careful observation and documentation.**

**\* Key Learnings | Confirmation bias was explained as a tendency to collect**

**data that supports pre-existing beliefs.**

**\* Key Learnings | The importance of challenging biases within a team to**

**foster better decision-making was emphasized.**

**7. External Visitor Engagement**

**\* Goal Setting | Participants were encouraged to reflect on their**

**contributions and the impact of their work on the community.**

**\* Key Learnings | The importance of community engagement and positive**

**feedback from external visitors was emphasized.**

**\* Support Needed | Juniors will be asked to build on the components created**

**by the current participants.**

**8. Exploration of Group Dynamics and Biases**

**\* Key Learnings | Discussion on how children explore objects differently**

**than adults, highlighting the need for understanding natural exploration**

**versus functional definitions.**

**\* Key Learnings | Participants are encouraged to reflect on their team**

**dynamics and decision-making processes to understand biases and**

**ideologies.**

**\* Key Learnings | The importance of divergent thinking in creative**

**processes was emphasized, advocating for multiple interpretations rather**

**than a single conclusion.**

**9. Understanding Affordance in Design**

**\* Key Learnings | Affordance is crucial in design, as it influences how**

**users interact with objects based on their physical characteristics.**

**\* Constructive Feedback | The speaker encouraged observing natural**

**affordances in design to improve usability and avoid biases in judgment.**

**10. Perception and Affordance in Aviation**

**\* Key Learnings | The discussion highlighted how depth perception varies**

**between children and adults, influencing safety in aviation.**

**\* Key Learnings | The concept of affordance was introduced, emphasizing the**

**physical compatibility between objects and users in design.**

**Agenda:**  
Agenda for Coaching Session (with Timing)  
  
Opening & Check-In (5 minutes):  
  
Brief discussion on how the coachee is doing and current challenges.  
  
  
Goal Review (10 minutes):  
  
Discuss progress on previously set goals and evaluate.  
  
  
New Learnings & Feedback (10 minutes):  
  
Provide insights, suggestions, and feedback for improvement.  
  
  
Action Plan Development (10 minutes):  
  
Create a clear, actionable plan for the coachee’s development.  
  
  
Wrap-Up & Support (5 minutes):  
  
Confirm next steps and what support is needed.  
  
  
  
