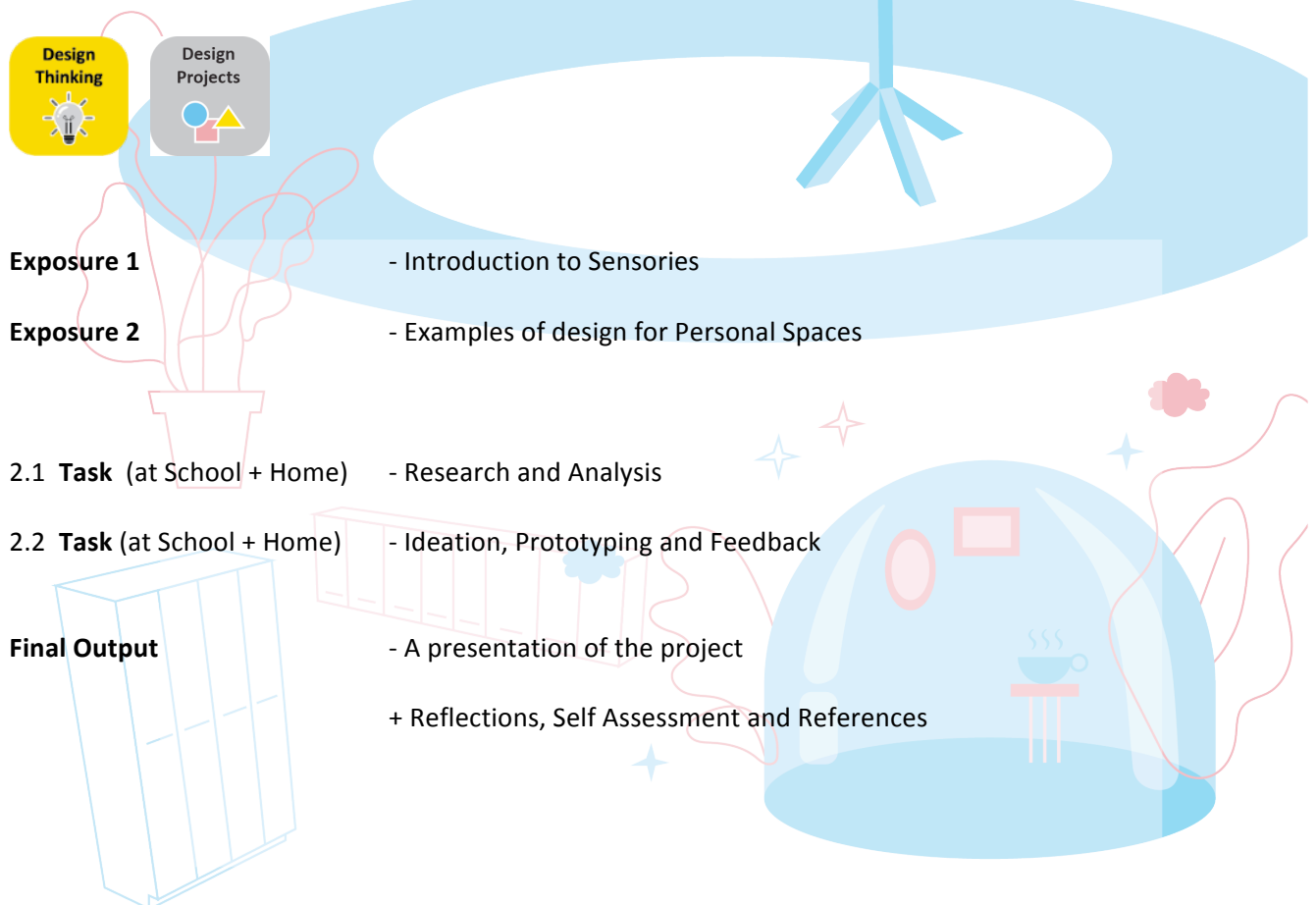


2.0 Module 2

Design for Personal Space:

- through sensory experiences

20 hours (13 in school and 7 at home)



2.0 Module 2

Design Project: Design for Personal Space - through sensory experiences

20 hours (13 in school and 7 at home)



Introduction

This module looks at design for personal spaces. Personal spaces are spaces near and dear to you. This includes the design of artifacts that one wears and carries. These designs tend to be the following:

- Personal
- Sensory
- Experiential
- Expressional and
- Individualistic and not necessarily shared.

Aim of the Course

To expose students (Grade 12) to fundamentals and principles of sensories and application of this to design of artifacts in the personal space. This task is an individual task where the students explore artifacts that are part of the personal space.

These could include jewelry, clothing and footwear, writing artifacts; carry bags, mobiles, etc.

