

Design in the real world

November 1, 2017

Today

Housekeeping

Good / Bad Design Examples

Discussion of readings

Design Thinking Pyramid

Break

Design Project

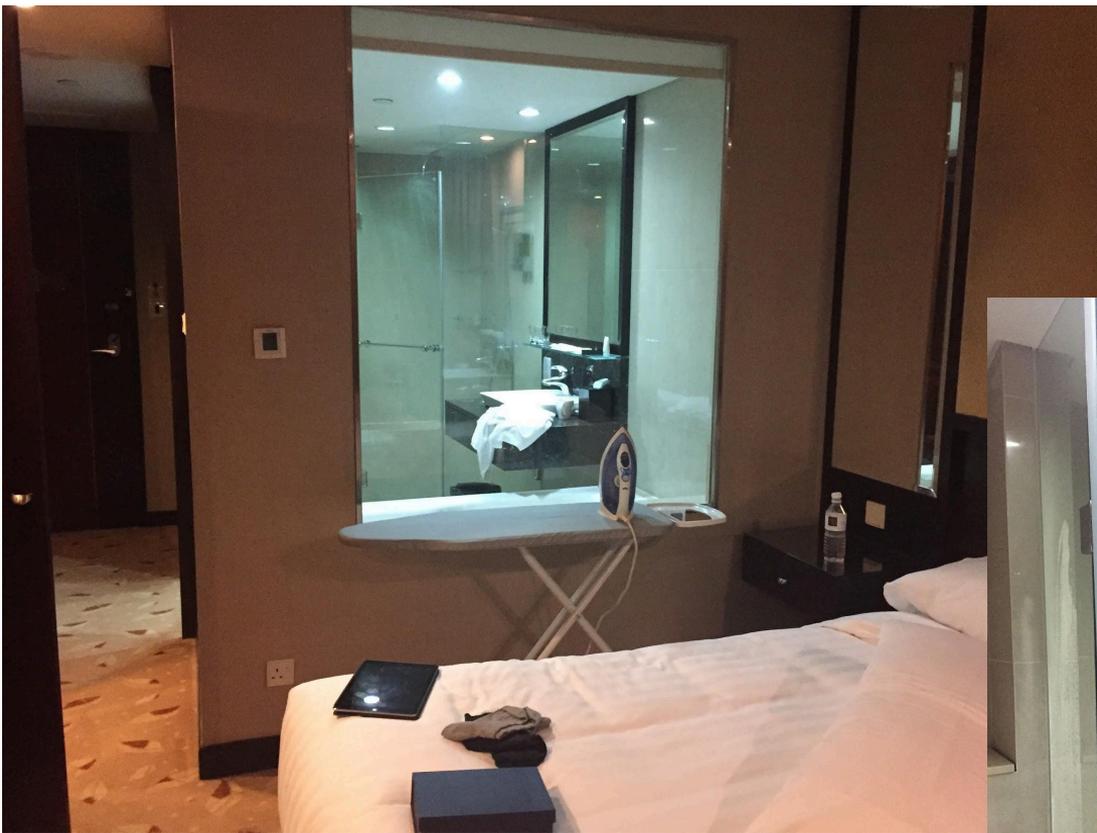
Housekeeping

Next Project: Design and Intro to Design Thinking, due 11/15

Design Examples









You are now a Registered Traveller 

When departing Singapore, please use the **Automated Immigration Gates**

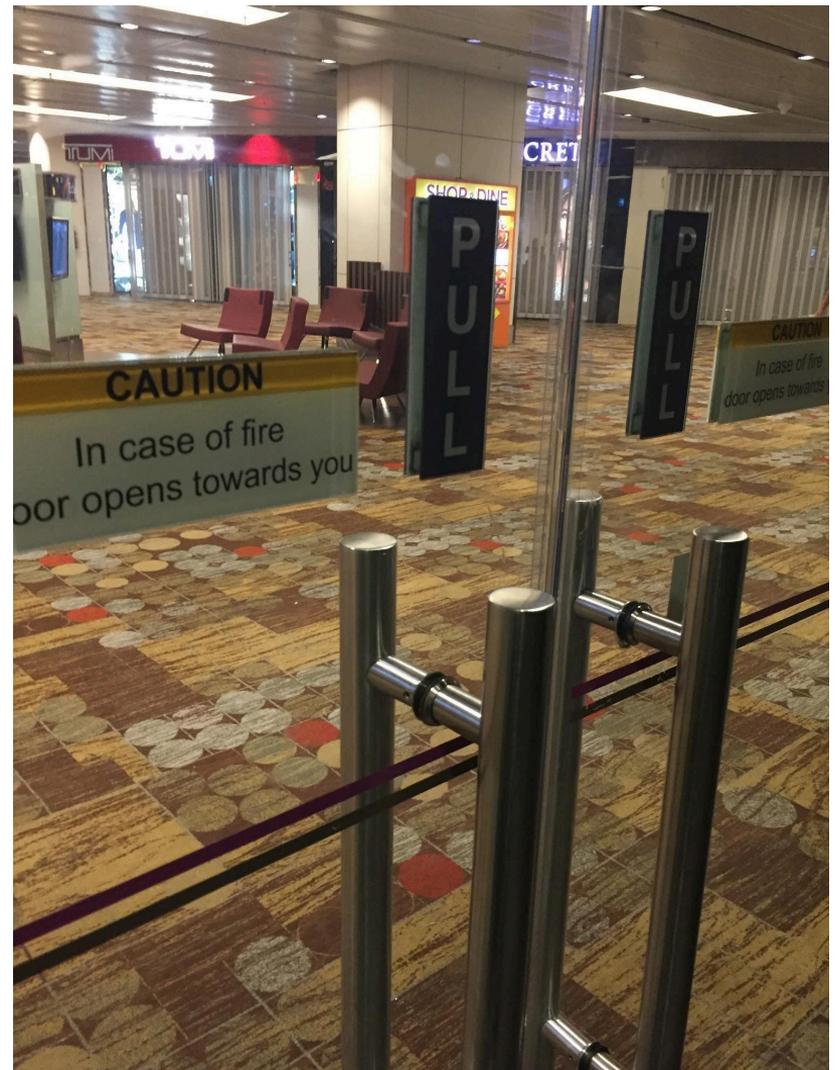


For more info

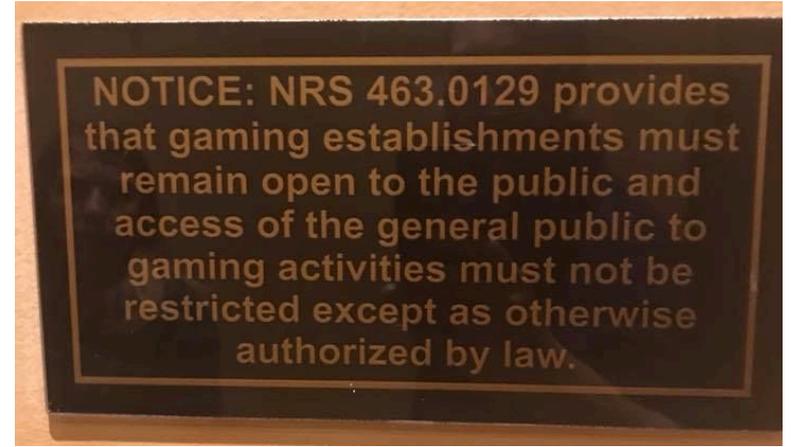


<http://q-r.to/banuZJ>

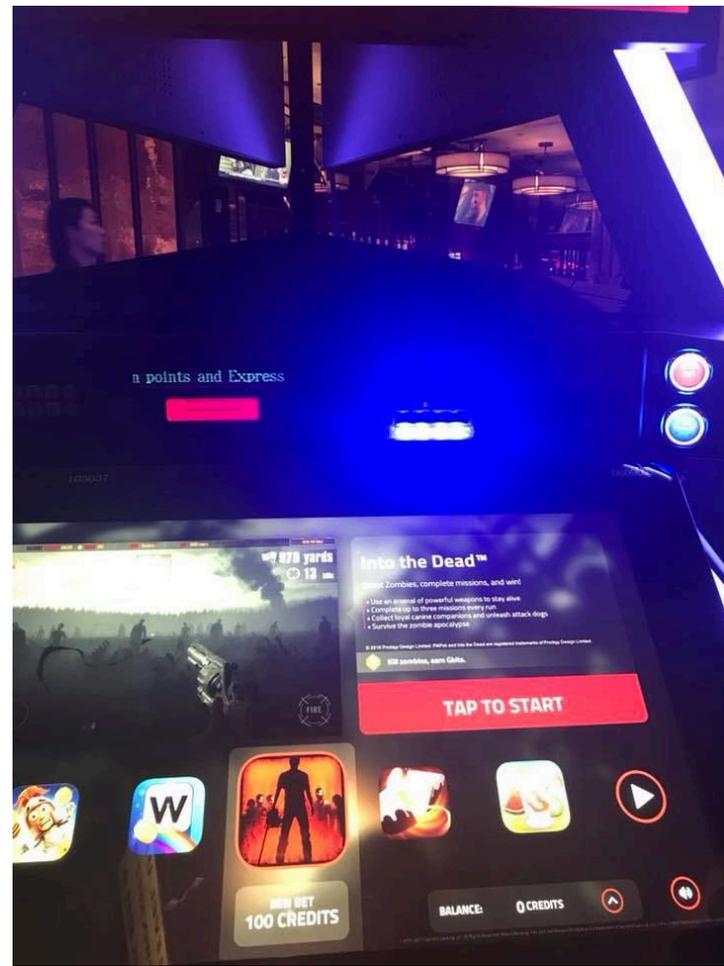








NOTICE: This game is currently being evaluated by the Nevada Gaming Control Board under the New Innovation Beta Program. Pursuant to regulation 14.130 this game is being exposed to play prior to finalization in order to allow evaluation of the gaming device at an earlier stage of the regulatory approval process.





Readings

Week 10 (11/1): Design in Society

1. Bruce, B. C. (1993). Innovation and Social Change. In B. Bruce, J. K. Peyton, & T. Batson (Eds.), *Network-based classrooms: Promises and realities* (pp. 9–32). New York, NY: Cambridge University Press.
2. Pool, R. (1997). Beyond engineering. New York: Oxford University Press.
Introduction: Understanding Technology

