



PORTFOLIO

2017

2021

PROJECTS

LONDONE

type — speculative design

year — 2019

collaboration — Sophie Liu, Sydney Nagahiro

<https://touristzao.wixsite.com/londontourism>

Creating a more "authentic" experience of London for tourists, raising awareness of the social, ecological and political landscape of the British capital. Creation and distribution of a souvenir collection, essay.

London plane necklaces: treasure it, wear it around your neck, remember London's lifeline through a unique piece of jewellery. This extraordinary jewel encases the best of London, through its nice wooden texture, accompanied by a side of chain or leather.



Keyrings: go everywhere with a very special piece of London crafted by Mother nature, transformed by the local air. A dash of pollution shall give character to that unmistakable piece of London Plane, left almost untouched by the human hand, if not for the hole used to pass the metal ring around it.



Bookmarks: Cultivate yourself with the help of one of the rare cultivated aspect of London. Plane sheds its bark¹³ as a response to pollution and we have used that part of the tree to respond to your need for words. To be appreciated with or without lichen.



Fish and Chips fork: Eat Authentic British food with a piece of cutlery especially designed and made in London with London. This finely reworked bit of stick was pointed to allow for an ultimate British experience: the consumption of Fish and Chips.

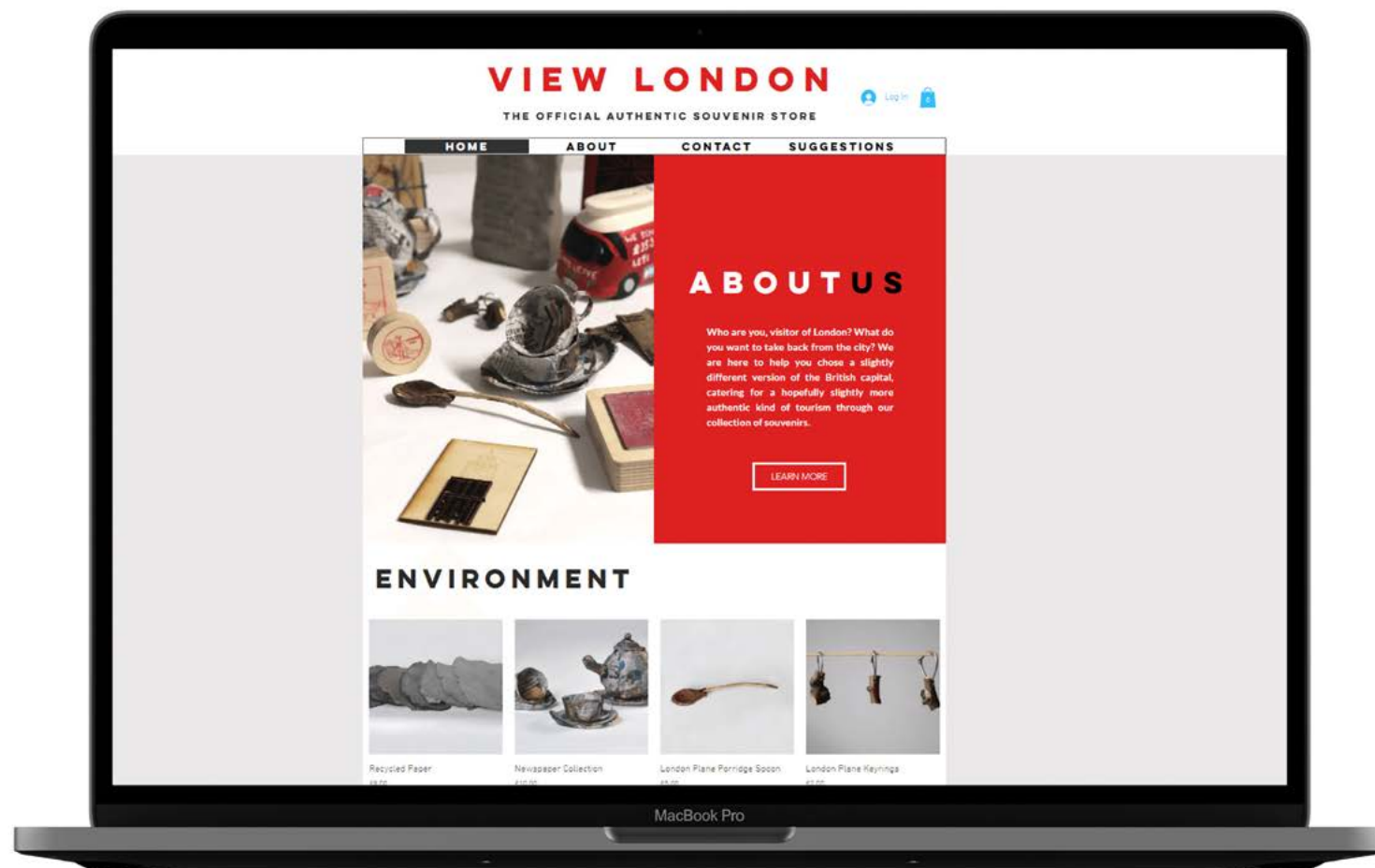


Porridge Spoon: This hand-carved spoon literally captures the essence of London. Use it wisely while eating one of the favourite breakfasts in this city. In fact, half of the population in the country itself tends to eat porridge, according to research¹⁴. We've created the perfect blend of bark and stick with this special object, carefully designed and made with aromatic freshly fallen wood.



"Subverting the souvenir", writing to better communicate the project

"Cultivate yourself with the help of one of the rare cultivated aspect of London. Plane sheds its bark as a response to pollution."



Testing, facing the user : on Trafalgar square, face to face with the tourists we designed for

A website to order the objects

COPYBAY

type — Speculative Design

year — 2018

collaboration — Marta Company-Soler

<https://making4faking.wixsite.com/copybay>

The way great corporations fight against copies is fascinating. Creation of clothes, a new money, a website.



An online platform to buy the very fake fake.



ARUP X BRITISH LIBRARY X GOOGLE

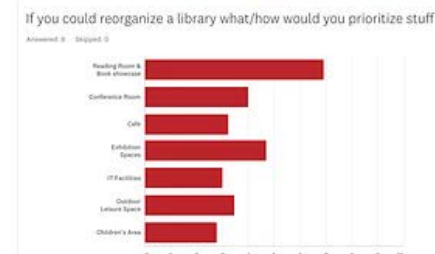
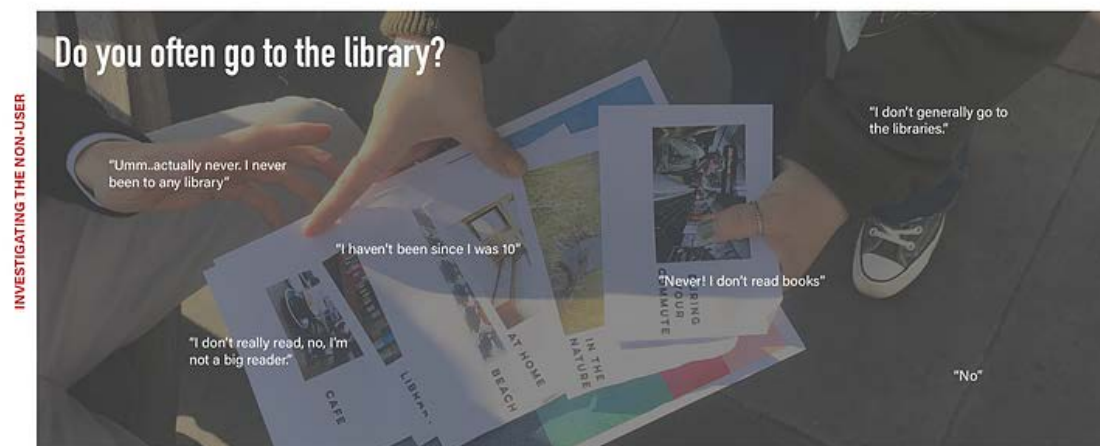
brief — ARUP - "Activating the Non-User of the BL"

