

ARTG 5600

## Experience Design Studio 1

### **StreetLife: Experiencing a Street**

CRN: 17666 | Fall 2018 | Tue 1:35-5:05pm | Ryder 427

Professor **Kristian Kloeckl** [k.kloeckl@northeastern.edu](mailto:k.kloeckl@northeastern.edu)

Office hours: Tue 10:00am-1:00pm @ Ryder 448D

**In partnership with *LivableStreets Alliance*.**

## **COURSE DESCRIPTION AND THEME**

Experience design is a holistic approach to design that investigates the human experience in specific situations to improve its quality, given an understanding of human attention, goals, needs, and desires. This course provides an introduction to the domain and students will learn and experiment with a range of research and design methods by developing a semester-long project.

The course will take the urban *street* as a context of investigation. Street experiences are ubiquitous, often overlooked, and complex. We all experience the manifold interactions in a street at multiple levels as soon as we leave home or work, walk along a sidewalk, stop in front of a storefront, take a rest on a bench, wait for the bus or stop to chat with a friend we met unexpectedly. A street is public land. People can freely assemble, interact, and move about in it. It is a public easement and one of the few contexts that is shared among all people and that is open for a wide range of planned and unplanned activities. Streets connect and mediate personal daily routines, social interactions and urban fabrics and activities at large. Streets have diverse sets of characteristics and perceived qualities. And they manage more or less successfully to attract locals and visitors to spend time for a variety of activities related to work, play, learning, socializing, leisure, etc. Above all, streets continuously evolve in reflection and anticipation of changes underway at all levels in their urban context.

In a series of initial sessions we will experiment with experience design research methods to examine our own personal experience of streets. We will focus on experiences related to what we see, hear, touch, smell, and taste. We will explore what determines the quality of our street experiences and how we remember them, why we seek specific places along a street to spend time. These sessions will be accompanied by a series of guest lectures to inform our explorations.

In the second half of the course we will focus on one street in particular: Columbia Road in Boston. We will be investigating people's experiences along that street and identify opportunities to enrich these by developing proposals for design interventions of diverse nature (physical, environmental, digital, service based, organizational, etc.).

The 2.3 mile long Columbia Road connects Franklin Park and Joe Moakley Park as well as the Waterfront in South Boston. It represents the missing link of the Emerald Necklace between these two parks as originally envisioned by Frederick Law Olmsted. Columbia Road is today an integral part of a series of diverse neighborhoods and communities. It fulfills essential urban connections but points in many ways also to a lack in the network of urban spaces, representing opportunities for change. The street is considered a priority project for the City of Boston and part of the early action group in Boston's 2030 plan.

Through site visits and conversations with members of local communities we will investigate people's experience along Columbia Road, identify existing values and attractors and investigate potentials for enriching the experience of the diverse resident and visiting communities. Insights gained will serve as a basis for the formulation of design interventions that aim at contributing positively to experiences for both residents and visitors in ways that respect existing social fabrics and interactions. Interventions can be at

any physical scale, focused on one specific site along Columbia Road or tackling multiple related sites. They can be material or immaterial, involve objects, services, information systems, ambient installations, events, etc. or any combination of these. We will look at Columbia Road as a *place of possibilities*, participation and co-creation; places of destination, transit, and of retreat; places for encounter; places of connection, proximity and of distance; places for dynamic appropriation where meaning is constantly negotiated.

## COURSE STRUCTURE

The course is structured in two parts. Weeks 1-5 are dedicated to an introduction in experience design by way of readings, short exercises, research methods, guest lectures, seminars and class discussions that relate broadly to one theme per class.

Weeks 6-13 are dedicated to research and project work dedicated to one specific site: Columbia Road in Boston. In this second part you are encouraged to apply what you learned during the first weeks to one specific experience design project that you will be developing for this site. This second part of the project will be carried out in partnership with Boston's *Livable Streets Alliance*.

## COURSE PROGRAM

Phase	Cla ss	Date	Topics and Activities	Readings
Introduction	1	Sept 11	<ul style="list-style-type: none"> <li>- Course Introduction</li> <li>- Introduction to Experience Design</li> <li>- Experiencing Streets</li> <li>- Experiential field study</li> <li>- Video: William Whyte. <i>The Social Life of Small Urban Spaces</i>. (1979)</li> </ul>	<ul style="list-style-type: none"> <li>- Brown, Tim. <i>Change By Design: How Design Thinking Transforms Organizations and Inspires Innovation</i>. HarperBusiness, 2009. (Chapter 5: Returning to the surface or the Design of Experiences)</li> <li>- Goulden, Lorna, and Paul McGroary. 2003. "Experience Design." In <i>The New Everyday: Views on Ambient Intelligence</i>, edited by Emile Aarts, and Stefano Marzano, 49–51. 010 Publishers.</li> </ul>
See	2	Sept 18	Observation. Shadowing activity. Photo/Video documentation. Field Notes.  Guest Lecture: <b>Jonathan Hardy</b> Senior Designer, R&D Manager, Philips Lighting	<ul style="list-style-type: none"> <li>- Wolcott, Harry F. 2008. <i>Ethnography: A Way of Seeing</i>. AltaMira Press. (chapter 8: Hurried Ethnography for hurried ethnographers - especially sections on Ethnographic Reconnaissance)</li> <li>- Interaction Design, Ethnography by Dave Randall and Mark Rouncefield, <a href="https://www.interaction-design.org/literature/book/the-encyclopedia-of-human-computer-interaction-2nd-ed/ethnography">https://www.interaction-design.org/literature/book/the-encyclopedia-of-human-computer-interaction-2nd-ed/ethnography</a> (Sections 31.1 - 31.5)</li> <li>- Debord, Guy. "Theory of the Derive, Internationale Situationniste 2, repr." Andreotti and Costa, <i>Theory</i> 23 (1958).</li> </ul>

