ENCS 6042 TA NOTES WEEK 9 **4TH NOV 2021**

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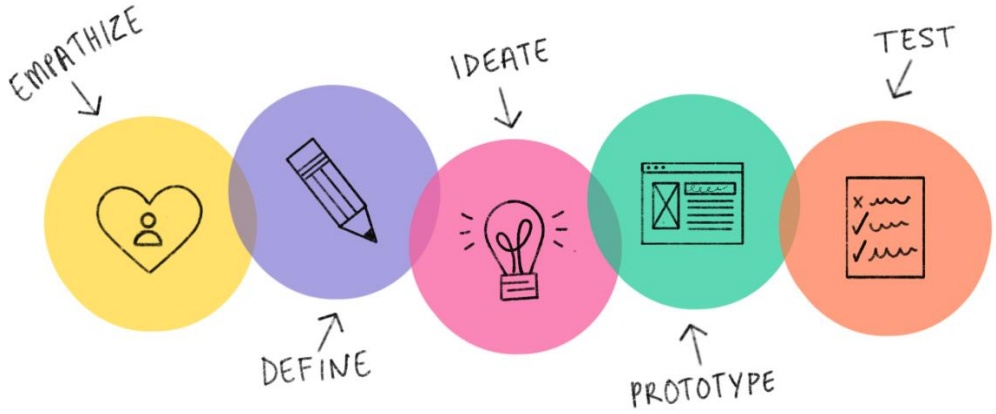
At the beginning of class, we talked about a summary of last class and the topics that have been mentioned last week.

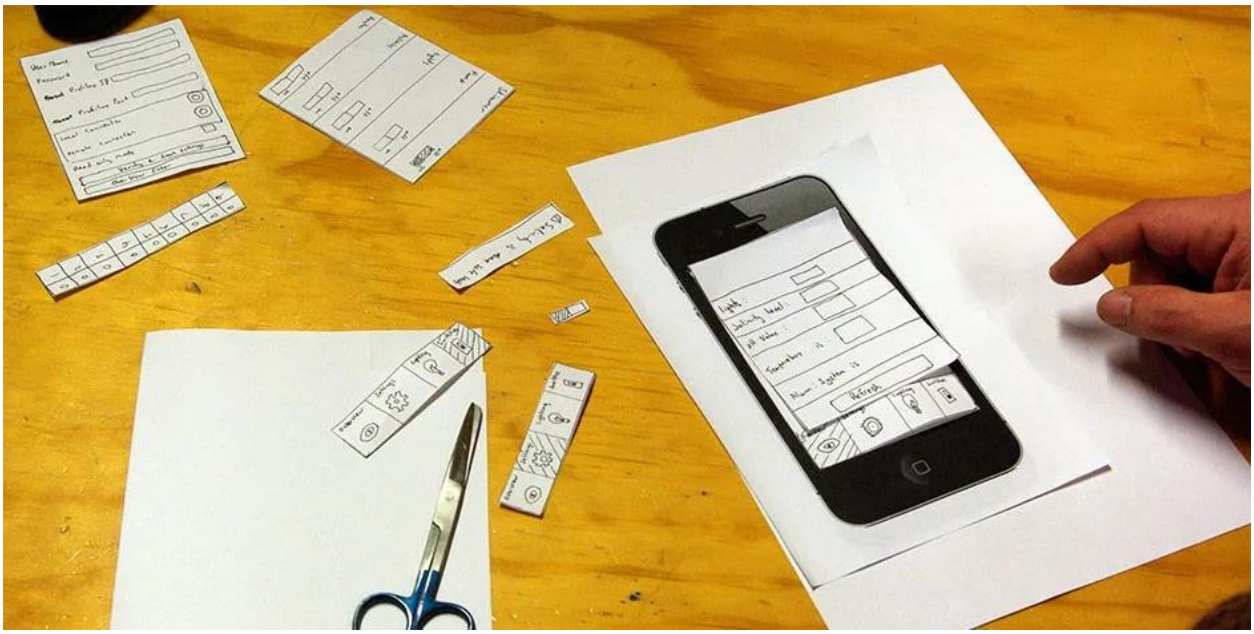
In continue of class, professor spoke about the design thinking.



What is the prototype?

A prototype is a simple experimental model of a proposed solution used to test or validate ideas, design assumptions and other aspects of its conceptualization quickly and cheaply, so that the designers involved can make appropriate refinements or possible changes in direction. Prototypes can take many forms, and just about the only thing in common the various forms have is that they are all tangible forms of your ideas. Prototypes can be quick and rough, useful for early stage testing and learning. It can also be fully formed and detailed usually for testing or pilot trials near the end of the project. Prototyping is about bringing conceptual or theoretical ideas to life and exploring their real-world impact before finally executing them. All too often, design teams arrive at ideas without enough research or validation and expedite them to final

execution before there is any certainty about their viability or possible effect on the target group.



Why we need to prototype?

Research conducted during the early stages of your Design Thinking project does not tell you everything you need to know in order to create the optimal solution. Regardless of whether you have researched thoroughly and gathered a large body of information, or whether your ideation sessions have resulted in what many perceive as a world-changing solution, testing is still crucial for success. Design teams can easily become fixated on the research artefacts they have gathered during the earlier phases of exploration, creating a bias towards their ideas. By prototyping and then testing those prototypes, you can reveal assumptions and biases you have towards your ideas and uncover insights about your users that you can use to improve your solutions or create new ones. You can use prototyping as a form of research even before other phases in Design Thinking, allowing you to explore problem areas in interfaces, products or services, and spot areas for improvement or innovation.

CLASS ACTIVITY

Students were divided into several groups. Each group had 2-3 students. Students had 20 minutes for designing a fork. After 20 minutes, students shared their designs together and gave comments on their designs. Finally, students had 6 minutes for improving their prototypes based on feedback. Some of students' designs are below.

- One of groups designed a two-sided fork (one side fork and another side spoon). They were mentioned several options for their design to make it unique.
- Another group was designed a fork with a thermometer, especially for children.
- One of the groups was designed a rotating fork for eating noodles or spaghetti.
- Another group was designed a fork for cutting and eating pizza. It was a cutter wheel with fork.