System Concept Class Activities

### Boundaries

*defining system boundaries, and how this decision impacts the resulting design problem*

* For defining system boundaries, one of the things I have my students do is examine a physical object like a door handle. They inevitably start talking about the latch, lock, plates, escutcheon, etc., and then the door itself, particularly when we criticize quality and consider possible improvements (Gordon Rowland)
* In my experience, finding 'purpose' is the best way to define boundaries (Dinesh Korjan)

### Leverage Points

*Meadow's leverage points concept, particularly some way of communicating how similar effort applied at different leverage points produces very different levels of change*

* 'leverage' is best experienced through a well crafted problem / task. (Dinesh Korjan)

### Feedback

*feedback, both reinforcing and balancing*

* And for feedback, a club with a band is perfect—talking louder as others talk louder and the band plays, and the guitarist worshiping his/her amp leave great impressions of positive feedback (Gordon Rowland)

### Patterns

*patterns or archetypes, that is, providing some kind of tangible/physical connection to the thought that similar systems behave similarly, so recognizing patterns can (though not always) help one predict how a system will behave*

* Find a current event and describe how it matches a system archetype (Tim Sheiner)

### Relationships

*focussing not on the objects but on the connections between them*

* tbd