Total Duration: 40 minutes

# Transcript

**Speaker\_07 - 00:00**I'm sure.  
 **Unknown speaker - 00:18**Thank  
you  
 **Speaker\_03 - 00:44**Okay, good afternoon.  
 **Speaker\_01 - 00:53**So, how many of you are continuing to learn flute?  
One, that's all.  
Last time after the last semester at least 30 percent or 40 percent said they want to learn What  
 **Unknown speaker - 01:19**happened to  
that?  
 **Speaker\_01 - 01:30**How long does interest persist for anything?  
 **Speaker\_00 - 01:39**What is the average duration of interest?  
Okay, whoever is learning, you meet me after some  
time.  
So, we will start today's discussion.  
 **Speaker\_01 - 01:59**So, can you get some views on what you experienced doing these last three sessions in with the scrap art and 2D art, 3D art, whatever.  
So what has been your experience?  
Can people share?  
What has been the experience doing those activities?  
 **Speaker\_06 - 02:54**So  
 **Speaker\_01 - 03:20**you spent about nine hours in the class in the class.  
What did you learn about ethnography, what did you learn about art, what did you learn about those components themselves?  
 **Speaker\_06 - 03:59**Okay,  
 **Speaker\_01 - 04:11**anything  
you want to share We have completed the evaluation of those three two sets of assignments after whatever you have done so far we can each team can know their scores from the respective TAs.  
 **Speaker\_00 - 04:38**So can you share what you experienced in this process?  
Nothing?  
 **Multiple speakers - 04:53**It is quite possible nothing is possible.  
 **Speaker\_01 - 04:57**I saw something interesting on the first day of that activity that you guys are doing.  
How much conditioned you guys are?  
What happened first day?  
Can somebody tell?  
 **Speaker\_00 - 05:13**First day when we shifted to that room, exam room.  
 **Speaker\_01 - 05:21**But before that what did you, did you notice anything there?  
 **Speaker\_06 - 05:26**All  
 **Speaker\_01 - 05:31**of you were standing outside, keeping bags outside.  
Because it is exam room?  
 **Speaker\_05 - 05:41**Because we thought we are going in a workshop or some type of lab, so we should keep our bag up.  
 **Speaker\_00 - 05:50**Yeah, but that room didn't have any equipment, anything, no?  
 **Multiple speakers - 05:54**We didn't go.  
 **Speaker\_01 - 05:55**So that is what is conditioning.  
We are trying to give you various opportunities to help you understand how conditioned you are.  
You need to understand, realize and See what you can do with that right last year not this year I think previous batch or the 20 maybe 21 batch we had opened the studio that time and one activity we went wanted to do in the studio so we took them there we left one chapel outside and went  
so everybody came kept chapel outside and came inside So, you are responding to something, but then we are not seeing is it context you are not noticing.  
So, conditioning is extremely high.  
All these activities are to help you come out of that conditioning and use freedom in a positive sense.  
They all know how to use freedom in a negative sense.  
 **Speaker\_01 - 07:11**But can you use freedom in a positive sense?  
That is what all these activities were.  
So what do you think this exercise was for you?  
What does this exercise mean to you?  
That is all I am asking.  
Is it an assignment that you have completed and the job is over?  
Is that what it means to you?  
 **Speaker\_01 - 07:30**Or does it mean anything more than that?  
 **Speaker\_00 - 07:49**Do you see anything that you have done which in a positive light?  
 **Unknown speaker - 08:02**No?  
 **Speaker\_01 - 08:11**In these three activities or three sessions whatever you did it have any positive impact on anybody anywhere?  
Nothing, you can't see any positive positivity in what you did.  
Let me wait until I get a response.  
I am not in a hurry.  
I do not have to complete this syllabus.  
 **Multiple speakers - 09:03**We will wait.  
 **Speaker\_01 - 09:11**Anybody wants to speak and use a mic.  
 **Speaker\_07 - 09:15**The  
 **Speaker\_08 - 09:42**first, the first, uh, this was the one, but this thing was not that much of a lot of that.  
No,  
you don't have to force anybody.  
They want to speak in and speak otherwise.  
Sir, generally when we have toys in our childhood, we just break it down.  
Like we have our RC car, we break it down.  
But we don't know how to assemble it or how to make something user.  
 **Speaker\_08 - 10:07**We ultimately break it down completely, a brand new car.  
But here we have certain component just like our RC car, but we made something out of it.  
like destruction in a positive manner.  
That is what we did in our activity.  
 **Speaker\_01 - 10:21**But okay, you brought out a interesting part is what is play in children?  
Why do children play with toys?  
Or target toys?  
 **Speaker\_08 - 10:36**Anything?  
Generally that defines like their imagination will play with it.  
Playing is a term we cannot define them.  
 **Multiple speakers - 10:48**What did it mean to you?  
 **Speaker\_01 - 10:59**What is play in children?  
How do we normally look at play?  
Play is it entertainment?  
What is play?  
 **Speaker\_05 - 11:11**What is play?  
 **Speaker\_01 - 11:13**You talk from your perspective when you were a child, what did you experience, why did you play?  
 **Speaker\_05 - 11:24**I found something interesting that like they are rolling my hair and my hair and my hair, they are confident in questioning or more wood or whatever.  
 **Speaker\_01 - 11:31**So somebody said we lost interest now can somebody tell you what is what is interesting?  
So you play because you have interest or it is interesting means what?  
What is that interesting means what?  
 **Speaker\_04 - 11:49**Actually it gives the opportunity to learn something out of it like if I am playing with a gun I want to.  
 **Speaker\_01 - 11:55**So do children actually learn something while playing?  
 **Multiple speakers - 11:59**Yes they find it interesting then they try to learn about it.  
 **Speaker\_04 - 12:02**No did you learn?  
Yeah yeah.  
What did you learn by?  
Actually I was very like I find it very interesting while I shoot someone  
 **Multiple speakers - 12:20**with gun.  
 **Speaker\_04 - 12:21**Not someone.  
 **Multiple speakers - 12:21**So, it was a gun which will make sound directly, right?  
 **Speaker\_04 - 12:22**So, it was a gun which will make sound directly, right?  
So, it wanted sitting, then I opened it and I wanted to know how it like, how it make that sound.  
That's why it's an iconic situation.  