type — Subversive Design

year — 2019

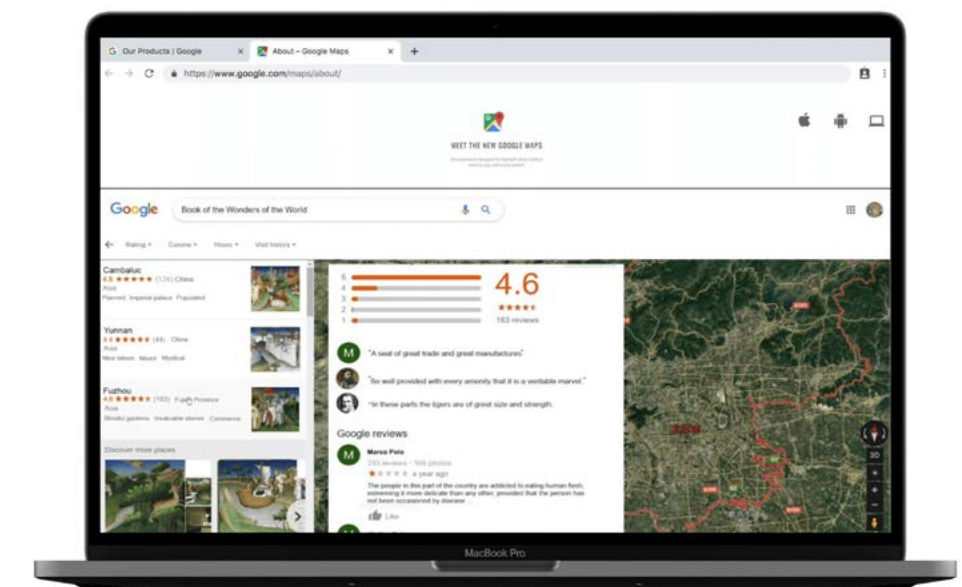
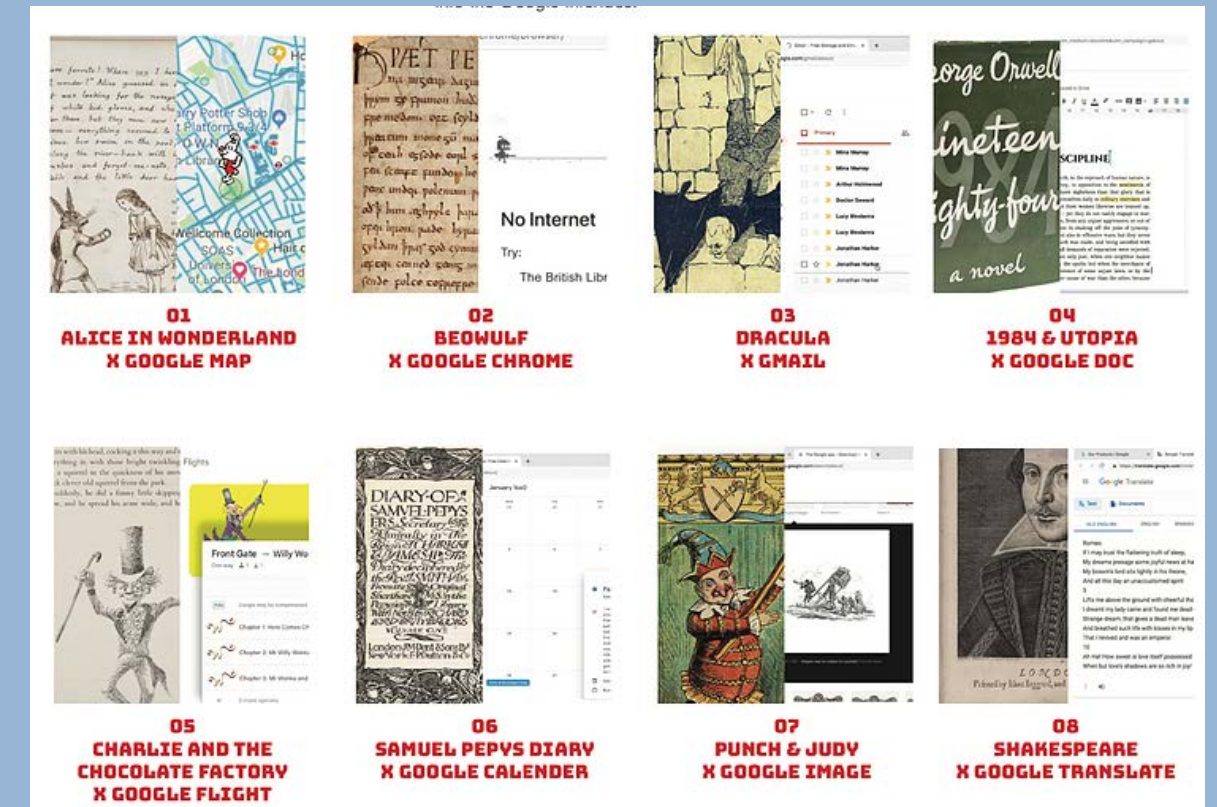
collaboration — Sophie Liu, Sydney Nagahiro