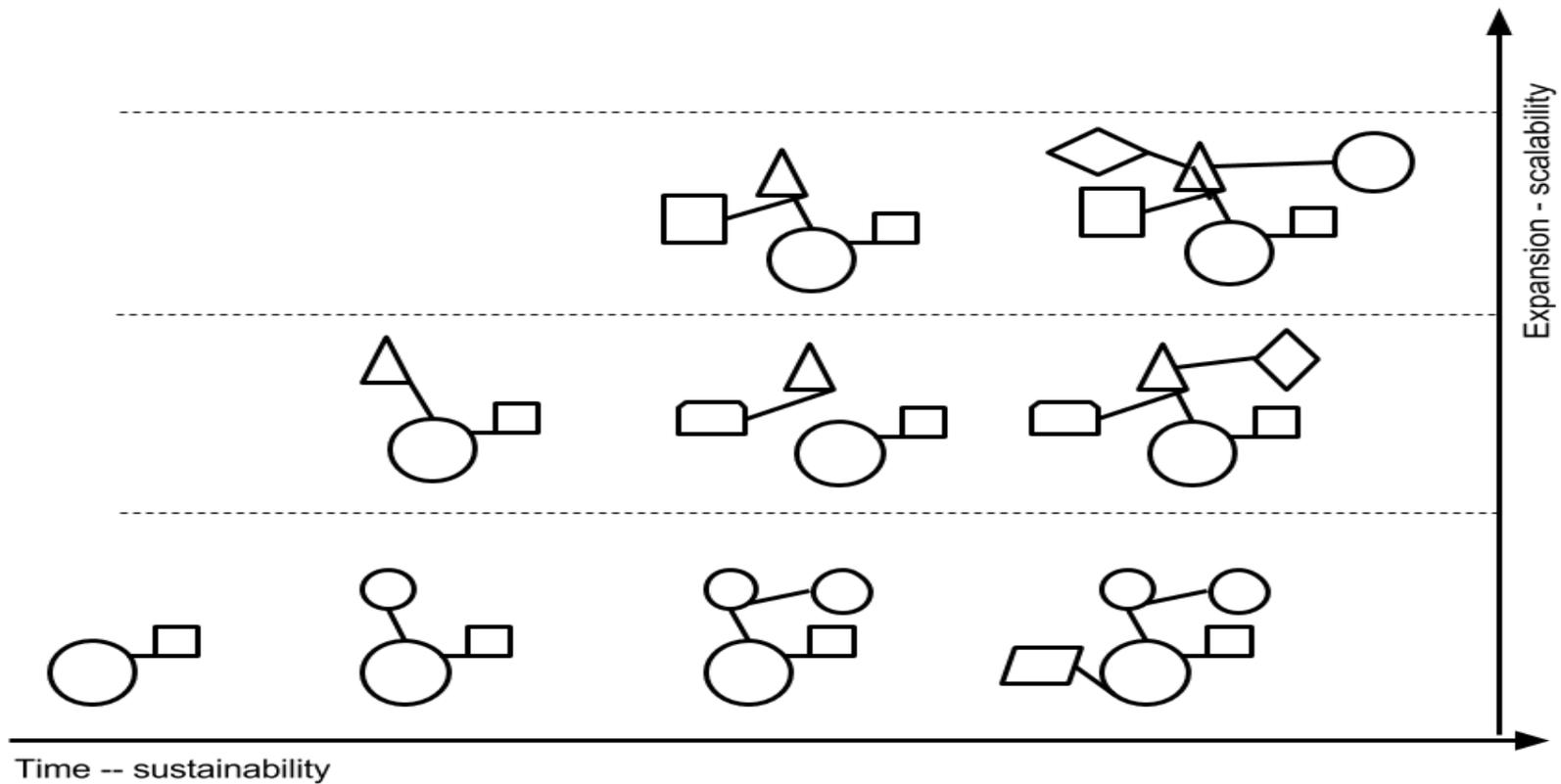
Questions/Comments

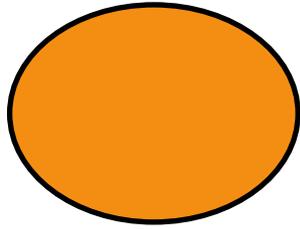
I'm wondering whether the more salient perspective here might be implications for the design of innovations...How might we consider specific contexts during the design of innovations in order to adequately afford the kind of impacts we want? Or, is this simply too complicated an undertaking?

"How do we measure if the process of technology adoption is working?" In the business world there is a bottom line, but in education one agreed-upon goal is "learning." But measuring learning is notoriously difficult and probably better left to the gut-feeling of teachers who are familiar with their own social context and how their students operate in that context. If I had to pick a way to measure whether a technology is working in a positive way, I'd probably just look to see if teachers choose to use the tech given no outside top-down pressure. They are probably the best prognosticators regarding how the technology-social interaction will play out in their classroom.

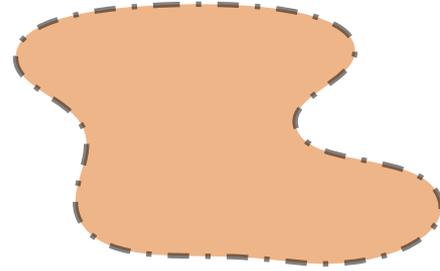
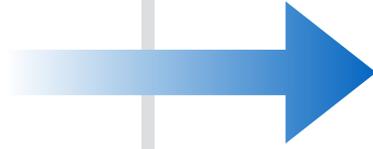
Bruce reasons that, "Instead of seeing [the innovation] as the primary instrument of change, it is better to see it as a tool that is incorporated into ongoing processes of change" (p. 17). I feel like this is similar to our discussion on how wicked problems can be freeing in a way. Especially in education, it would be nice if change could be seen as a process rather than an event. New innovations could then be evaluated on their ability to move the process of change forward and implemented (or not) accordingly with more realistic expectations of both the technology and the users.

I had a question about the objective feature of science. Science knowledge such as the existence of gravity or the earth goes around the sun is perceived as objective truth. But they are still PERCEIVED as truth. The subjectivity of science knowledge is still subsistent...technology has a lot to do with human and subjectivity. But what about science, is it still subjective in a sense? Or if science does have something to do with subjectivity, where in the middle of subjectivity and objectivity is science defined?