And somewhere I found like it's somewhat sparse, like when we do play, like it's sparse.  
It's also a knowledge.  
 **Speaker\_01 - 12:43**So why do children play or why do, what is the concept of toy and play?  
 **Speaker\_04 - 12:49**Sir, it's a horizon question, something.  
Maybe learning physics time.  
 **Speaker\_01 - 12:55**Is that real?  
Does two children buy toys to learn physics?  
I buy a car to learn the business.  
They buy a car because of interest.  
Who buys?  
Parents buy it.  
Children are not buying, no?  
 **Speaker\_04 - 13:09**No, the children also forces them like.  
 **Speaker\_01 - 13:11**Yeah, but what is that the child is telling by this toy means what?  
 **Speaker\_04 - 13:16**It looks like.  
Yes, yes.  
Fascinating things, right?  
It's a baby of soap, it's a baby of soap and a great job.  
 **Speaker\_01 - 13:23**Okay, what if a toy is not there?  
Do children play?  
if toy is not there.  
 **Speaker\_04 - 13:29**So they will find another way to play.  
Maybe with their siblings and all.  
 **Speaker\_01 - 13:33**So what are they doing when they are playing, what are they doing is the question.  
It is a very important point for all of us.  
What do children do when they play?  
What do they do?  
What are the theories of play?  
Why somebody plays?  
Right now if you say why you are playing cricket, you will have some theory.  
 **Speaker\_01 - 13:52**But in children, why they play?  
 **Speaker\_06 - 13:55**Yeah,  
 **Speaker\_01 - 14:04**tell from your experience, not generalized one, your experience.  
Sir, playing is any mental or physical activity which makes him happy.  
Wow.  
But what is that?  
So to be happy do I play?  
Yes sir.  
That's all?  
 **Speaker\_01 - 14:34**Playing makes him happy.  
 **Speaker\_08 - 14:36**So ultimately to be happy they play.  
So to be happy they should play.  
Play becomes happy.  
 **Speaker\_01 - 14:44**So you can synonym, this play and happy is synonymous.  
No sir, playing results happiness.  
Happiness results in play.  
We can say that.  
When both words are the same thing, no.  
No sir, when we have two different words they mean different.  
 **Multiple speakers - 15:05**By implication.  
 **Speaker\_01 - 15:05**You are saying A influences B, B influences A. So it's a loop.  
 **Speaker\_08 - 15:09**Influences in the sense ultimately it happens because of that.  
When we play something we feel happy and that's how it works.  
 **Speaker\_01 - 15:20**So if you are happy you will go and play.  
Maybe 10 times.  
Then happiness should increase, no further.  
It will increase sir.  
So is it an exponential, constantly go on increasing, play, happy, play, happy,  
happy.  
Yeah, so good.  
 **Speaker\_01 - 15:43**But any other thoughts why children play?  
Sir, so that mothers can do peacefully their work.  
That is parents' understanding of play.  
Parents' understanding of play is keep them busy by something so they don't disturb you.  
So that is our adult's understanding of play.  
But what is children's understanding of play?  
When you were child, what were you doing?  
 **Speaker\_01 - 16:17**I was also playing.  
Why were you doing in the process of playing, why were you going and play?  
Time pass sir.  
Is it only time pass?  
 **Multiple speakers - 16:28**That's all.  
 **Speaker\_08 - 16:29**What else will have in the mind sir in that age?  
Only time pass only.  
 **Speaker\_01 - 16:37**Is it really?  
That's what I am asking.  
I think so, that is only sir.  
Okay.  
Any other thoughts?  
Anybody else experience something else in play?  
Apart from somebody said interest, to know something, to understand physics, right?  
 **Speaker\_01 - 16:55**Somebody said it is happiness, somebody said time pass, somebody said busy, keeping busy, yeah.  
 **Speaker\_09 - 17:02**Children actually they sometimes they don't know that they play sir, they just want to know what it is.  
 **Multiple speakers - 17:10**So we named it as playing sir.  
 **Speaker\_01 - 17:12**Okay, so whatever they are doing we have given a definition called play.  
 **Speaker\_09 - 17:17**Child actually don't know what is play when it is when he is a child because he doesn't know alphabet sometimes.  
 **Speaker\_01 - 17:23**No, do I need to know alphabet to play?  
Only educated people play or not?  
No, literate people only play, it's not true, right?  
Do I need literacy to play?  
But they don't know, no, but what you are saying is there is something interesting in that.  
It could be an everyday activity, somebody is calling it as a play.  
 **Speaker\_09 - 17:47**So sometimes you can discover a new way of doing something different.  
 **Speaker\_01 - 17:53**Yeah playfulness can lead to new patterns of organization right playful exploration that is what we asked you to do right by rearranging parts in different ways can you end up with something else right so that is part of the thing.  
Any other thoughts this side?  
 **Speaker\_09 - 18:14**Children are always curious about new things so they explore the things which parents give them the toys.  
 **Speaker\_01 - 18:21**Is it only what parents give them?  
 **Speaker\_09 - 18:23**Everything but as playing they will get the toys.  
 **Speaker\_01 - 18:27**So there are two sides.  
One is what we call as conventional toys which you go into a shop and buy and we see play from that perspective.  
Suppose you keep that out of the window.  
Let us not talk about that.  
What does a child do when he is idle or at home when there is no toy right and like what she says is that activity something called play that means are they 24 7 playing suppose they remove all these toys whatever activity they do should you call that play or is there something How can you  
distinguish, can you define what is play or what is what is the children actually do?  
Any other thoughts?  
 **Speaker\_00 - 19:29**This side?  
 **Speaker\_07 - 19:34**Yeah.  
Sir like if we see something entertaining or amusing then it's called playing kind of.  
 **Speaker\_01 - 19:40**So that's what I'm saying.  
So is play only entertainment?  
IPL is only play.  
Right?  
That's all.  
play related to entertainment if you say that then all these toys everything will fit into that logic.  
So, to entertain somebody TV is also an entertainment right all of them video games is an entertainment that is one class of ways in which people have defined concept of play and build toys for potential children.  