<https://youtu.be/Bcqp1TNriS8>



Une recherche inspirée des méthodes d'UX design

The British Library belongs to all the British people but is not used to its full potential. In its neighbourhood, Google, symbol of a new relationship to information, calls us. Investigation, creation of a mockup of «Google books», "corporate" presentation film.



Marco Polo

EDUCATION PATHS

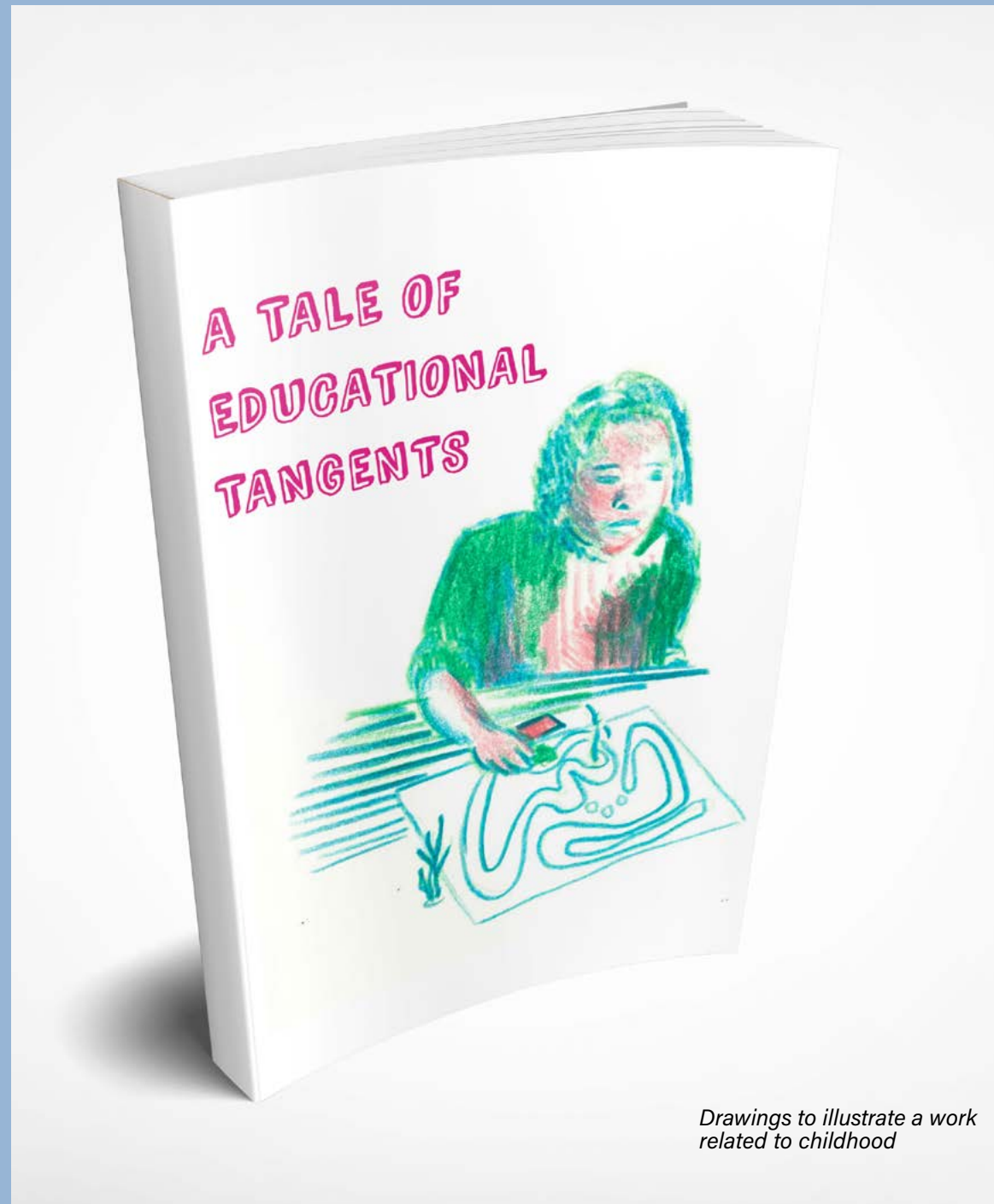
type — Dissertation, educational tools, film.