Place:

Place: Task 2.1 and Task 2.2
– done at both school and at home



Grouping:

Grouping: Class tasks are done in groups of 3-4 and Home tasks are individually

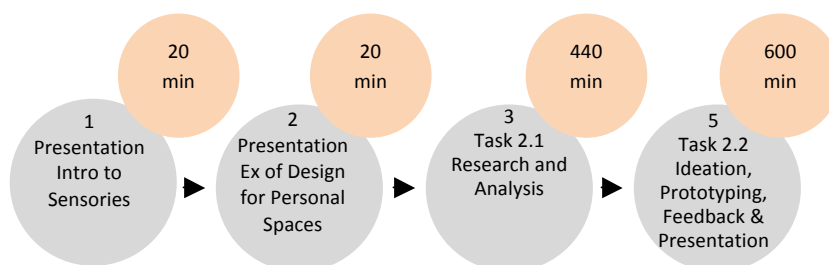


Equipment: Smart Mobile phone with Camera + Sketchbooks for taking notes and creating storyboards/scenarios, Stationary (Pencils, Pens). Mobile can be used for editing. Students may use digital devices like computers or tablets for editing (if available, but not necessary)

Exposures **Exposure 1: Introduction to Sensories**
Exposure 2: Examples of examples of Design for Personal Spaces

Task Sequence:

Task 2.1 + Task 2.2



Design Thinking & Innovation Process involvement:

This task involves the following phases of the DT&I Process:
 Phase 1. Observe/Empathise/Research (observation of sensories)
 Phase 2. Understand/Analyse/Define (Analysis of the personal space)
 Phase 3. Ideate/Alternate/Create (trying creative alternatives)
 Phase 4. Build/Prototype/Detail (making prototypes, presentation)
 Phase 5. Evaluate/Reflect/Implement (feedback from others)

Mapping SDG Goals:

The following SDG goals need to be considered while solving this task. While documenting elements and expressions, do think of gender equality and reduced inequalities and concern for life on our planet.



Task 2.0

Task 2.0 = 2.1 + 2.2

School Hours: 13, Home hours: 7



Task 2.0:

Done at School + Home



Overall Task (Task 2.0 = 2.1 + 2.2)

Topic title:

Design Thinking Process Project: Designing for Personal Space - through sensory experiences

Theme:

Exploring Sensories:

Our senses define the way we perceive the world. In this project the students are encouraged to look at the principles of our sensories and apply them to design products or artifacts that are of importance to the personal spaces.

You may choose any one of these sensories to work with:

- Taste, Touch, Sight, Smell and Hearing



The final solutions could be redesigning any of these:

- a. Wearables - watch, dress, shoes, clothes, jewelry, accessories, etc.
- b. Personal Objects – pens, diary, bags, photos, etc
- c. Personal Artifacts - toys, posters, t-shirts, pens, etc.

The task involves the following steps:

- 0. Selection of problem to solve
- 2.1a Observation and asking Questions (do brainstorming + mindmapping)
- 2.1b Primary research by conversing with users
- 2.1c Secondary research by finding out already existing information
- 2.1d Analysis (do categorisation and affinity mapping)
- 2.2a Ideation and alternate concepts (moodboard could help)
- 2.2b Soft Prototyping and feedback
- 2.2c Presentation and evaluation

Task 2.1:

Done at School + Home



Task 2.1 = 2.1a + 2.1b + 2.1c + 2.1d

School Hours: 6 and Home Hours: 3

Done individually at School and Home

Task Title:

Understanding the problem area/space and analysis:

Task 2.1a:

Done at School



Task 2.1a

School Hours: 2

Done individually at School

Topic title:

Observation and Ask Questions

School hours: 2, done individually

1. Chose one or two sensories to explore this task:

It could involve any one or two of the following:

- Sense of Touch
- Sense of Sight
- Sense of Hearing
- Sense of Smell
- Sense of Taste

2. Make a list of personal artifacts or things that you would like to design with the chosen sensories

These are some examples that you could choose from:

- Wearable watch for children with difficulty in seeing
- Shoes for Climbing
- Dress for the rains
- Jewelry for Birthday celebrations
- Soft Rattle for a 1 year Child
- Plate for eating Dosa
- Toy with different textures
- Etc.

3. Ask the following questions about the above subject

What? Why? How? Whom? Where? When? etc.

4. Understand the subject well by first **Brainstorming** about it, noting down keywords and then making a **Mindmap** to look at the subject from different points of view and perspectives

Output 2.1a: Make a mindmap of the selected artifact – sub-topics, issues, problems, areas, users, +ves and –ves, etc.

Task 2.1b:

Done at School



Task 2.1b:

School hours: 2, Done individually at School

Task Title:

Primary Research:

The Primary research involves the following:

1. Identify users for your chosen area
2. Converse with the users involved with this activity to get a better understanding (take down notes), try to understand the activity from the user's point of view (empathize with the user)
3. Identify the objects that are involved and understand how it works (document these)
4. Document through photography or sketching the different aspects of the problem being solved

Output 2.1b: Make a summary presentation involving images and short text in form of a report or slides (around 6 to 10 pages or slides)

Task 2.1c:

Done at Home



Task 2.1c:

Home hours: 2, Done individually at Home

Task Title:

Secondary Research:

Secondary research as the name indicates is the collection of information from secondary resources. These could be from books, publications, newspapers, talking to experts and the internet. As someone else has written or spoken about the subject, you need to keep note down the reference details.

