

3.0 Module 3

Design Project: Design for Social Spaces - through empathy building

20 hours (13 in school and 7 at home) = 20 credits



Introduction

This module looks at design for social spaces. Social spaces are inter-personal largely driven by affinities and empathy. This includes the design of artifacts that are shared as well as concerns about social issues. These designs tend to be the following:

- Inter-personal
- Social
- Empathy driven
- Collaborative
- Partnerships and shared

Aim of the Course

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

These could include sharing books, toys and games, sharing of resources, creating common facilities, addressing social problems, connecting people, etc.

Place:

Place: Task 3.1 and Task 3.2 done at School and at home



Grouping:

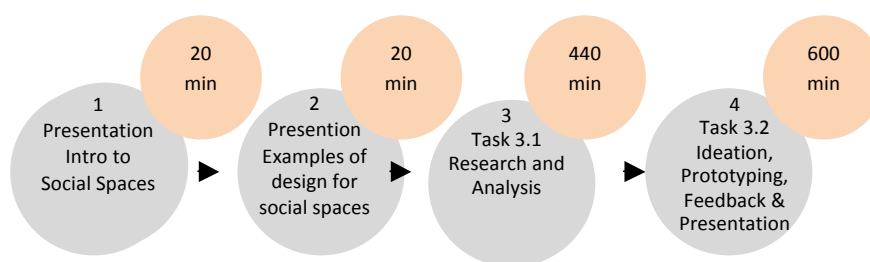
Grouping: Class tasks are done in groups of 3-4 and Home tasks are individually



Equipment: **Equipment:** Sketchbooks for sketching, Stationary (Pencils, Pens, Colours, Tracing paper), students are advised to use digital devices like computers or tablets (if available, but not necessary)

Exposures **Exposure 1:** Introduction to Social Spaces
Exposure 2: Examples of design for Social Spaces

Task Sequence **Task 3.1 + Task 3.2**



Design Thinking & Innovation Process involvement:

This task involves the following phases of the DT&I Process:
Phase 1. Observe/Empathise/Research (observation of social spaces and issues)
Phase 2. Understand/Analyse/Define (Analysis of the social 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 3:

Task 3 = 3.1 + 3.2

School Hours: 8, Home hours: 4



Task 3.0:

Done at School + Home



Overall Task (Task 3.0 = 3.1 + 3.2)

Topic title:

Design Thinking Process Project: Designing for Social Space - through Empathy Affinities/Building

Theme:

Exploring Shared spaces:

We are social. We share, collaborate, play with each other, work together, form partnerships and collaborate to form teams. We share products, artifacts and services that are of importance to the social spaces. In addition to this, there are many social issues that need to be solved. Building empathy and concern for the problems of others is the key to designing for social spaces.

You may choose any one of these social attributes to work with:

- Inter-personal, collaborative, co-operative, sharing and giving

The final solutions could be solving problems on any of these issues:

- a. Social Issues- gender, in-equality, displacement, poverty, etc.
- b. Inter-personal artifacts – cutlery, books, toys, stationary, etc.
- c. Social events - festivals, celebrations, sports, games, etc.
- d. Social Facilities – shared spaces, drinking water, notice boards, etc.

The task involves the following steps:

Selection of problem to solve

3.1a Observation and asking Questions (do brainstorming + mindmapping)

3.1b Primary research by conversing with users

3.1c Secondary research by finding out already existing information

3.1d Analysis (do categorisation and network social mapping)

3.2a Ideation and alternate concepts

3.2b Soft Prototyping and feedback

3.2c Presentation and evaluation

Task 3.1:

Done at School + Home



Task 3.1 = 3.1a + 3.1b + 3.1c + 3.1d

School Hours: 6 and Home Hours: 3

Done individually at School and Home

Task Title:

Understanding the problem area/space and analysis:

Task 3.1a:

Done at School



Task 3.1a

School Hours: 2

Done individually at School

Topic title:

Observation and Ask Questions

School hours: 2, done individually

1. Designing for a social space or a social issue for this task could involve any of the following factors:

- a. Sharing
- b. Collaboration
- c. Giving
- d. Doing together
- e. Forming partnerships
- f. Addressing social issues

2. Make a list of social spaces or social issues that you would like to design

that could involve any of the above mentioned factors

These are some examples that you could choose from:

- a. Social awareness poster campaign on gender issues, inequality, poverty, etc.
- b. Story Book addressing social issues
- c. Music video highlighting community harmony
- d. Board or Card game on sharing of resources
- e. Design of shared spaces for drinking water
- f. Graphic poster on friendship across borders
- g. Design of Products useful for inter-personal use
- h. 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 3.1b:

Done at School



Task 3.1b:

School hours: 2, Done individually at School

Task Title:

Primary Research:

The Primary research involves the following:

1. Identify the primary users
2. Converse with the people involved with this activity to get a better understanding (take down notes), try to understand the activity from the user's point of view (empathise 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 3.1c:

Done at Home



Task 3.1c:

Home hours: 2, Done individually at Home

Task Title:

Secondary Research:

Secondary research as the name indicates is 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 3.1d:

Done at School



Task 3.1d

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. **Prioritize** the information within the categories according to priority/ importance

4. Make **Network Social Map** of the interconnections between the social spaces and issues and their interactions

4. Identify issues or problems that can be solved

Output 3.1d: Identification and listing of problems to be solved

Task 3.2



Task 3.2 = 3.2a + 3.2b + 3.2c

School Hours: 7 and Home Hours: 4

Done individually at School and Home

Task Title:

Ideation + Prototyping + Presentation:

Task 3.2a



Task 3.2a

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 potentials and ease of implementation

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

Task 3.2b



Task 3.2b

School hours: 4

Done individually at School

Topic title:

**Creating Scenarios, Design mock-ups and
detailing**

1. Select the best of your solutions/suggestions

2. Create a scenario to demonstrate in 5 steps how to use your selected idea. You can use characters to build the scenario

3. You could also try making a mock-up of your final idea using card-board/easily available materials

4. Detail out the final selected solution: the details could be about its shape/form, materials, listing of advantages/disadvantages and how to implement/maintain

Output 4c: make a presentation of these in 3 slides (scenario + mock-up + details)

Task 3.2c



Task 3.2c

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 Social 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 3.2c: A presentation (6-8 minutes – roughly 15 to 25 slides) explaining the Project outcome along with Process

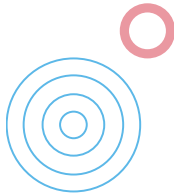
Reflection:



Questions to ponder:

- Do you feel your empathy plays a part in the design of artifacts in social spaces?
- Would you like designing for social concerns?
- Would you like to pursue Social Design as a profession?

Self Assessment:



Assessment Criteria (Task 3.1a + 3.1b + 3.1c + 3.1d + 3.2a + 3.2b + 3.2c) –

Assess yourself:

- Observation, Asking Questions and making a mind-map for understanding Social Space was done well. (Group + Individual Assessment, Task 3.1a)

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

- The Primary and secondary research for understanding Social Space was done well. (Group + Individual Assessment, Task 3.1b + 3.1c)

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

- The analysis of the social problem space was well conceived. (Group + Individual Assessment, Task 3.1d)

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

- The ideation for this project on Social Space had many alternate concepts. (Group + Individual Assessment, Task 3.2a)

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

- The soft prototyping was done very well. (Group + Individual Assessment, Task 3.2b)

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

- The presentation of this project on Social Space was done well. (Group + Individual Assessment, Task 3.2c)

☐ *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>