Phase	Class	Date	Topics and Activities	Readings
<b>Hear</b>	<b>3</b>	Sept 25	Interviews. Storymapping.  Guest Lecture: <b>Erica Walker</b> Noise and the City  <b>Due: Writing Assignment 1</b>	<ul style="list-style-type: none"> <li>- Lichaw, Donna. 2016. The User's Journey : Storymapping Products That People Love. Brooklyn, New York: Rosenfeld Media. Introduction, Chapters 1-3 (ebook via NU library site)</li> <li>- De Certeau, Michel. The Practice of Everyday Life. 1984. Third ed., University of California Press, 2011. pp. 91-111.(chapter "Walking in the City")</li> <li>- Hetherington, Kevin. "Rhythm and Noise: The City, Memory and the Archive." The Sociological Review 61.1_suppl (2013): 17-33.</li> </ul>
<b>Touch</b>	<b>4</b>	Oct 02	Street objects and materials. Inter-face, Inter-action, Improv-action. Street Furniture and Complete Streets. Placemaking.  Guest Lecture: <b>Nick Jackson</b> Toole Design, Complete Streets	<ul style="list-style-type: none"> <li>- Waal, Martijn de. The City as Interface: How New Media Are Changing the City. nai010 publishers, 2014. (First Chapter pp.6-25) online at:<a href="http://www.thecityasinterface.com">http://www.thecityasinterface.com</a>)</li> <li>- Beekmans, Jeroen, and Joop de Boer. Pop-Up City: City-Making in a Fluid World. BIS Publishers, 2014. (pp. 13-17, 263-269)</li> </ul>
<b>Smell/Taste</b>	<b>5</b>	Oct 09	Smell/Taste of place. Experience Mapping. Affinity Diagram.  Guest lecture: <b>Kate McLean</b> Creator of Urban SmellMaps, <a href="http://sensorymaps.com">sensorymaps.com</a>	<ul style="list-style-type: none"> <li>- Kalbach, James. 2016. Mapping Experiences : A Guide to Creating Value Through Journeys, Blueprints, and Diagrams. Sebastopol (CA): O'Reilly. Chapters 1+2. (ebook via NU library site)</li> <li>- Henshaw, Victoria, Dominic Medway, Gary Warnaby, and Chris Perkins. "Marketing the 'City of Smells'." Marketing Theory 16.2 (2016): 153-70.</li> </ul>
<b>Columbia Road Experience</b>	<b>6</b>	Oct 16	Project introduction: Columbia Road Introduction to techniques of community engagement and on-site interviews  Guest Lecture: <b>Tony Lechuga, Kristiana Lachusia</b> LivableStreets Alliance  <b>Due: Writing Assignment 2</b>	<ul style="list-style-type: none"> <li>- Suchman, Lucy A. Plans and Situated Actions: The Problem of Human-Machine Communication. Cambridge University Press, 1987. (pp. 49-67)</li> <li>- Walljasper, Jay. <i>The Great Neighborhood Book: A Do-it-yourself Guide to Placemaking</i>. A Project for Public Spaces Book, New society publishers, 2007. pp. 1-31 (ebook via NU library site)</li> </ul>
	<b>7</b>	Oct 23	Site visit. Research.	<ul style="list-style-type: none"> <li>- Rittel, H., and M. Webber. "Dilemmas in a General Theory of Planning." Policy Sciences 4, no. 1973 (1973): 155-69.</li> <li>- Burckhardt, Lucius. "On Movement and Vantage Points—the Strollologist's Experience (1999)." <i>Lucius Burckhardt Writings: Rethinking Manmade Environments. Politics, Landscapes &amp; Design</i>. Ed. Jesko Fezer. 2013 ed. Springer Vienna Architecture, 1999. 264-79.</li> </ul>

Phase	Class	Date	Topics and Activities	Readings
	8	Oct 30	Site visit. Research.	- Kelley, Tom. "Prototyping is the Shorthand of Innovation." Design Management Journal (Former Series) 12.3 (2001): 35-42.
	9	Nov 06	<b>Research presentation and initial project proposals.</b>	
	10	Nov 13	Project development and revision.	- Gilmore, B. J., and Pine J. H. 1999. The Experience Economy. Work is Theater & Every Business a Stage. Harvard Business Press. (chapter 1+2, pp.ix-43)
	11	Nov 20	Project development and revision. <b>Due: Writing Assignment 3</b>	
	12	Nov 27	Project development and revision.	
	13	Dec 04	<b>Final Presentation.</b>	

