4.0 Module 4
Design Project:
Communication Design
Collaborative Project

27 hours (18 in school and 9 at home)

Design Thinking

Design Projects

Exposure 1	- Introduction to Design Thinking Process for communication Design
Exposure 2	- Introduction to making a process/ time/journey Map
Exposure 3	- Case study of a project in communication Design
Task 4.1 (at School + Home)	- Understanding the problem to be solved
Task 4.2 (at School + Home)	- Analysis of the problem
Task 4.3 (at School + Home)	- Ideating and creating prototypes
Task 4.3 (at School + Home)	- Finalising and presentation
Final Output	- Make a presentation of your solutions
	+ Reflections, Self Assessment and References

4.0 **Module 4**

Design Project: Communication Design Collaborative Project
(18 hours at school + 9 hours at home)

Introduction

This module introduces the students to the design thinking process for solving a Communication Design problem. They are encouraged to make use of the knowledge and experience gained out of the previous three modules - Publication/Communication Design, Moving Images Design and Information Design.

Aim of this Module

To expose school students (Grade 11) to the different stages of the design thinking process. The stages will involve Observation, Primary Research to study User Needs, Secondary Research Analysis to Understand the Problem Space, Analysis of this information, Ideating for creative alternatives, Prototyping with Mock-ups, Getting Feedback and then collating and doing a Presentation of the Project.

Place:

Place: Task 4.1, 4.2, 4.3, 4.4, and 4.5 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 and taking notes. students may use digital devices like computers or tablets to collate information and make presentations (if available, but not necessary)

Exposures

Exposure1: Introduction to Design Thinking Process for communication Design
Exposure 2: Introduction to making a process/ time/journey Map
Exposure 3: Fundamentals of effective Presentation Techniques

Design Thinking & Innovation Process involvement:

This task involves the following phases of the DT&I Process:
Phase 1. Observe/Empathise/Research (observation of communication issues)
Phase 2. Understand/Analyse/Define (analysis of primary and secondary research)
Phase 3. Ideate/Alternate/Create (trying creative alternatives)
Phase 4. Build/Prototype/Detail (making the output and the 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 4:	**Task 4 = 4.1 + 4.2 + 4.3 +4.4 + 4.5** School Hours: 27, Home hours: 9 🏫 + 🏠

Task 4.0

🏫 + 🏠

Overall Task (Task 4.1 + Task 4.2 + Task 4.3 + Task 4.4):

Task Topic:

Design Thinking Process Project:
Communication Design Collaborative Project

Theme:

Communication Design for addressing SDG Goals:

The United Nations conceived the Sustainable Development Goals as a means to make our planet a better place to live. These were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

Against this perspective, we need you to brainstorm and look for opportunities and come out with innovative solutions where communication design can now make a difference to address these issues.

The students work in groups of 2-3 and each group works on a different part of the problem space - users, media, problem areas, communication methods, etc.

You may choose any one of these SDG goals to work with:

The final solutions could be any of these:
a. Poster campaign to create awareness
b. An illustrated story book or a short video on the subject to create awareness
c. A simple card or board game to create interest in SDGs
d. Information Design for the SDGs to make it easily understandable
e. An animated short clip – (could be a music video with animated sketches)

Design Thinking and Innovation Task-book - Grade 11 CBSE 2022

Task 4.1

Task 4.1=4.1a+4.1b+4.1c
School Hours: 4 and Home hours 2
Done in groups of 3-4 at School and individually at Home

Task Title:

Understanding the problem area/space:

Task 4.1a. Ask Questions
School hours: 1, done collaboratively in groups of 3-4

1. Select one SDG to work with out of the 6
2. Ask the following questions about the above subject
What? Why? How? Whom? Where? When? etc.
3. How would you go about finding answers to the above questions?
4. Try to answer these questions from your own understanding
Output 4.1a: Make a mindmap of the selected SDG goal – sub-topics, issues, problems, areas, users, +ves and –ves, etc.

Task 4.1b. Primary Research:
School hours: 3, done collaboratively in groups of 3-4

The Primary research involves the following:
1. Identify all the users - primary and secondary 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 all the places/environment where this happens and go to the place and investigate (document these)
4. Identify the objects that are involved and understand how it works (document these)
5. Identify the communication methods that are used to convey information (document these)
6. Document through photography or sketching the different aspects of the problem being solved
7. Collate all the information and order it according to priority/importance
8. Identify issues or problem areas that can be solved
Output 4.1b: Make a presentation involving images and short text in form of a report or slides (around 6 to 10 pages or slides)

Task 4.1c. Secondary Research:
Home hours: 2, done individually

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 this for further research and understanding. It could be based on the type of SDGs, implications, lifestyle changes, concerns on education, health, livelihoods, etc.
2. Search for information on media that is accessible to you. Take down notes as

points. Mark important aspects
Output 4.1c: Collate the information involving images and short text in form of a report or slides (around 6 to 10 pages or slides)