years — 2019-20

<https://indd.adobe.com/view/fcb63a3e-5e2a-482a-928b-738d65f39539>

Contextualisation, personnalisation, choice can have an important impact on intrinsic motivation in learning (Cordova & Lepper, 1996).

Understanding better the relationship between design and education and our place, as designers, in the world of education : a dissertation.



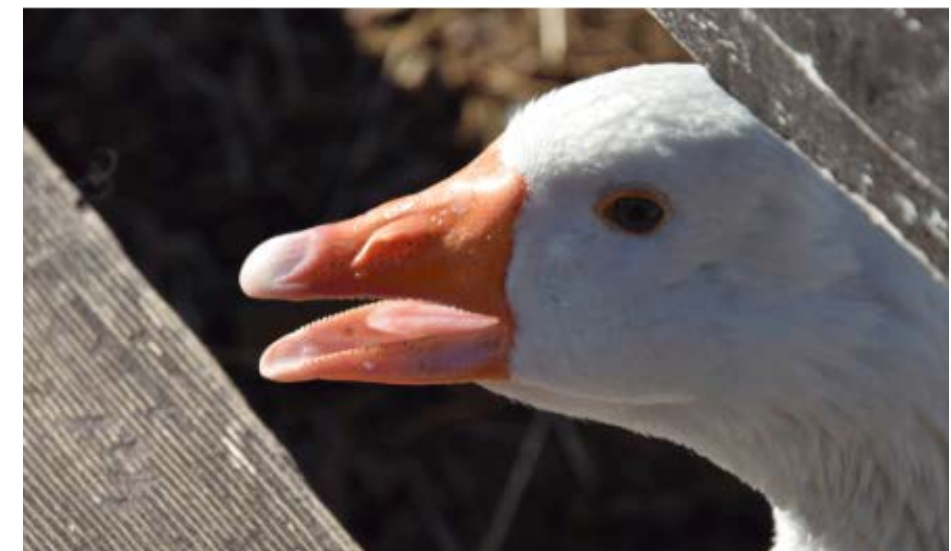
Drawings to illustrate a work related to childhood