 **Speaker\_01 - 20:19**But there is a other side of a perspective which somebody like Genan who has been working with tribal children his view is entirely different this is where I am coming to what is ethnography is can you see something different in what is actually happening what is that actually happening  
instead of putting our assumptions and views and say this is what is happening so what his view is Play is nothing but children trying to prototype the real world.  
They are trying to understand the world around them using whatever artifacts they have got.  
So if mother is cooking in the kitchen, they will take some small similar things and start doing cooking.  
Why are they doing that?  
They are trying to figure out what cooking means by imitating the activities that the parent is doing.  
If a father is driving in a car or a scooter they will also start exploring.  
 **Speaker\_01 - 21:35**So they will create a scooter out of a stick or out of a anything on a brick also they can create a scooter or a car and they will have a barricade they will have a roadblock they will have a bridge.  
So what are they doing they are actually exploring the real world they are trying to understand the real world.  
by building different levels of proof of concepts or prototypes.  
Initially it could be very low fidelity prototypes like what we call in design using small any artifact a brick I will use and then drive it like a car or something right slowly that will mature into okay I should put two wheels to it right then it will mature into no it is breaking down I  
will do something more then it will build up into some actual reasonable toy which they can actually drive.  
This is the way they are exploring the real world.  
This is what is a slightly or a rather radically different view of play in children.  
 **Speaker\_01 - 22:42**And why playfulness is considered as important for creativity is in the process of playing you are exploring various permutations combinations with things around you.  
because of that you will start seeing different angles to all those parts and pieces.  
A carburetor is not just a carburetor, it can have many other parts and these parts can have many other functions.  
So, that visualization capability understanding and other things start increasing because of which what they see what they do can change.  
that's why play is a very integral part of Montessori school if you see the first three four years they give them all this basic things to work with why because they are essentially following this idea of allowing them to explore the world it is unfortunate that we cut off the schooling system  
breaks all this patterns from the third class onwards and puts you in this kind of structure so you are basically like What is that?  
Right?  
 **Speaker\_01 - 24:01**Put in a cage, somebody is feeding and you are laying your neck and your wings are also kept.  
So, if I keep you outside in a free forest also you will not fly.  
That is what the education system is actually training you from.  
creativity will not come from such processes.  
So I will give you my own personal experience with this process, which I did not understand until I started working with Jinnan and re-looking at some of my own experiences.  
I did not understand this.  
So when my son was about 5 years old, he got interested in the calendar.  
 **Speaker\_01 - 24:50**Did I tell this?  
Yes, sir.  
So, if I already told them I will not repeat it.  
But that is a process where I have seen actually this whole thing of why they are doing it repeatedly.  
And when I actually saw the data of various sheets that he had created it is not the same calendar he is copying or every calendar is slightly different.  
In some calendars he has put Sunday as the middle column.  
Everywhere Sunday will be the either one end column.  
 **Speaker\_01 - 25:27**In some calendars he has put Sunday as the middle column.  
In some calendars he had January from 2014, February from 2015 and March from 2016.  
This is improvisation.  
and because you are doing that repeatedly in different forms maybe some patterns he is needing to see out of which some game he could construct and then ask in a scenario where he is no other activity to do he has constructed a game and then post a question on that.  
Today he is like all of you right no different but that is The notion of play which I did not understand until I met Genan and I started re-looking at this data, then only I could start seeing that okay there is something else happening here which we do not understand.  
This is where ethnography comes in.  
Ethnography is based on really seeing what trying to understand what is really happening.  
 **Speaker\_01 - 26:44**keeping all our biases everything outside.  
So, if you can you start the.  
So, up to now you have spent about six sessions and I have talked and given you various pointers on how you are observing what how else you should observe.  
It is not going to change immediately because these are all 20, 15 years of pile up to which has happened.  
But you should make an effort to start understanding this then some delta changes could come in.  
So, in any observation process there are three elements to start with.  
There is something which you are trying to observe, observe and there is an observer which could be an individual or a group of individuals.  
 **Speaker\_01 - 27:52**So, in your case as a team you are say observing and there is an observation.  
Observation is what you are finally capturing about that phenomenon which you are observing.  
You are taking a photograph of that, you are writing down some patent about that, these are all your observations.  
And those observations are also dependent on the kind of notes that you are using, the pen you are using whether you are putting it into ppt or the format in which you are doing they will all influence the observation right.  
Because ppt is only limited I will add some data I will miss some data if I am noting down I will note down something I will ignore something right.  
So, the observation is always it can vary.  
So, in each of them if you take broadly two states.  
 **Speaker\_01 - 28:40**So, observer you take neutral state is an ideal state versus a bias which most of us are at this point of time.  
Observed can be in its natural state or a regular state or it can be in a disturbed or a unusual state.  
And then observation it can be distorted or it can be accurate.  
Suppose you have all these three states or two states for each of the variables.  
then you have about 8 scenarios you can see.  
All those in the red will lead to low quality of output.  
Whatever you get from that will be a low quality data because your observer is already biased.  
 **Speaker\_01 - 29:30**If observer is biased I already think I should make a tiger out of it.  
Even if there is a giraffe inside I will not see that.  
