PARSONS SCHOOL OF DESIGN
MFA Design and Technology
Summer 2017 Bootcamp
Design Section

Teaching fellows

Brandon Palmer : palmb830@newschool.edu
Dian Rachmawati : rachd852@newschool.edu
Hannah Ekman : ekmah864@newschool.edu
Kris Li : liq529@newschool.edu
Nyantee Asherman : ashen733@newschool.edu
Tao Wei : weit896@newschool.edu
Tuba Ozkan : tuba@newschool.edu

Bootcamp Website

TBA

Learning Outcomes

At the conclusion of the 3-week course, students will be expected to have demonstrated the following:

1) Demonstrate the ability to conceptualize, iterate, prototype, test and document as a key part of the design process.

2) Demonstrate an understanding of how to use research and precedents meaningfully in their projects.

3) Clearly articulate their design process, research, precedents and final outcome in their presentations.

4) Participate effectively within a collaborative design process, identifying problems, tasks and milestones of production and feedback within a group.

5) Demonstrate the ability to provide constructive criticism and feedback, individually and in groups.

6) Begin to think critically as part of the design process.

Evaluation Criteria

Students in the course will be evaluated and receive feedback on the following areas.

Concept

Has the student developed concepts that manifest themselves in demonstrable forms that evidence a significant contribution in the student's chosen domain(s)?

Communication

How well is the student able to express ideas about their work? This includes verbal, written and diagrammatic forms of communication such as drawing, mapping, modeling and pre-visualizing.

Critical Thinking and Reflective Judgment

To what degree has the student demonstrated and developed critical thinking skills? Reflective judgment not only asks the questions with concrete answers such as evaluative questions about form, methodology, materials, utility, ergonomics, aesthetics, style, cultural, experience, research, and process critique, but also attacks difficult problems of the world that require research and evidence to support conclusions that can then be offered to the fields encompassed by design and technology.

Creative Process

Is the student incorporating form- and project-appropriate methodologies in the creation of their work? Can the student evaluate how procedural decisions impact their projects' successes and failures? Creative process may include problem identification, brainstorming, generating ideas, analysis, research, writing of specifications and constraints, real-world costs, feasibility, testing, iterating along a line of thinking and then approaching the problem differently in the next cycle, evaluation of process and evaluation of the form created, integrating and adapting new processes and ideas along the iterative design cycle.

Contextualization

Has the student been able to connect their work and ideas to historical and contemporary precedents, and to situate their work within the larger discourse surrounding ideas of design and technology?

Integration and Appropriate Use of Technology

Is the student making good choices about the form and type of technology?

Iteration, Production and Time Management

Is the student able to scale their projects to the appropriate time frames and resources at their disposal? This takes into account the scope of the project, but also an honest assessment of the student's interests and skillset as well as available technical and material resources.

Project Display
Are students able to present the core concepts and experience of their projects in appropriate public-facing forms? This may be one or more of the following: exhibition, demonstration, performance, screening and/or lecture.

Course Component

MASTERY PROJECT (Day 1-3)
Students will create a domain map and a short project based on their reading of *Invisible Cities* in relation to their design skills. Presentation should include:

- Map
- Documentation for developing the concept
- Object

USER-CENTERED DESIGN PROJECT & PROTOTYPING (Day 4-6)
Students will present concept, paper prototype and a final iteration of their user-centered design project.
Presentation should include:

- Design question/hypothesis
- Documentation for developing the concept
- Research (persona, storyboard or similar)
- Paper prototype
- User test of first prototype
- Final prototype

PROJECT CATASTROPHE (Day 6-10)
Students go in groups to a site (could be a museum, restaurant, park, retail space, etc.) to observe the use of the space and present their insights. They will also be assigned for one of the three catastrophic scenario that focus on the future environmental problems.

They are expected to use techniques of design ethnography during their field trips. Observation questions might include: How the place designed? How do people move in the place? How many people in each section? How intensity change according to time? How is the heat/sound/smell (do they affect people's behavior?) How users engage with technology in the place? etc. After their research, they will be designing any of these; a communication tool, a product, a place, a system or a system with considering their findings on side and the needs of catastrophic scenario that they assigned for.

Presentation should include:

- Documentation of observations and insights
- Design question/hypothesis
- Precedents and research

- Storyboard
- Final prototype

FINAL PROJECT (Week 3)
The final project is fairly flexible. You can take one of your concepts from the previous weeks and create a final project or you can do something new if you want. You have to combine your design project with web or code. You must present your concept, documentation of the design process, research, precedents, design questions, and evidence of user testing.

