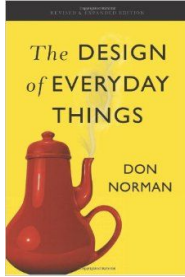


DSGN 1: Design of Everyday Things

Spring 2017 Syllabus

Professors	TAs	IAs
Michael Meyer	TBA	TBA
Textbook		Design of Everyday Things (DOET), Don Norman Be sure to get the revised and expanded edition. Complete each week's reading assignment by the first lecture of the week.
Class Communication	Piazza is used for all class communication. https://piazza.com/ucsd/spring2017/dsgn1/home	
Google Apps	We will use Google Apps (now called G Suite) for your class activity portfolio and all assignments and presentations. You should become familiar with Docs and Slides Apps. Tutorials are available at G Suite Learning Center .	

The Course

DSGN 1 is a studio-based course about the principles and process of design. It focuses on developing skills. Design is as much about identifying problems as finding solutions. It is fundamental to making the world a productive, enjoyable, and wonderful place to live.

You will learn to observe, analyze, and understand the role design plays in our lives. Look around. Virtually everything you see was designed: the layout of keys on your laptop, even the font used for the letters, the shape and placement of your front door knob, the ways you control

your car, how you swipe to interact with your smartphone. All were designed. But how well were they designed? Could they be designed better? And on a deeper level, how does the way things are designed shape our minds and how should what we know about our minds shape design?

We examine not only the visible features of designed objects but also the less visible features of process and interaction (e.g., how we queue to obtain service at an ATM, why we decide to grasp an object in a certain way, or sit in that specific seat in the classroom), the implicit and explicit ways design influences our interaction with the world and with each other.

DSGN 1 is a first course in the principles of human-centered design. The class is operated as a combined lecture and design studio. You will complete a series of projects to give you experience with the iterative design cycle of observation, ideation, prototyping, and evaluation.

The class is a design studio. You will keep a portfolio to document your projects and activities. This is a partially flipped classroom: you learn material at “home” and work on projects in class, with extensive discussions and mentoring by professors and TAs/IAs.

Meetings

Tuesday and Thursday 9:30-10:50 (Mandeville B-210)

Class meets 9:30-10:50 with Professor Meyer for short lectures about design techniques, demonstrations, and general advice and mentoring.

Wednesday Studio 9am-4pm (HSS 1346)

When you enrolled in the course, you signed up for a studio session, which is held in HSS 1346. Each session is two hours, meeting at either 9am, 11am, 1pm, or 3pm. You must attend the studio session in which you are enrolled - no hopping between sections. This is because your TA will be better able to help you in the class as they get to know you, and because your TAs will be grading you on participation. The HSS 1346 door code is: 727132. Please be thoughtful in keeping the space organized and secure. Always leave it in better shape than you found it. Bring your laptop to each studio meeting.

Your Class Activity Portfolio

You will maintain a personal portfolio of your work and class activity throughout the course. It will serve as a record of your project activities, help us to grade your performance. You should make a minimum of one entry each week by Monday evening about your activities during the week. After the course ends your class activity portfolio may aid you in developing a portfolio to present to potential employers when you seek design-related jobs. Designers expect to see portfolios from job candidates and design schools also want them for people wishing to get advanced degrees.

Grades

Your grade will be determined by class participation, projects, quizzes, and your portfolio.

Quizzes: 10%

Portfolio: 15%

Projects I, II, III: 30% (Project I: 5%, Project II: 10%; Project III: 15%)

Final Project: 30%

Participation in class, on Piazza, and in studio sessions with TAs and IAs: 15%

Assignments

Week	Assignment	Wednesday Studio Meeting
1: 4/4 - 4/6	<p>Psychopathology of Everyday Things, Ch. 1 DOET You need to get the book, but for those who do not yet have it, here is Chapter 1.</p> <p>Before Tuesday's lecture read Chapter 1 and watch the following set of short videos from Norman's online course linked below.</p> <p>Affordances and Signifier Videos Throw the Box Intro to affordances, conceptual models, signifiers</p> <p>Affordances & Signifiers (Car door handles)</p> <p>Signifiers</p> <p>Signifiers (Car doors)</p> <p>Signifier with No Perceived Affordance (Tesla door handle)</p>	<p>Studio Member Introductions Creating Google Doc Class Activity Portfolio Project I and Team Assignments (2 person teams)</p> <p>Project I: Document A Good and Bad Design (Observing and Design Critique) (Due 1/23)</p> <p>The purpose of this project, like the warm up project, is to help you start seeing as a designer. You will photograph one example of a good design and one example of a bad design. <i>Focus on simple examples</i>. Before taking photos watch the two videos linked on the website: How to Take Photographs and Telling a Story with Photos.</p> <p>Each example should be discussed in terms of affordances, signifiers, feedback, and conceptual and mental models. Be prepared to discuss the example designs next Wednesday (1/18) in Studio Session. This will be a first experience with a critique session.</p> <p>By the due date (Monday 1/23), your two person group will jointly write one document describing Project I. <i>A goal you should have for project papers is to evidence you understand and can use the</i></p>