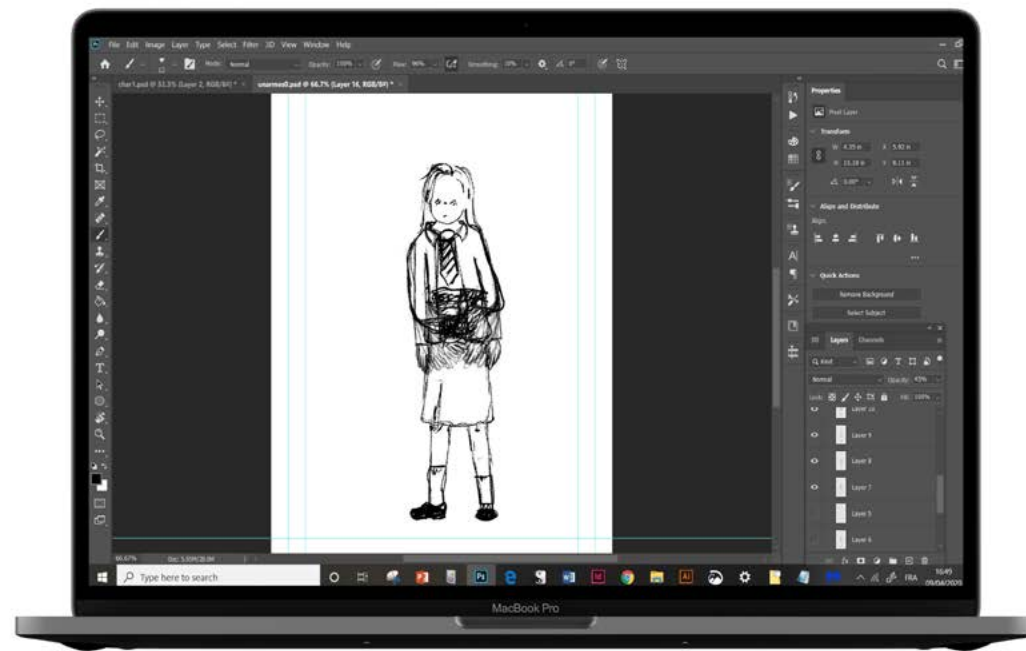


Terrain research, or the importance of confronting our area of study



*Tools for step by step learning -led
by choice, by story, by curriculum, by
the pandemic (a gif micro-museum).*





Fram by frame animation to communicate on a project based on childhood, to evoke childhood while learning a new skill.



DESIGNING PATHS OF EDUCATION

Contextualisation Personalisation Choice

introduction

Carroll, D. L. & Lepper, M. R. (1998).
Intrinsic motivation and the process of learning:
Beneficial effects of contextualization, personalization, and
choice. *Journal of Educational Psychology*, 90(4), 749-761.

https://www.youtube.com/watch?v=7d39Dx6dkRU&feature=emb_title

*How can one express,
simply, in 20 minutes,
a project that spanned
throughout a year ?*

PROTOTYPING LEARNING

client — Domissori
type — Home-based education tools
years — 2020-21



Learning algorithmic logic in a new language with the creation of a prototype following the "reuse reduce recycle" triad. Card, paper, velcro.



A polymorph snakes and ladder game to develop logical thinking, cooperation, creativity.

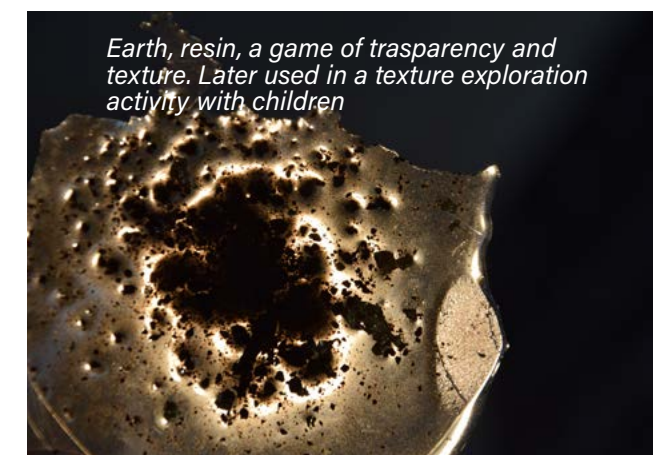
Carrying the R&D of a social enterprise and supporting children in their learning with no budget. Research report (in the works) , educational tool prototypes, bi-weekly engagement with children.