I will only create a tiger out of that.  
So, if observer is biased, you are naturally can assume your data quality or whatever insights you are gathering are going to be low quality.  
So, the first condition for you is to ask the question how much neutral can I become?  
What are all the biases that I can list down and eliminate?  
Am I aware of my biases first?  
 **Speaker\_01 - 30:11**Can I list and eliminate one by one in my everyday activities that I am involved in?  
Then only you will start getting to a stage where your observation quality can start improving.  
Then comes the next problem.  
What you are observing could be in different states.  
If it is in a regular state and you are in a neutral state, then the probability that you are have an opportunity to see something exists and provided your instruments or data collection methods or the way you are documenting that information are reasonably accurate that is the ideal high quality  
information that you can get.  
But if the observer is in a neutral state and the other two variables are still not so great.  
 **Speaker\_01 - 31:08**All it means is you need to give time.  
You need to give time for the observed to settle down.  
You need to try different methods for you to ensure that you are getting somewhere a reasonably accurate representation of the reality.  
Sketching, drawing, writing, notes, video, photograph, these are all different data, but what is it that really going to give you these deeper insights?  
You have to keep trying.  
So if you are in that second state it needs more time.  
You need to devote more time.  
 **Speaker\_01 - 31:49**Only then you can come to the last state where the quality of information will start.  
Really useful and you can see out of eight there is only one state which is really worthwhile.  
Majority of us will be stuck in the red space.  
So it is for you to discover how do I come out of the red space for you.  
So, if you want to come out of the red space, the only starting point is you try to becoming more neutral in your observation, which means reducing your biases.  
Biasis are all the theories that you have built up over a period of time, based on what your family has said, based on what your friends have said, based on what you read somewhere, based on what somebody told in YouTube.  
you put this flower in that plant it will grow so much times okay they are not all scientifically validated we can see all that YouTube thing and say oh he has done like this so I will also grow a plant I will put banana inside what is that some seeds inside banana and then grow they will all become  
 **Speaker\_01 - 32:55**like this hundred flowers will come you do that we do that and see whether it will happen or not don't just go by what somebody is showing  
So it's very important that you first pay attention to your own biases and reducing that.  
We cannot become 100% neutral.  
We all will carry some bias for some reason or the other.  
It will be there, including me.  
But you have to constantly keep making that effort and asking questions.  
Whenever you are in any scenario, please keep asking this question, step back and say, whatever I am saying, is it biased view or is there a more neutral view or not?  
 **Speaker\_01 - 33:43**When you are working in teams, we have seen two sentences here can get distorted by the team.  
So, the bias will multiply 12 into 12 kind of 12 power 12 type of bias will come, but the same social group can also challenge biases and reduce it so do we use our social interactions to reduce our biases or do we join people who all believe in our biases that is what we do most often your team  
formation if you go and ask what is the basis of the team formation it is all we all think alike we all have similar biases so we are a group that is not a group That is not a useful group is somebody who can challenge each other and reduce the biases.  
 **Speaker\_02 - 34:48**So if you are challenging each other then how will we reduce each other's biases?  
We will just be challenging each other's biases.  
 **Speaker\_01 - 34:55**That is where dialogue is required.  
Challenging is not to say yours is wrong, mine is right.  
Sometimes mine is also not right.  
No, that is what it is trying to figure out is there something else which is neither what you know nor what I know.  
 **Speaker\_04 - 35:18**Sir in the end if you are narrowing down on something that essentially means that the whole thing is getting biased towards something.  
 **Speaker\_01 - 35:25**You are eliminating unnecessary things that is all you are doing.  
You will never narrow down to one particular ideology.  
you are constantly asking what is it that this reality is telling us.  
Somebody is saying this is what it is, somebody is saying that is what it is.  
You explore that until you reach a stage where you feel this really matches with the explanation that we are finding.  
Instead of blindly accepting that our group should believe this.  
So, what is there is something called confirmation bias.  
 **Speaker\_01 - 36:00**Confirmation bias is nothing but We believe this dog has only two legs and we collect data to prove it has only two legs.  
I can always find data which will show that this dog has two legs and we collectively can say this is our evidence.  
If you really question that evidence and look into how much sample you have collected what is it statistically valid is it a representative of that population that is why the whole field of statistics is there.  
to challenge how you are collecting the data, how you are generalizing from the data and how you are concluding.  
Otherwise we will all be circling in ideas which may have its own problems.  
So, when you form a team you should also ask the question is the team helping you getting rid of this bias or is the team only reinforcing your biases?  
final test for that is your reality does it make sense?  
 **Speaker\_01 - 37:08**Does the reality meet what you are thinking?  
That is what you are constantly testing against.  
So somebody for example, this is what I want you to pay attention to.  
All of you have done this exercise, you have unbundled something, you have captured some patents.  
I told oldest patent.  
So, I am assuming you have actually scanned and found all the old patents and then figured out which one is the oldest in that.  
How many of you actually did that?  
 **Speaker\_01 - 37:49**Or you have just written anything oldest in the 18th century right.  
Somebody has written 200 BC.  
200 BC was there patenting?  