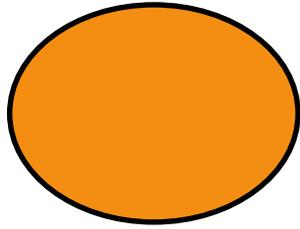


Idealization

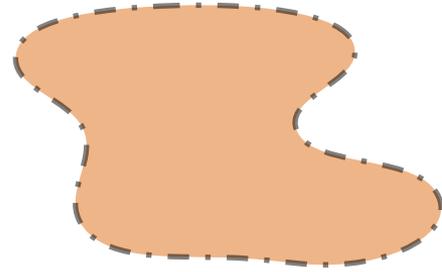


Realization

A Platonic View of Innovation (idealization to Realization)

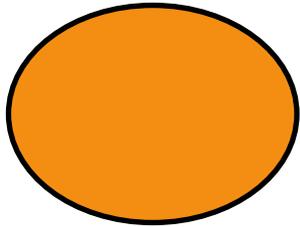


Idealization

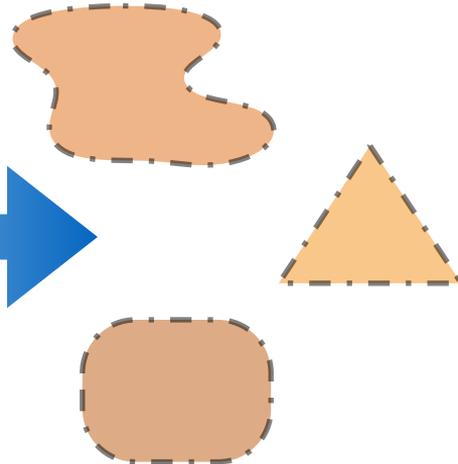
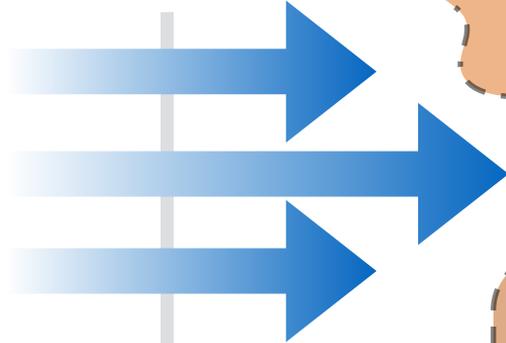


Realization

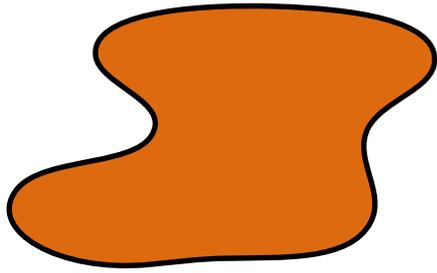
A Platonic View of Innovation (idealization to Realization)



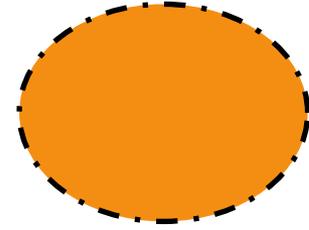
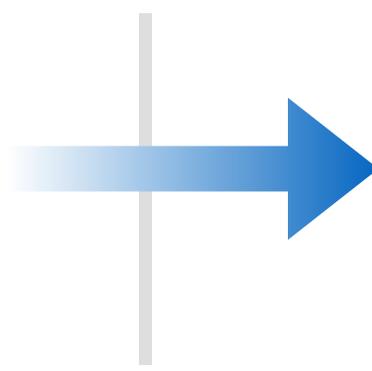
Idealization



Realization

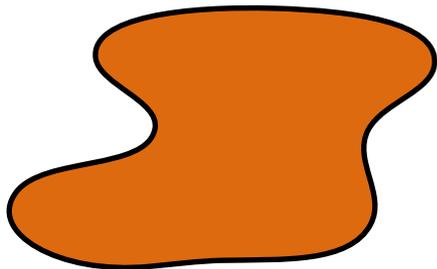


Realization

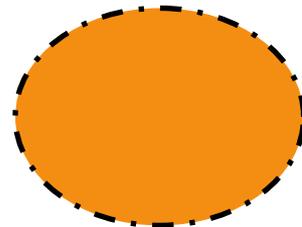


Idealization

A Wittgensteinian View of Innovation (Realization to Idealization)

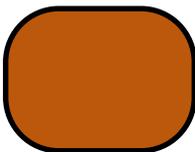
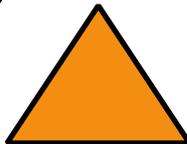
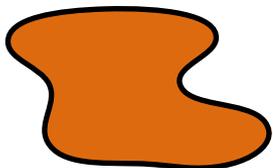