MATERIALS & TEXTURES

IMPERFECT RESIN

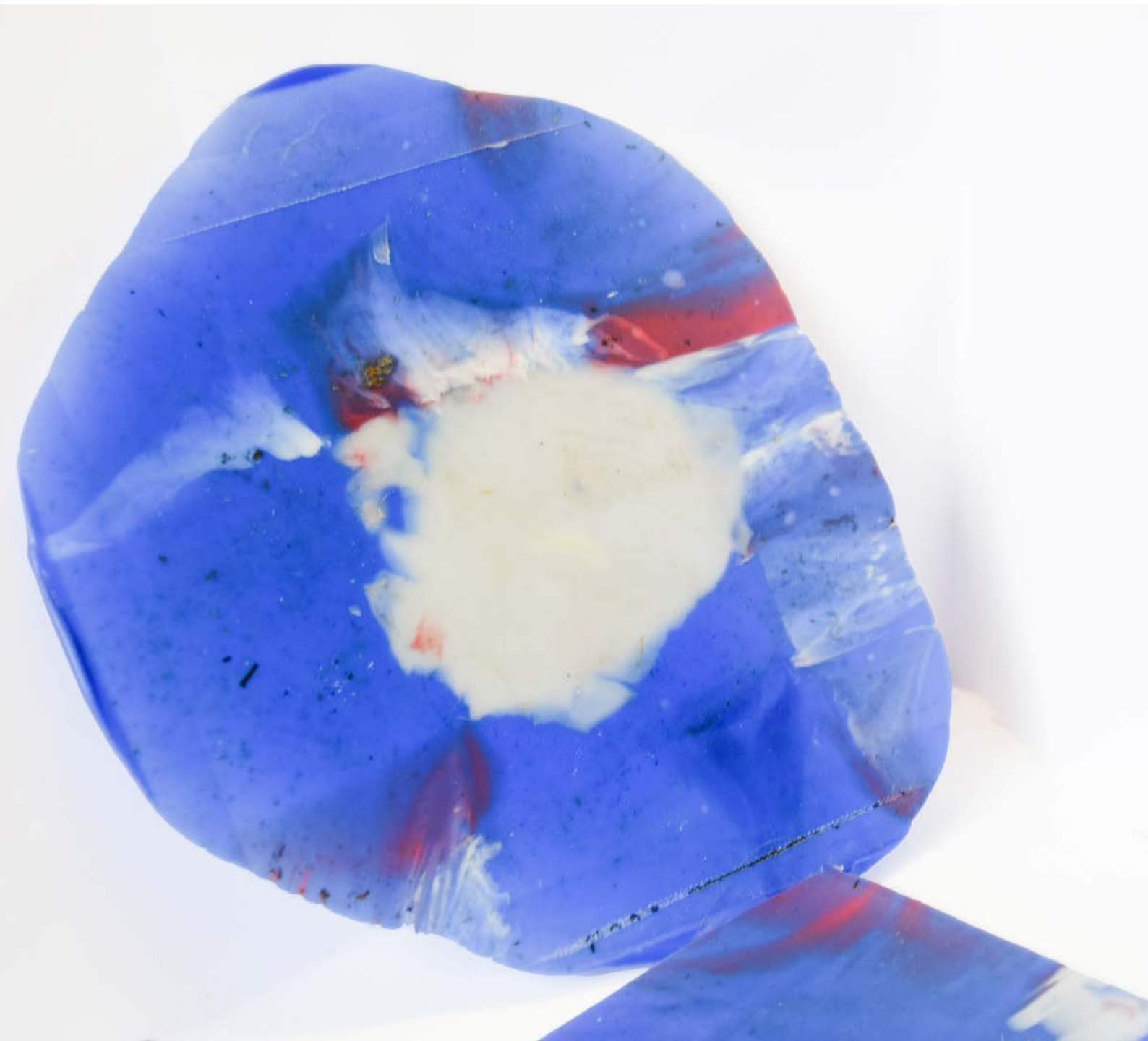


Gold, slate, captured in resin.



MATERIALS & TEXTURES

PLASTIC PLASTIC



Print, recycle, transform : uses and mis-uses of plastics.



MATERIALS & TEXTURES

MARK : A TOOLSET



Crossing materials to create unique and sustainable tools to make a mark.

MATERIALS & TEXTURES

WOOD, METAL



Wood, the hand of the craftsman, the resistance of the material.

Iron holds the marks of time.

THINKING DESIGN

THE ETHICS OF GIVING

The Ethics of Giving: A Correspondence

Mykonos, 10/12/2015

Dear Thomas,

Thank you for these criteria, your input is quite interesting. Will you be able to send me photographs of that jewellery?

I was also wondering whether you might be able to explain your ethical standpoint on jewellery? You made necklaces, yet I feel like they highlight the privilege your social class holds, whilst holding a strong status-linked background. Stones might be "timeless treasures"¹⁶ yet they are also some of the most obvious signs of social status. The more uncommon the stone you wear, the more it is worth, the wealthier you are; in fact, jewellery has even been used to determine social status in psychological studies, related to a person's wealth¹⁶. I must admit, I am writing from a perspective that, as Margaret Thatcher allegedly said in 1992 "class [...] groups people as bundles and sets them against one another"¹⁷. Pushed to an extreme, such a behaviour may result in a seemingly unethical construction of society, such as China's "social credit score system"¹⁸ which determines what people are and are not allowed to do. On a scale closer to the western world we know, the social class one originates from or seems to belong to can affect, in a biased way, a person's remuneration for example¹⁹. Hoping you can tell me more about this;