 **Speaker\_06 - 38:00**Was  
 **Speaker\_01 - 38:05**patent cell or patent rights set up in 200 BC?  
You should apply some thought, no.  
You can put anything, nobody will read, don't assume that I have a very strong memory, if I read something I will remember for long.  
Some people have done detailed documentation, they listed the part, they highlighted the name, then they found one patent against that, they gave a reference of that patent, even screenshot of that.  
Some people have just written one name, two parts and two names and then left.  
So, your marks are a reflection of what you have done.  
Don't say I am shocked by the marks, look at what you have done.  
 **Speaker\_01 - 39:05**So if you take something like this between observation and observe, there is always going to be some gap.  
It is never going to be 100% matching.  
The moment I take a photograph of the real thing, photograph is already some abstraction of that real thing and some information is lost.  
I cannot touch the object and I cannot feel what it is.  
It is already lost, some information is lost there.  
I cannot smell it, all that.  
So, there is already some gap, but the question is how you as an observer is trying to minimize this gap and all these blue lines which I have shown there those are the questions you should constantly be asking is my choice of how did I pick up this object in the first place why did I pick this so  
 **Speaker\_01 - 40:00**the guy who sold all the components to you we also invited him for that last week weekend we did the session right so he said the girls were okay they were waiting for somebody to disassemble and give the parts but the boy started disassembling some existing engines and pulling away parts from that  
right I don't know I am not there so I cannot say what happened what did I tell I told just go and find something a scrap material which you can lay your hands on which is of a certain size.  
So, how did you go and select you went as a group?  
Seeing you come as a group that fellow recognized some demand.  
So, he started jacking up the prices and also pushing things to you.  
But there is a please understand, there is some positivity that you have done.  
At least you have given somebody some business.  
 **Speaker\_01 - 41:08**Don't laugh, it is.  
Your activity, so I asked you what positive thing can you see in your activity.  
This is a simple gesture.  
Somebody at least next time you go into the street in Kandike, somebody will smile at you.  
Somebody will know you.  
right that guy has come here seen and gone you would have told 10 people about okay they are doing something that is a positive gesture because of you guys doing this activity I was thinking what to do with how to arrange some external visitor to come and review and so on so I was thinking whether I  
should bring there is a scrap art expert who came last year for one of the session so I was thinking whether I should bring him but then there are three batches I can't bring you on three different days.  
 **Speaker\_01 - 42:01**One person again seeing 50 teams managing that will be a little difficult.  
So all these questions were there.  
So we are not very sure what to do with that.  
Out of the blue, some conversations I had with the design groups here over a period of some time.  
Somebody came back and said we are forming this and we want to do this event.  
Can we do it here?  
So then I said, okay, it will also help us because we can exhibit this as part of that.  
 **Speaker\_01 - 42:40**So, we had almost how many people came there?  
About 120 people came, mostly people from design and art background.  
Lot of people had never come known about triple ITDM earlier.  
They came here, what they saw, they felt very good about it.  
They will go and say something positive about this somewhere else.  
That is why you have contributed.  
You guys themselves don't feel you have done something because you probably are looking at it as somebody told gave me an assignment and I completed that assignment and left it.  
 **Speaker\_01 - 43:29**Why are we doing this?  
I told you in the beginning itself.  
Can you do activities which can lead to some positivity in the environment around you?  
The third thing is the components that you have brought in you cannot take it back.  
Because institute outside they will say where is the gate pass.  
So the best thing is you can help your juniors.  
We will ask your juniors to build on those parts and then work on them.  
 **Speaker\_01 - 44:07**These are all the positives that you have done from your work.  
So, feel little happy about  
it.  
So, please ask these questions in terms of how you have participated in this activity.  
How did you pick the object?  
How did you approach the object?  
How did you approach?  
 **Speaker\_01 - 44:37**When you got that object in the hand, there are lot of principles of ethnography I told.  
Did you use any of those principles to engage and see that object?  
Or did you feel it is a piece of metal I have to beat and then break it?  
what all angles and levels of abstraction that you could see in that when you unbundled how does it look what is the kind of detailing in that there are so many parts in any small component and each part has a patent and what you would have realized is we don't have any presence in any of those  
things  
We don't have literally any presence in any of that.  
So what are we as a country?  
 **Speaker\_01 - 45:41**Just buying somebody's thing and then using it, is that what our culture is or is that what we continue want to continue doing?  
Those are the questions.  
It's important for your generation to also keep asking because out of that only some change can come.  
Even yesterday during that Saturday event there was one person who spoke about color.  
So he was talking about colors that India contributed to the world.  
Colors like indigo and a certain bright yellow.  
These are things which, but then we do not have labels for them, we do not have standards for them.  
 **Speaker\_01 - 46:38**Now, they are trying to build standards saying anybody wants to use this color as to refer to this particular standard and if they want to manufacture any garment in this country using that color they have to give a spec in that particular standard.  
When will you come to that state in engineering components?  
most of what we manufacture like screws and other things we are manufacturing here because they have gone out of patent typically a patent is given for 20 years for any technology or any part and other things you can extend it if you want but 20 years is a protection given for the inventor to create  
