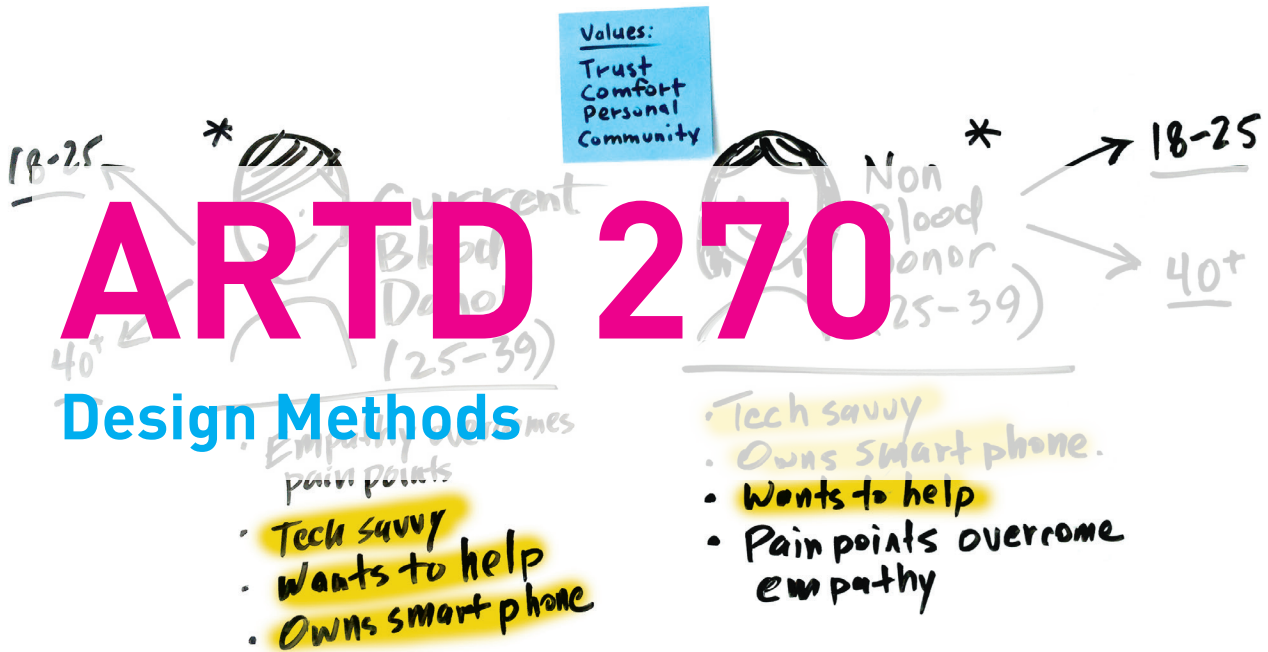


ARTD 270, FALL 2017
DESIGN METHODS

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+ UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN +
SCHOOL OF ART + DESIGN
INSTRUCTOR: ERIC BENSON

OFFICE HOURS: BY APPOINTMENT
ART + DESIGN BLDG. ROOM # 117
E-MAIL ADDRESS: EBENSON@ILLINOIS.EDU



COURSE DESCRIPTION

A hybrid studio and seminar that introduces students to the principles and process of human-centered design through a focus on research and observation outside of the studio. This approach will allow students to address the social and cultural contexts in which designers intervene. Through a series of exercises and projects, students will begin to develop competencies in conducting research in specific environments in order to inform and inspire the direction of their design projects. Students will also learn how to iterate design solutions and prototypes based on expert input, testing and user feedback. Students will better understand and articulate the tools and methodologies shared by all design disciplines as it relates to a variety of actions and outcomes: visual communication and the design objects, services, interactions and experiences.

COURSE OBJECTIVES

- How design can help shape a positive future for people and for the planet.