1. Analyze your topic into sub-topics and take-up one of these for further research and understanding
2. Search for information on media that is accessible to you. Take down notes as points. Mark important aspects

Output 2.1c: Collate the information involving images and short text in form of a report or slides (around 6 to 10 pages or slides)

Task 2.1d:

Done at School



Task 2.1d

School Hours: 2 and Home hours 1
Done individually

Task Title:

Analysing the problem to be solved:

1. Collate all the information as points (you could use sticky notes)
2. Classify the information into different categories according to affinities (some may fit in multiple categories so replicate them)
3. Priorities the information within the categories according to priority/ importance

4. Identify issues or problems that can be solved

Output 2.1d: Identification and listing of problems to be solved

Make a chart of classifying the information collected according to the following:

Observations	Inferences/Insights	Design Opportunities
1.		
2.		
3.		

Task 2.2



Task 2.2 = 2.2a + 2.2b + 2.2c

School Hours: 7 and Home Hours: 4

Done individually at School and Home

Task Title:

Ideation + Prototyping + Presentation:

Task 2.2a



Task 2.2a

Home hours: 3

Done individually at Home

Topic title:

**Ideation on Creative Design Solution Possibilities
+ Shortlisting of Ideas**

1. Brainstorm, Ideate on possible creative solutions and sketch these out + number or name these ideas

2. Collate all the good ideas together and short-list them according to their experiential potential and ease of implementation

Output 2.2a: Make a presentation of these in 3 slides (alternate sketches + short-listed idea)

Task 2.2b



Task 2.2b

School hours: 4

Done individually at School

Topic title:

Design Solution Mock-ups + Feedback

1. Select the best one out of your ideation and finalise it with details.

2. Detail out the final selected solution as sketches: the details could be about its form, colors, materials, technology, etc.

3. Make a mock-up of your final idea in actual size using clay or paper/ cardboard (optional)

4. Show the sketches /mock-up to potential users and get feedback

5. Incorporate suggestions from the feedback in your design

6. Make the final sketch of your design (with an optional paper prototype)

Output 2.2b: Make a presentation of these in 3 slides (mock-up + feedback + details)

Task 2.2c



Task 2.2c

School hours: 3 and Home hours: 1

Done individually at School and Home

Topic title:

Design Solution Final Presentation and Documentation

Prepare a presentation (of 6-8 minutes duration) to include all the stages of your project:

- a. Title of the Personal Space Design Project or Problem Statement
- b. Your Name
- c. Summary/content listing of your presentation
- d. Insights from Primary and Secondary Research
- e. Analysis
- f. Alternate Concepts (sketches + quick scenarios + concept models)
- g. Final Concept sketch and its unique features
- h. Prototype /Mock-up (optional)
- k. User feedback on your final solution
- l. Future steps and suggestions
- m. Full References (Learn how to do references)
- n. Acknowledgments – to all who have helped

Output 2.2c: A presentation (6-8 minutes – roughly 15 to 25 slides) explaining the Project outcome along with Process

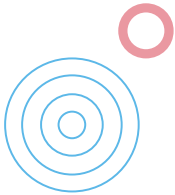
Reflection:



Questions to ponder:

- Do you feel your senses play a part in the design of artifacts in personal space?
- Would you like design your own artifacts – clothes, accessories, etc.?
- Would you like to pursue a profession designing for personal spaces?

Self Assessment:



Assessment Criteria (Task 2.1a + 2.1b + 2.1c + 2.1d + 2.2a + 2.2b + 2.2c) –

Assess yourself:

- Observation, Asking Questions and making a mind-map for understanding Personal Space was done well. (Group + Individual Assessment, Task 2.1a)

☐ *Beginning* ☐ *Developing* ☐ *Promising* ☐ *Proficient* ☐ *Excellent*

- The Primary and secondary research for understanding Personal Space was done well. (Group + Individual Assessment, Task 2.1b + 2.1c)

☐ *Beginning* ☐ *Developing* ☐ *Promising* ☐ *Proficient* ☐ *Excellent*

- The analysis of the personal problem space was well conceived. (Group + Individual Assessment, Task 2.1d)

☐ *Beginning* ☐ *Developing* ☐ *Promising* ☐ *Proficient* ☐ *Excellent*

- The ideation for this project on Personal Space had many alternate concepts. (Group + Individual Assessment, Task 2.2a)

☐ *Beginning* ☐ *Developing* ☐ *Promising* ☐ *Proficient* ☐ *Excellent*

- The soft prototyping was done very well. (Group + Individual Assessment, Task 2.2b)

☐ *Beginning* ☐ *Developing* ☐ *Promising* ☐ *Proficient* ☐ *Excellent*

- The presentation of this project on Personal Space was done well. (Group + Individual Assessment, Task 2.2c)

☐ *Beginning* ☐ *Developing* ☐ *Promising* ☐ *Proficient* ☐ *Excellent*

Other References:

Other suggested References:

1. Design Thinking Process - explained with an example:

<https://www.youtube.com/watch?v=uRtAzzitBmA>

2. Design Thinking Framework - a short video:

<https://www.youtube.com/watch?v=LhQWrHQwYTk>