maximum value from the invention but after 20 years it is open anybody can take and then build it so many of the manufacturing that we are doing is all things which are probably gone out of patent.  
More recently people are filing patents that the culture has started seeding a little bit people are filing patents and all, but commercial impact of those patents is still very  
far away.  
look at how those objects that you have taken, how they have organized, can you pay attention to?  
 **Speaker\_01 - 48:11**What was the dialogue in your team and the group and the involvement of people which led to that artifact, whatever shapes you have ended up with?  
Is it only a function of the parts that you have got or is it influenced by your relationships and your influences?  
how much of it is influenced by your group interaction versus how much of it is influenced by the actual characteristics of the parts.  
You need to pay attention to that many times you will see the group behaviors may have forced you to do certain things which are not even there in that particular naturally there in that structure.  
Then the last one is.  
to what extent it is distorted or exaggerated?  
And what does it tell about your own ideologies and biases?  
 **Speaker\_01 - 49:17**So, these questions I want you to sit and write for yourself.  
We can bring it next week, but at least think okay three weeks what did I do?  
How did we work as a team?  
What was really going on?  
Why did we end up with this structure?  
What all decisions were made?  
Why these decisions were made like that?  
 **Speaker\_01 - 49:42**If you seriously ask these questions, you will start seeing why these choices were made.  
What biases does it?  
Why was there an urge to quickly close and say this is the shape?  
It should be an animal.  
or it should be some other distracting machine.  
Because that reduces the anxiety.  
You want to close the dialogue and then fit everything to that.  
 **Speaker\_01 - 50:18**It is exactly like confirmation bias.  
I want the conclusion and then go and fit all the parts into that conclusion.  
Art does not work like that.  
Art is exploratory.  
You don't want one conclusion.  
You want more conclusions depending on the people that you are seeing.  
If more people see, they should get 10 different interpretations from that.  
 **Speaker\_01 - 50:51**It is not looking for one final answer which everybody will agree and only one.  
Art does not work, art works the other way.  
that is extremely critical for making your minds more fluid.  
Creative thinking, divergent thinking requires that quality.  
If you take all the 50 products that have been created by the 50 teams, how many distinctive varieties are there?  
If you classify them into are they 50 different concepts?  
or is it five concepts?  
 **Speaker\_01 - 51:37**Five hundred people producing five concepts.  
Why can't you have five hundred different concepts?  
Similarly, people asking give me a template, give me this thing, when you are doing that you are essentially saying I want to narrow down to one particular thing.  
The moment you use a template everything will end up with only one variant.  
Creative work explores the divergent side of it.  
We are not trying to close it into few options.  
Go to the next.  
 **Speaker\_01 - 52:18**What is the time?  
I will cover this then you can take five minutes break.  
Go to the next slide.  
Yeah, click one by one.  
So, what is when you look at this object, what does it feel, how do you feel when you see this object?  
Click it, okay.  
Next.  
 **Speaker\_01 - 52:52**When you see something like this, what comes to you naturally, what will be your behavior?  
Suppose something like that is there in front of you, what would you do?  
 **Speaker\_00 - 53:01**Roll something, what else?  
 **Multiple speakers - 53:07**Slide, right?  
 **Speaker\_01 - 53:14**Next.  
What will you do when you see something like that?  
That is functional.  
What will a child do when Jump on it.  
Now why are they doing this?  
Suppose you ask that question, why is a child going and jumping on a sofa?  
How will an adult see this, adult see this as?  
 **Speaker\_01 - 53:42**No, it is a nuisance.  
He is not supposed to sit, functionally sofa is meant for somebody to sit, the child is jumping on it, it is disrupting that process, so somebody will score.  
But the other side of actually seeing why the child is doing child is only exploring that space what is natural about that object it is exploring.  
So the only way it is exploring is if it has cushioning and this effect it is exploring that by jumping on it.  
Suppose same thing in a railway station you will have that steel chairs right there what do children do?  
they won't jump on it they will keep sliding on it.  
So, do you mean to say children do not know what it is they are all fools and somebody has to tell something and it is the parents and adults are seeing an activity which is not fitting into the parents definition of what it is.  
 **Speaker\_01 - 54:51**Because parents definition of chair is x y z. and that function is not being followed by the child so you are thinking the child is disruptive.  
But the child is only naturally exploring a natural property of that object.  
This is what is technically in design it is called affordance.  
Affordance is like for example, if I am putting my hand here on this or leaning on this.  
There is something natural here which is encouraging me to do that.  
Suppose I did not have hands and this was there.  
My body structure does not relate to the structure in front of me then I cannot do certain things.  
 **Speaker\_01 - 55:42**But wherever the body structure and the environment have some kind of coupling there is a natural tendency to explore.  
This is the kind of thing your ethnographic mind should see.  
Instead of saying the child is jumping here and it is not doing the right thing, it is a bad thing, then it is all my bias talking, not what is really happening there.  
So in any phenomenon similarly, in constructing, assembling your parts, did you look at affordances?  
why you put one part next to the other because somewhere that shapes might have logically fit or by adding that it is taking some form some connections you would have seen because of which you are trying to connect the pieces they are all kind of affordances why do I hold like for example this thing  
why am I holding it like this and why not use it in another way.  
Because this structure allows me to hold this like this.  