Presentation should include:
- Design question/hypothesis
- Concept statement
- Documentation
- Precedents and research
- Paper prototype
- Final prototype`

Required Readings and Videos

Italo Calvino, "Invisible Cities"
Don Norman, "The Design of Everyday Things"
What do prototypes prototype?
Ellen Isaacs, "Ethnography" at TEDx (Video)
Rick & Dick
J. Paul Neeley, Speculative Design and The Future of UI (Video)
Hillary Collins, "Creative Research"

Additional resources

Google for entrepreneurs: Rapid Prototyping
What is design ethnography?
Anthony Dunne, "What If… Crafting Design Speculations" (Video)
WingKee, "Speculative Design Fiction" (Video)
New Media Art
Bernard Tschumi, "Manhattan Transcripts"

Schedule

Week 1	Class	HW
Day 1	● Staff Introduction (5 mins) ● Student Introduction Activity (who you are, who they are, interests, background) (30 mins) ● Go Over the Syllabus, expectations, learning outcomes (20 mins) ● Set Up Slack & Invite Students (10 mins) ● Break (10 minutes) ● Presentation: Mapping (Mind Map + Domain Map); use one section of Invisible cities as example or to do exercise ● Introduce: Mastery Project ● Assign reading for Group 1	● Read/refresh your reading of Invisible Cities ○ Brainstorm ideas for the Mastery Project, ○ make domain map of the domains that come out of your brainstorm ● All Students read Norman "Design of Everyday Things" Chapter 1 ○ Reading group 1 prepare to moderate discussion
Day 2	● Students Present Domain Maps (40 minutes) ● Student led discussion of Norman reading (30 minutes) ● Break (10 minutes) ● Presentation: Research & Documentation (45 minutes) ● Assign Mastery Project HW (5 minutes) ● Overview Bootcamp Website & Blog ● In-class work time (the rest)	● Prepare to present Mastery Project ● Assign: Post one project found on the listed websites, or introduce a new reference website
Day 3	● Lecture: Presentation + critique (30min) ● Break (10min) ● Student presentation: Mastery Project (90min) ● Assign Reading for Group 2 ● WEBSITE CHECK	● Watch Google for Entrepreneur Rapid Prototyping video
Day 4	●Discuss the video they watched ●Introduce and discuss the Human Centered Design project (20 mins) ●Group work as they go through the lecture until the end of class (70mins) ●Discuss the HCD project for homework	●Email HCD project ●Read "How Do Prototypes Prototype"

	(10mins) ●Assign reading	
Day 5	●Reading group + discussion on how do prototypes prototype (10 mins) ●Prototyping intro (15 minutes) ●Prototyping exercise (1.5 hrs) ●Discuss the HCD project that they will work on and present next class (all they need to add is the prototype and results	●Watch Ethnography by Ellen Isaacs at TEDx ●Create a prototype to the HCD project they worked on, and make a presentation on the entire project ●Upload your project
Week 2		
Day 6 M	● Students Present HCD Projects - 5mins each (90 minutes) ● Break (10 min) ● WEBSITE CHECK ● Teacher Presentation: Ethnographic Research (20 min) ● Silently Perform - Charette (20 min) ● Assign Project Catastrophe and Field Trip - Draw Catastrophic scenario options (10min)	● Watch Speculative Design Videos: 1)J. Paul Neeley, Speculative Design and The Future of UI 2)"Speculative Design Fiction" ● Find one-two inspirational speculative or critical project and share it with class at night.
Day 7 T	Field Trip ● Meet at University Center & Staff take people to each location (20 - 30 minutes with travel) ● Also at UC: Assign all of HW Due on Day 8 / Remind the goal of Project Catastrophe ● Students go off and observe/interview/re shadow/map **(must be back by 3:30pm for code class!)**	● Prepare to present notes/sketches/interviews/ mappings tomorrow, present analysis and observations + preliminary scenario
Day 8 W	● Students do Analysis/ Mapping/Observations Presentation + present preliminary scenario (40 Min) ● Break (10 Min) ● Presentation & Discussion: New Media Art (60 Min) ● Assign HW to storyboard Due Thursday (5 Min) ● Assign HW to Prototype Due Friday (5 Min) ● Discuss preliminary scenario (30min)	● Prepare minimum 3 scenes Storyboard (design, writing, physical, digital etc.) of your design scenario. ● Initial prototype • Read Rick&Dick (it's 6 pages)
Day 9 TH	● Presentation on Understanding Bias and positionality- Class exercise (30min) ● Students show storyboards	● Finalize prototype and presentation for Project Catastrophe

	● Iterate prototypes in class (rest of day)	
Day 10 F	● Students present Project Catastrophe (120 Min) ○ 5 minute presentation ○ 5 minutes critique and feedback on each project ○ Guest critic ● Break (in between 10 min) ● WEBSITE CHECK ● Introduce final project (15min)	● Ideation for final project • Creative Research Reading
Week 3		
Day 11	● 2 min rapid fire presentation of concept proposals for Final Project (40 mins) ● Break (10min) ● Lecture on Creative Research reading (40 mins) ● In-class exercise: Small groups concept statements (rest of class) ● Meet with teacher individually (while class is doing concept statements) (included in time above)	● Make a paper prototype of final project for web and code /discuss creative research reading
Day 12	● Tour Maker Center ● 5 min presentations of progress and feedback (60 mins) ● 10 min break ● In-class exercise: Small groups test prototypes (rest of class)	● Iterate and create a new testable prototype of your final for tomorrow
Day 13	● Individual Meetings (Final Prototype) • Work on projects	● Final project presentation draft due
Day 14	● Practice presentations	● Final project presentation should be complete for tomorrow
Day 15	● Final Presentations	No Homework, Congrats You got through Bootcamp!