- To activate social change perspectives around systems, sustainability and design-led social change.
- To develop critical thinking, maximizing students' capacity to influence and affect positive social change.
- To critically investigate approaches to conducting research and collecting information for greater understanding that all action have a reaction.
- To use design methods, developing the concept of design research as experimentation in action.
- Apply action research and responsive feedback loops to develop creative solutions for complex problems, designing creative informations for positive social change.

At the end of the course the students should be able to :

- Shift their thinking from linear to circular.
- Embrace complexity, challenges, tension, & the uncomfortableness.
- Identify the points of intervention.

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REQUIRED READINGS

- *Design to Renourish*: https://vufind.carli.illinois.edu/vf-uiu/Record/uiu_8258319
- *Designers Code of Ethics*: www.deardesignstudent.com/a-designers-code-of-ethics-f4a88aca9e95
- "What is Human Centered Design?" Giacomini, J. (2014). *What Is Human Centred Design?*, The Design Journal, 17:4, 606-623.

REQUIRED FILMS

- *Design & Thinking*: www.youtube.com/watch?v=Z_YwyMssN0Y
- *Design is Future*: www.youtube.com/watch?v=zodT9bCdIil
- *The True Cost*: www.truecostmovie.com

SUGGESTED READINGS

Manzini, Ezio. "Strategic design for sustainability: instruments for radically oriented innovation." In: Jégou, F.; Manzini, E. *Sustainably everyday: scenarios of urban life*. Milano: Edizioni Ambiente, 2003. p. 231-234.

Manzini, Ezio; Cullars, John. "Prometheus of the everyday: the ecology of the artificial and the designer's responsibility." *Design Issues*, [S.l.], v. 9, n. 1, p. 5-20, 1992.

Normann, Richard; Ramirez, Rafael. "From value chain to value constellation: designing interactive strategy." *Harvard Business Review*, [S.l.], p. 65-77, July/Aug. 1993.

Meroni, Anna. "Strategic design: where are we now: reflection around the foundations of a recent discipline." *Strategic Design Research Journal*, [S.l.], v.1, n.1, p.31-38, Dec. 2008.

Yee, Joyce; Jefferies; Emma; Tan, Lauren. *Design transitions: inspiring stories: global viewpoints. how design is changing*. Amsterdam: BIS Publishers, 2013.

Giaccardi, E. *Metadesign as an emergent design culture*. Leonardo, [S.l.], v. 38, n. 4, p. 342-349, 2005. Disponível em: <<http://trans-techresearch.net/wp-content/uploads/2012/03/giaccardi-elisa.pdf>>.

SUGGESTED FILMS

The evolution of design thinking – Circular Design Guide: www.youtube.com/watch?v=QeoqUkKM_-4

Re-thinking Progress: The Circular Economy: www.youtube.com/watch?v=zCRKvDyyHml

The circular economy: from consumer to user: www.youtube.com/watch?v=Cd_isKtGaf8

Adopting a systems mindset – Circular Design Guide: www.youtube.com/watch?v=ylujl-ZKdq8

The next manufacturing revolution: www.youtube.com/watch?v=AyWtlwwEgS0

PROJECT GRADING BREAKDOWN

All projects are graded cumulatively and on a weighted grading system that follows the rubric discussed in class.

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COURSE SCHEDULE

Week 1:

Aug. 29: Course Introduction. What is a method? What is a tool? What is process? What is HCD + examples? What is design? What is a (design) tool or instrument?

HOMEWORK: Find 5 good examples of HCD to share in next class and watch Design & Thinking https://www.youtube.com/watch?v=Z_YwyMssN0Y

Aug. 31: Discuss HCD shared examples and Design & Thinking Video.

HOMEWORK: Read "What is Human Centered Design?" and write a response on class blog.

Week 2:

Sept. 5: What is HCD continued. 101 Design Methods. Exercise in HCD.

HOMEWORK: Read Giacomini, J. (2014). What Is Human Centred Design?, The Design Journal, 17:4, 606-623 and write a response on class blog.

Sept. 7: Discuss reading and Exercise #2 in HCD.