 **Speaker\_01 - 56:57**Suppose this was so big, I cannot do that.  
I will have to place it somewhere and then work with it.  
So, one of the very important things in design is to see in any scenario are there anything which is very naturally affording certain behaviors.  
and use those in a very positive manner when you are building your solution.  
So, first your ability to see that should be there.  
Can you recognize in a scenario okay this behavior is happening because there is some natural affordance between the object and the person interacting with that object.  
So, this can happen only when you train yourself to start observing like that.  
 **Speaker\_01 - 57:48**Next slide.  
what will you do when you see something like this?  
Tell me what will you do?  
There is a problem in that.  
What is the natural reaction when you see something like this even including this door?  
When there is a handle, a natural tendency is to pull it.  
When there is no handle what do you do?  
 **Speaker\_01 - 58:29**Yeah you can knock or you will have to push.  
That is why you will see in some places there will not be a handle but just a flat this thing they will give.  
The idea is to only push that is a natural.  
So without saying pull this door without writing there they can communicate or indicate what can be done with that door.  
So, what is the problem in this door?  
It is a wrong design.  
It is actually a push concept for which somebody has put a handy.  
 **Speaker\_01 - 59:08**You are wasting resources by putting that handy.  
A more natural solution will be to push.  
Yeah, then that is the problem of our this thing, locking system.  
Because we pull and then put all that our locking system may have forced creation, but further do I need such a big one.  
So, these are the kinds of questions which should come in when you are really building products or observing scenarios you should this kind of details you have to observe.  
Go and sit anywhere any office any this thing here there even in this door you can see it is wrongly designed.  
You can ask all these questions.  
 **Speaker\_01 - 59:55**But are you observing?  
The point is, are you observing and seeing what is natural affordance in this or not?  
Next.  
What do you feel like doing when you see this?  
 **Speaker\_07 - 01:00:10**Yeah,  
 **Speaker\_01 - 01:00:27**squish it, you can cuddle it or you can also squish it, right.  
Both kind of behaviors are possible.  
Next.  
 **Speaker\_05 - 01:00:38**No, is there  
 **Speaker\_01 - 01:00:50**something in the shape of the knife which is encouraging you to do that?  
That is the question.  
Question is, is the shape of the knife telling you to go and cut something or No,  
don't go by the movie bias, that is what I am saying please.  
Is the physical characteristic encouraging certain behaviors?  
So, you need to see that closely, what is the physical structure, why is that this behavior is being encouraged or that is what you should notice instead of jumping to some generalized conclusions.  
So, this is what is called affordances.  
 **Speaker\_01 - 01:01:36**Noticing the affordances in whatever you are observing that is also a very important part of building any solutions where the usability can be very high.  
If you want to address usability issues, you have to pay lot of attention to the affordances that are there in whatever scenarios that you are observing.  
Go to the next slide.  
So this concept was actually created by or proposed by somebody called Gibson.  
Why did you do that?  
Because during the world war they had this problem of training lot of pilots on the aircraft.  
So they had to train pilots and they noticed that many of them had problems because not like today's navigation systems you did not have all that.  
 **Speaker\_01 - 01:02:29**aircraft with two propellers kind of concept was there at that point.  
So whenever they were flying they were okay but when they were landing a lot of people were crashing.  
So he investigated why this crashing is happening and that is where he came up with this notion of when I am on the ground my perception is something but when I am away from the ground perception is different.  
Your depth perception becomes different.  
we cannot very easily see the depth.  
That is the reason people end up crashing.  
So, they did lot of very interesting experiments.  
 **Speaker\_01 - 01:03:08**One of the experiment was how does child actually or children who have not taught anything less than 9 years 9 months old how do they react to depth?  
So they created a structure where on a glass table but the floor had a pattern and on a table up to here the actual table is there and after that it is only glass.  
So when you leave the child on that does the child cross this side on the glass where there is an open space or not and they could see that the child is not moving.  
So, there is some natural perception of depth which is there in so they say like if you keep a baby on the cliff mountain cliff it may not fall.  
But adults may exhibit a different behavior because their perception of depth and height are very different.  
that is why if you are seeing something sitting here in this floor versus you see something sitting from the eighth floor it could be different.  
So based on this theory here developed lot of ideas on what is perception and how perception influences several activities and so on but the concept of affordance has come from this work.  
 **Speaker\_01 - 01:04:54**So it is not affordance is not anything which is related to a sign or judgment of the user kind of thing.  
It is affordance is what is physically, what is the compatibility between the objects and the people or things which are involved in that scenario.  
So, paying attention to that is also very important part of any ethnographic work.  
Go to the next.  
You can see some of this content to understand more.  
go next.  
So, you can take five minutes break then we will talk about ethnography a little more.  
 **Speaker\_01 - 01:05:36**I have already shared the slides, but I want to spend some time explaining some of these things because after this class I am going to give you an activity for the next four weeks which you will have to use some of these principles and do.  
 **Speaker\_06 - 01:05:57**Yeah,  
 **Unknown speaker - 01:06:25**yeah.  
 **Speaker\_04 - 01:06:32**Thank  
 **Unknown speaker - 01:06:49**you.  
 **Speaker\_04 - 01:06:49**Thank  
 **Multiple speakers - 01:07:16**you Oh my god.  
 **Speaker\_03 - 01:07:48**I  
 **Unknown speaker - 01:08:17**am.  
 **Speaker\_03 - 01:08:18**Hmm.  
Oh.  
No!  
 **Speaker\_04 - 01:09:35**A  
 **Speaker\_06 - 01:09:43**normal day in UP.