Realization

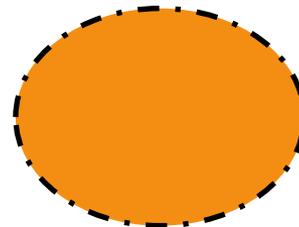
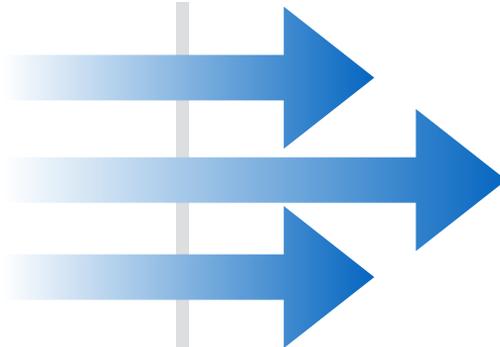


Idealization

A Wittgensteinian View of Innovation (Realization to Idealization)

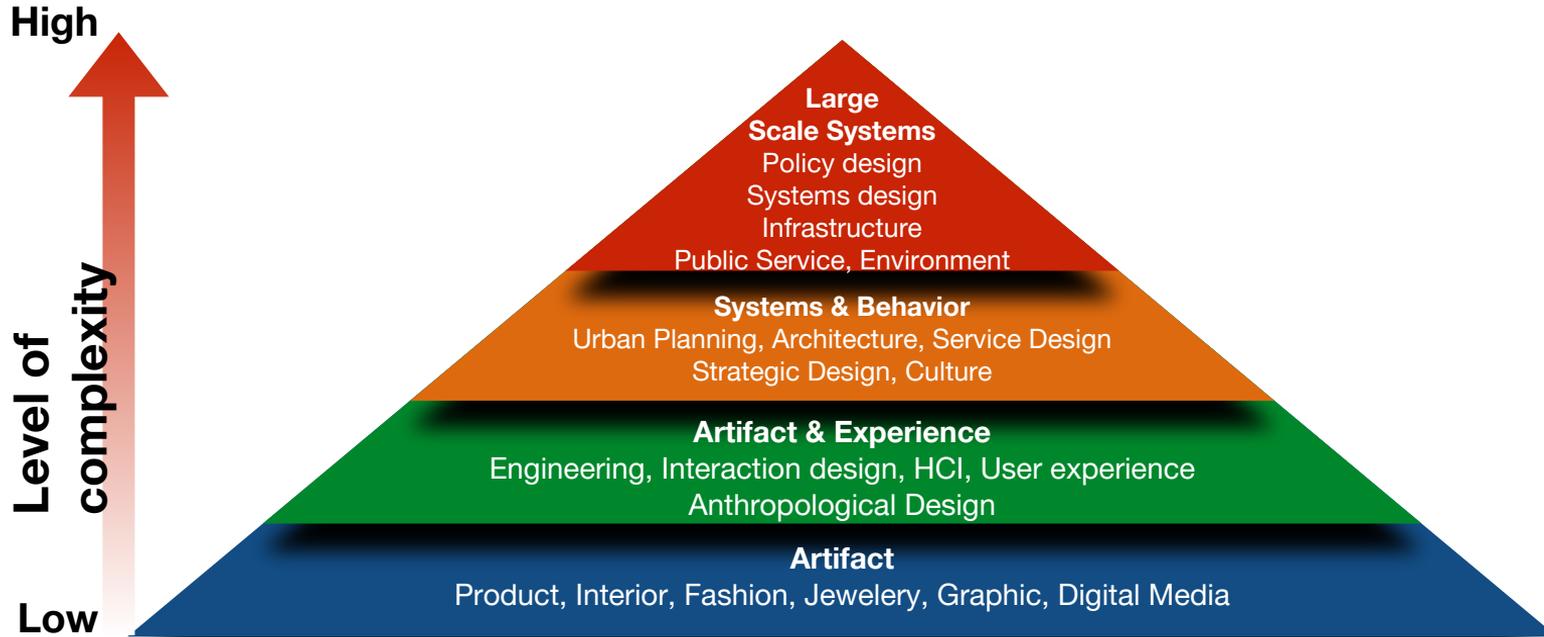


Realization



Idealization

Pyramid of Design Thinking Practice



The Pyramid of DT practice, adapted from Stefaine Di Russo, Swinburne University,