## ASSIGNMENTS AND SUBMISSIONS

**Reading Take-Aways** are due every Monday (end of day) before the class in which the readings are indicated as a pdf submission on Blackboard. For each text that is listed in the Syllabus for that week I ask you to write down the three main concepts, issues, ideas, etc. that particularly interested or surprised you. You can write these take-aways in the form of bullet points or a couple of sentences for each point. Reading take-aways are short and concise.

Weekly **Short Experience Documentations** will be given during the first six weeks of the course. At the end of each class you will be tasked with a short exercise that relates to the topic of the following week. You will be asked to carry out that exercise in your own time, document it in a format of your choice (diagrams, photos, video, text, sketch, etc.) and present it in the following class in a short 3 minute presentation. Your experience documentations will then be submitted on Blackboard after the class by the end of Tuesday.

The 3 **Writing Assignments** are due on Blackboard as pdf file by Thursday (end of day) of the week in which they are indicated in the course program. Written assignments are expected to be maximum 1 letter size page in length. Students should expect to discuss their text in class without prior notice.

## Research and Project Submissions

The two presentations about research work and the final project will given in class and then submitted on Blackboard. Specific on the format of presentation will be given closer to the presentation dates.

## REQUIRED READINGS

All texts indicated in the syllabus are available either publicly, through the NEU library website provided as pdf files on Blackboard.

Texts are indicated in the course program and students are expected to read the indicated texts before class they are indicated for.

## LEARNING OBJECTIVES

- Learn and practice research methods (ethnographic observation, interviews, shadowing and co-creation and participatory methods) for the understanding and representing of values, goals, intentions and actions of people, and modeling system components and interactions, in a coherent, holistic manner.
- Apply experience design visualization, sketching, mapping and prototyping methods to understand existing conditions, interactions, relationships and proposed solutions
- Engage in critical evaluation and analysis of case studies of experience design practice.
- Learn about and apply concepts and models to experience design, for the benefit of students' understanding, their confidence, their design process, and their deliverables.
- Recognize and practice the importance of engaging information and knowledge from many disciplines outside of design in the experience design practice.
- Experiment with a research driven design process focused on orchestrating artifacts, environments, services, etc. to enhance human experience in a specific situation.
- Achieve an understanding of the importance of empathy and data in understanding of differences, expectations and interests of multiple participant groups.
- Understand how a human-centered design approach offers insights that can lead to innovation and valuable experiences for participants.
- Develop an understanding of the interactions and interdependencies between humans and designed systems.
- Develop a language for assessing the quality of a design intervention in terms of its effectiveness and efficiency in helping users achieve, revise or discover their goals.
- Achieve and enact an awareness of the ethical and social responsibilities in the practice of design.
- Prepare and present professional documentation and artifacts to communicate findings and proposals.

## GRADING

You are expected to demonstrate week-to-week progress and you will be graded upon the submission of specified assignments. Assignments are due as indicated throughout the course. Every submission will be graded and the final grade takes into consideration the criteria and weights described below, and will include a peer evaluation.

### *Criteria:*

**10% Reading Take-Aways:** how each of these reflect attentive and critical reading of the texts.

**10% Writing Assignments:** how each of these reflect critical consideration of the lecture content, class discussions, and readings.

**10% Short Experience Documentations:** how each of these reflect engaged exploration and experimentation with formats of documentation and presentation.

**20% Research Presentation and Initial Project Proposals:** how it reflects a rigorous research and effective forms of documentation and presentation.

**30% Final Presentation and Project Submission:** how it reflects critical consideration of the course content, class discussions, site visits, research and readings in the form of content and form of proposals.

**20% Class participation:** how you use critical language in the class presentation of your project work and during class discussion and critique of classmates work.

### *Grading System:*

The grading system follows the University Policies outlined at <http://www.northeastern.edu/registrar/gradingsystem.html>

## **RULES AND CONDITIONS**

<b>Attendance</b>	Full attendance of all classes is mandatory. Missed classes will mean that you will miss valuable information. Absences for health or other personal reasons need to be communicated to the lecturer in advance. Frequent tardiness and unexcused absences will impact your final course grade.
<b>Class-discussions</b>	A significant part of this class will be devoted to discussion of the lecture topics and student submissions. You are encouraged to actively participate in all activities.
<b>Assignments</b>	All assignments need to be submitted on the day indicated. Late submissions will not be accepted except if discussed and agreed upon by instructor before the submission date.
<b>Integrity</b>	You are requested to abide by Northeastern University's Academic Integrity Policy, which you can read at: <a href="http://www.northeastern.edu/osccr/academicintegrity/">http://www.northeastern.edu/osccr/academicintegrity/</a>