HOMEWORK: Read Design to Renourish Chapters 1-2 (https://vufind.carli.illinois.edu/vf-uiu/Record/uiu_8258319) and write a response on class blog.

Week 3:

Sept. 12: What is systems thinking? Powers of Ten. Systems Thinking exercise.

HOMEWORK: Read www.circulardesignguide.com and www.fastcodesign.com/90112320/design-thinking-needs-to-think-bigger and write a response on class blog.

Sept. 14: Discuss readings. Exercise.

HOMEWORK: Read over www.thinkwrongbook.com/free-resources.

Week 4:

Sept. 19: Think Wrong Discussion and Exercise.

Sept. 21: Think Wrong Exercise 2 - Brand Takeover

// CHALLENGE 1 - LOCAL RESOURCES

Use brand you chose as a company that tackles one of these issues with materials that relates to the new brand. Use systems thinking process from *Design to Renourish* and design methods that make sense with the topic of choice and strategies you chose. Document everything. Create a research database for the team that you will share throughout the project. (Teams of 3).

Choose one of these materials challenges.

Find case studies that relate.

Plastic:

How to reduce the plastic consumption? (on college campuses, in communities the size of C-U)

Water:

How can we use design to eliminate contaminants in the local drinking water supply (see: <https://www.ewg.org/tapwater/system.php?pws=IL0195300#.WYNvVcaZN0s>)?

Food:

How might we dramatically reduce waste by transforming our relationship with food in C-U or on campus? (see <http://dibbs.info>)

Waste:

How might we establish better recycling habits on campus?

// AUDIENCE

Local public.

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// PROCESS

1. Determine project goals
2. Map out the design problem
3. Brainstorm design outcomes
4. Evaluate each possible project outcome

// RESOURCES

- www.ninesights.ninesigma.com/web/circular-materials
- www.thenextsystem.org
- www.designmind.frogdesign.com
- www.circulardesignguide.com

// CALENDAR*

10/03	Challenge Intro. + Guest + Discussion
10/05	Presentations of case studies/research
10/10	Studio day - Determine Project Goals
10/12	Studio day - Map out Design Problem
10/17	Studio day - Brainstorm Design Outcomes
10/19	Midpoint Critique - Evaluate Outcomes
10/24	Studio day + Desk Crits
10/26	Studio day + Desk Crits
10/31	Studio day + Desk Crits
11/02	Final Critique

// CHALLENGE 2 - SOCIAL ISSUES

Pick one of these general larger issues below and then propose a specific sub-topic within it to explore. It is best to keep the sub-topic more local or regional. Small bets! Project will be critiqued in a public setting. (Teams of 3).

Health

e.g. How might we make the Emergency Department waiting room more humane and user-focused?

Education

e.g. How might we improve education and expand learning opportunities for refugees around the world?

Democracy

e.g. How might we design an accessible election experience for everyone? How can we more engage people to vote?

Planet

e.g. How can we effectively change our consumption habits, keep a high quality of life, and stop global warming?

// AUDIENCE

General public in local area

// PROCESS

1. Determine project goals
2. Map out the design problem
3. Brainstorm design outcomes
4. Evaluate each possible project outcome

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// RESOURCES

- www.fastcodesign.com/90127037/where-design-education-needs-to-go-next
- www.designmattersatartcenter.org
- www.socialdesignpathways.com

// CALENDAR*

11/07	Challenge discussion + Design is Future film - <i>write a response on blog for 11/09.</i>
11/09	Studio day to research relevant case studies
11/14	Student presentations of research.
11/16	Studio day - Determine Project Goals/Map <i>Read and write reflection https://dear.designstudent.com/a-designers-code-of-ethics-f4a88aca9e95</i>
11/21	<i>Thanksgiving</i>
11/23	<i>Thanksgiving</i>
11/28	Studio day - Brainstorm Design Outcomes
11/30	Midpoint Critique - Evaluate Outcomes
12/05	Studio day + Desk Crits
12/07	Studio day + Desk Crits
12/12	Final Critique

**Calendar subject to change.*

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ACADEMIC INTEGRITY

Academic integrity means honesty and responsibility in scholarship. Students and faculty alike must obey rules of honest scholarship, which means that all academic work should result from an individual's own efforts. Intellectual contributions from others must be consistently and responsibly acknowledged. Academic work completed in any other way is fraudulent.