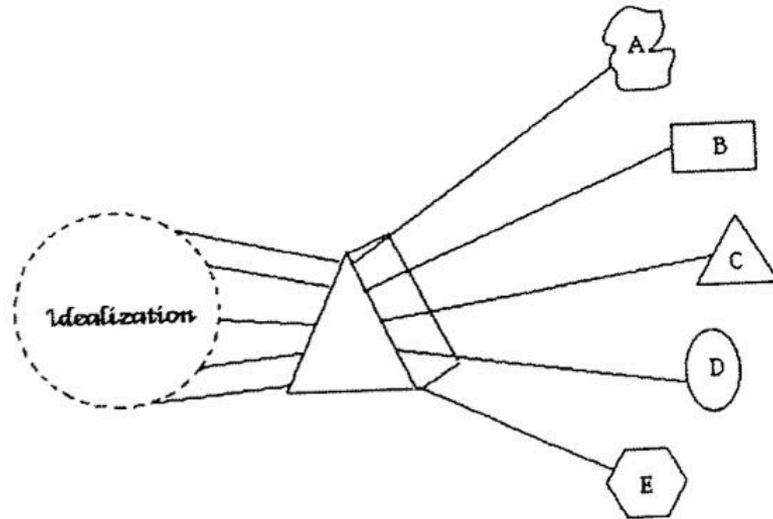


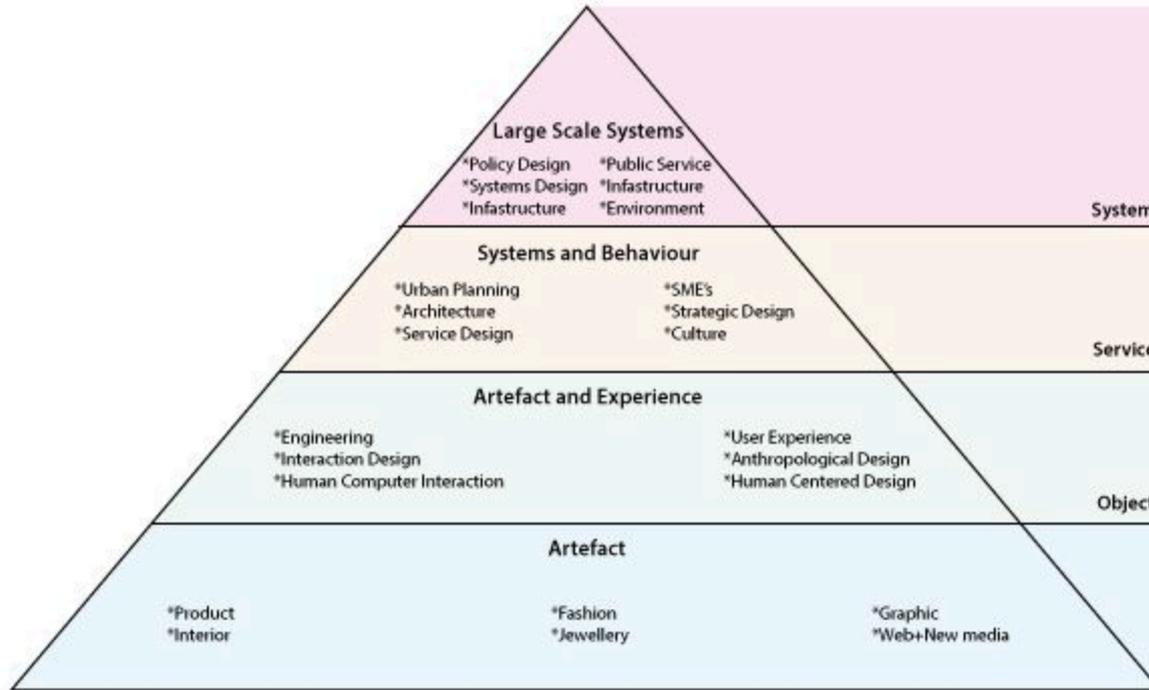
Figure 1-3. Alternate realizations of an innovation

Level of Complexity

STRATIFICATION OF DESIGN THINKING

HIGH

LOW



STUDIO 680

Teachers' Academy

v.5

Coming up

Week 11 (11/15): Fourth Order Design

1. Golsby-Smith, T. (1996). Fourth order design: A practical perspective. *Design Issues*, 12(1), 5–25.

Remember

- Share your google doc notes with Melissa and me