		<p><i>concepts we are covering.</i> Your paper should include pictures, your analysis of the designs (using the principles from Ch. 1 and concepts of affordances, signifiers, feedback, and conceptual and mental models to explain why each design is classified as it is), and summarize the design critique from 1/18 and your responses to it.</p> <p>Each member of the team will include a link to the jointly written Project I document in their personal class activity portfolio. Again be sure you enable editing. In addition, in your portfolio you should also comment on both your and your teammate's contributions to the project and the writing of the document.</p>
2: 4/11 - 4/13	<p>The Psychology of Everyday Actions, Ch. 2 DOET</p> <p>Conceptual Models Videos</p> <p>Conceptual Models (Chinese Puzzle Pot) https://www.youtube.com/watch?t=1&v=pAOyWFOFhsg&noembed=1</p> <p>Conceptual Models (refrigerators) https://www.youtube.com/watch?t=2&v=CCaM7yTFymo</p>	<p>The Design Critique</p> <p>Feedback is fundamental to improving designs. One of the key skills for a designer to learn is how to participate in a design critique. Critiques are not about what you like or don't like but how a design is achieving or not achieving its goals. Good critiques are honest and respectful. They are not about you but about the design. They should be specific and candid, including both positive and negative aspects of the design. Critiques need to first focus on the problems and context motivating the design. Good to separately discuss the problems and the design solution.</p> <p>Project I: Critiques and Discussion</p> <p>Each group will present their photos of a good and a bad design photos and explain why each is classified it is. The TA/IA will lead the design critique and everyone should provide constructive feedback.</p>
3: 4/18 - 4/20	<p>Knowledge in the Head and in the World, Ch. 3 DOET</p> <p>Conceptual Models: Interview with Tog https://www.youtube.com/watch?t=3&v=OZHrCEDI1-g</p> <p>Gulfs of Execution and Evaluation (Opening BMW trunk</p>	<p>Project II and Team Assignments (3 person teams)</p> <p>Project II: Identify Problems with Using a Common Object and Brainstorm Design Ideas (Observing, Interviewing, and Brainstorming) (Due 2/6)</p> <p>The goals of this project are to gain additional experience seeing</p>

	<p>with the foot) https://www.youtube.com/watch?t=1&v=hXTHL9nwCm4</p>	<p>as a designer by identifying problems with the design of a common everyday object, apply the ideas of conceptual models and gulfs of execution and evaluation in your analysis of the object, and start to develop experience with group brainstorming.</p> <p>By the due date (2/6), your three person group will <i>jointly write</i> one document describing Project II. As with Project I, each member of the time will include a <i>link</i> to the jointly written document in their personal activity portfolio and also comment on both your and your teammate's contributions to the project and the writing of the document.</p>
4: 4/25 - 4/27	<p>Knowing What to Do: Constraints, Discoverability, and Feedback, Ch. 4 DOET</p>	<p>Feedback Project I</p> <p>Project II: Critiques and Discussion Each group will present the problems they found in using the common object they selected and their design ideas. The TA/IA will lead the design critique and everyone should provide constructive feedback.</p>
5: 5/2 - 5/4	<p>Human Error? No Bad Design, Ch. 5 DOET</p>	<p>Project III and Team Assignments (4 person teams)</p> <p>Project III: Designing for Error (Observing / Interviewing / Brainstorming / Data-Driven Redesign) (Due 2/20)</p> <p>Designers need to design for error. This means both to reduce the opportunities to make errors and to accept that people will make errors and provide ways to mitigate their impact and recover from them.</p> <p>For this assignment your group will select a device, application, or procedure and redesign an aspect of it to avoid or mitigate errors. Although we are sure you will decide on more interesting and challenging projects, a simple example from the chapter was putting stickers on locks to indicate the way they should be</p>

		turned. The placement of buttons in applications can cause errors such as a quit button right next to another button can lead to quitting an application when not intended.
6: 5/9 - 5/11	<p>Design Thinking, Ch. 6 DOET</p> <p>Interview with Tim Brown (CEO of IDEO): Discussion about human-centered design and design thinking https://www.youtube.com/watch?v=859ZOXwbdsg</p>	<p>Feedback Project II</p> <p>Project III: Critiques and Discussion Each group will present the types of errors they found and their redesign ideas. The TA/IA will lead the design critique and everyone should provide constructive feedback.</p>
7: 5/16 - 5/18	Design in the World of Business, Ch. 7 DOET	<p>Final Project and Team Assignments (6 person teams) (Due 3/15) The final project should exploit the techniques covered in the first three projects. The choice of topic is yours but you are encouraged to follow with one of the previous project. In addition to observing, interviewing, and providing a data-driven design you will create a short video presenting your design.</p>
8: 5/23 - 5/25	<i>Readings for final project to be determined</i>	<p>Feedback Project III</p> <p>Final Project: Critiques and Discussion Each group will discuss their progress. The TA/IA will lead the design critique and everyone should provide constructive feedback.</p>
9: 5/30 - 6/1	<i>Readings for final project to be determined</i>	<p>Final Project: Critiques and Discussion Each group will discuss their progress. The TA/IA will lead the design critique and everyone should provide constructive feedback.</p>
10: 6/6 - 6/8	<p>Tuesday: Project Triage Thursday: TA/IA Selected Final Presentations</p>	Final Project Presentations