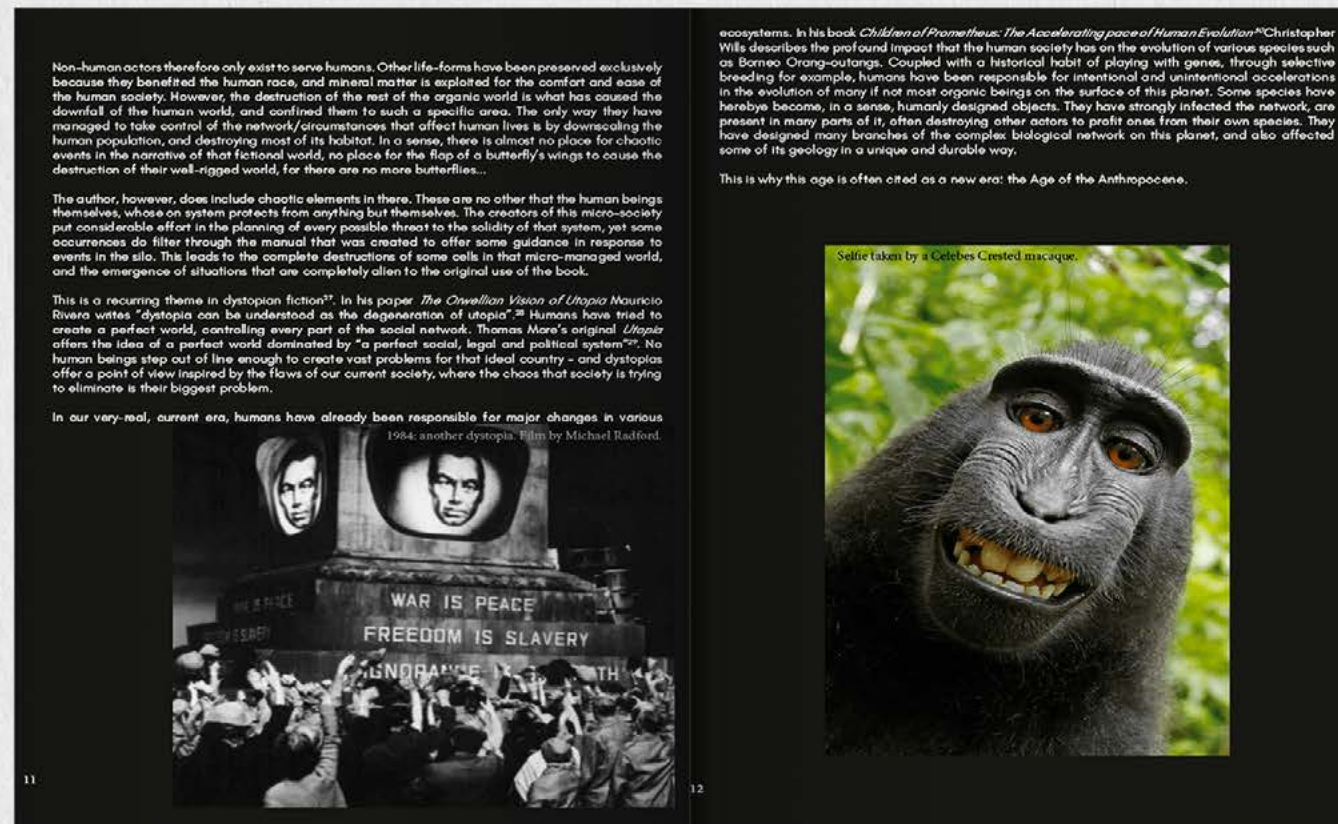
Lots of Love,
Melissa



"You made necklaces, yet I feel like they highlight the privilege your social class holds, [...] jewellery has even been used to determine social status in psychological studies, related to a person's wealth".

THINKING DESIGN DESIGNERS OF THE ANTHROPOCENE

Impacting the Network: the Actor-Network Theory in the Age of a Chaotic Anthropocene



" humans have been responsible for intentional and unintentional accelerations in the evolution of many if not most organic beings on the surface of this planet"

THANK YOU