(Learn more: <http://www.library.uiuc.edu/learn/research/academicintegrity.html>)

ATTENDANCE

Attendance is mandatory. Students will be graded on their attendance record and the degree to which they are prepared for class (*see rubric*).

As a matter of general policy, class absences are not excused. Instructors will reasonably accommodate certain types of absences, as described in Article 1, Part 5, Section 1-502 of the Student Code (<http://admin.illinois.edu/policy/code/>).

An absence is defined as:

- Missing class entirely
- Arriving 15 min late—past the official class start time (arriving within 15 min of class start time is a tardy)
- Not being in class for more than 15 min—stepping out or leaving early

Three (3) tardies are equal to one absence.

If a class is missed, it is the student's responsibility to contact their classmates first for the material and information covered that day. Students are expected to come to the next class prepared for the work that is to be covered. Office hours should

be used for individual discussion and catch up opportunities. The student is responsible for contacting the instructor right away in order to coordinate and make arrangements for making up missed work.

DRES

Students with physical, medical, systemic, learning, and psychiatric disabilities who wish to seek accommodations in this course should contact Disability Resources and Educational Services for a Letter of Accommodation and present it to the instructor during the first week of class.

Accommodations will not be made retroactively. Please visit <http://www.disability.illinois.edu> for more information

COMMUNICATION

All official course communication will be discussed in class, during office hours, &/or through University of Illinois email. If the student communicates with the faculty through an email correspondence during the typical weekday, the faculty will respond within 24 hours. The same courtesy is expected of the student. Only project clarification and course questions will be responded to over email by the faculty. *Faculty will not review project files over email.* If there are specific questions concerning the details/concepts of a piece that involve examining a file, they should be addressed in class, during office hours, or by appointment

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GRADING SCALE

100%	A+
99% - 95%	A
94% - 90%	A-

89% - 87%	B+
86% - 84%	B
83% - 80%	B-

79% - 77%	C+
76% - 74%	C
73% - 70%	C-

69% - 67%	D+
66% - 64%	D
63% - 60%	D-

GRADING

Students will receive grades two times over the course of the semester:

1. After the mid-term review (at which point all work completed up to that point will be formally presented and submitted for review) and
2. After the final review (same process as mid-term).

Mid-term reviews and final reviews are mandatory presentations (you must be present for the entire review—not just your presentation—to receive full credit). The presentations are also graded. Further in-depth discussion of your progress should happen during the instructor's office hours, as individual conversations.

See rubric for a detailed outline of the components to your course grade.

EMERGENCIES

Emergencies can happen anywhere and at any

time, so it's important that we take a minute to prepare for a situation in which our safety could depend on our ability to react quickly. Take a moment to learn the different ways to leave this building. If there's ever a fire alarm or something like that, you'll know how to get out and you'll be able to help others get out. Next, figure out the best place to go in case of severe weather – we'll need to go to a low-level in the middle of the building, away from windows. And finally, if there's ever someone trying to hurt us, our best option is to run out of the building. If we cannot do that safely, we'll want to hide somewhere we can't be seen, and we'll have to lock or barricade the door if possible and be as quiet as we can. We will not leave that safe area until we get an Illini-Alert confirming that it's safe to do so. If we can't run or hide, we'll fight back with whatever we can get our hands on. If you want to better prepare yourself for any of these situations, visit police.illinois.edu/safe. Remember you can sign up for emergency text messages at emergency.illinois.edu.

SEXUAL MISCONDUCT POLICY AND REPORTING

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

Other information about resources and reporting is available here: wecare.illinois.edu.