Task 4.2

Task 4.2 = 4.2a + 4.2b
School Hours: 4 and Home hours 2
Done in groups of 3-4 at School and individually at Home

Task Title:

Analysing the problem to be solved:

Task 4.2a: Information Analysis (classification and affinities)
School hours: 4, done collaboratively in groups of 3-4

1.Summarize information from primary research as points and write this on separate sticky notes. These are your **observations**.
2. Classify the sticky notes related in some way into different categories (some may fit in multiple categories so replicate them)
3. Priorities the sticky notes within the categories according to its importance
4. Find connections (affinities) between the sticky notes and these are your **inferences and insights** from your study
5. Begin discussion within your group on the relevance of these inferences and see if they provide or indicate **opportunities for design** intervention to solve some of the problems
Output 4.2a: Make a chart of classifying the information collected according to the following:

Observations	Inferences/Insights	Design Opportunities
1.		
2.		

Task 4.2b: Make (a) Mind map of the problem space and (b) Problem Analysis
Home hours: 2, done individually

1. Analyse the problems using sticky notes or using mind mapping to classify and categorise them into buckets of problems to be solved
2. Make a list of them according to priority and write them down on sticky notes or on the mindmap with priority numbers
Output 4.2b: Classification/categorization of the problem + List of problems according to priority

Task 4.3

Task 4.3
School hours: 6 and Home hours: 3
Done in groups of 3-4 at School and individually at Home

Topic title:

Ideation on Creative Design Solution Possibilities + Shortlisting of Ideas
- Ideate on possible solutions by sketching these

- the solutions could involve the following media or outputs as possibilities:
a. Poster campaign to create awareness
b. An illustrated story book on the subject to create awareness
c. A simple card or board game to create awareness
d. Identity for the SDGs to make it easily noticeable & identifiable
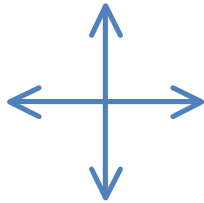
1. Your group could brainstorm, Ideate on possible creative solutions and sketch these out + number or name these ideas
2. Make a list of possible solutions on this matrix of (easy to implement vs difficult to implement on the horizontal axis and low communication vs high communication on the vertical axis)
3. Collate all the good ideas together and short-list them according to their communication effectiveness and ease of implementation
Output 4b: Make a presentation of these in 3 slides (alternate sketches + Matrix + short-listed idea)

Task 4.4

Task 4.4
School hours: 6 and Home hours: 3
Done in groups of 3-4 at School and individually at Home

Topic title:

Design Solution Mock-ups + Prototyping

1. Select the best one out of your ideation and finalise it with details
2. Detail out the final selected solution: the details could be about its layout, composition, colours, text selection, listing of advantages/disadvantages and how to produce
3. Make a mock-up of your final idea on actual size using paper
4. Show the mock-up to potential users and get feedback
5. Incorporate suggestions from the feedback in your design
6. Make the final prototype
Output 4.4: Make a presentation of these in 3 slides (mock-up + feedback + details)

Task 4.5

Task 4.5
School hours: 4 and Home hours: 2
Done in groups of 3-4 at School and individually at 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 System Design Project or Problem Statement
b. Team members
c. Summary/content listing of your presentation
d. Insights from Primary and Secondary Research
e. Major design opportunities
f. Restatement of the problem / Design Objectives / Design Goals
g. Alternate Concepts (sketches + quick scenarios + concept models)
h. Final Concept and its unique features

i. Process, Form or Interface development and detailing
j. 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 4.5: A presentation (6-8 minutes – roughly 15 to 25 slides) explaining the Project outcome along with Process

Reflection:

Questions to ponder:
- What are the interesting phases of the Design Thinking process that you liked?
- Can you apply what you learnt by solving communication design problems addressing SDGs to other situations – starting at your home or neighbourhood?
- Will you share this information on the use of the Design Thinking Process with others – like your friends and cousins?

Self Assessment:

Assessment Criteria (Task 4.1 + 4.2 + 4.3 + 4.4) - Assess yourself:
- Identifies the key issues and has a good understanding of the problem area based on secondary and primary research (Group + individual task)

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

- Analysis of the communication problem was done well with proper categorisation and assigning priorities. (Group + individual task)

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

- Comes out with creative innovative several alternate ideas along with sketches (Group + individual task)

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

- The mock-up of the prototype of the final concept was done well +incorporating feedback from the users (Group + individual task)

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

- The final presentation showing the design process and the final solution was done well (Group + individual task)

☐ *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
3. Communication Design
https://www.dsource.in/course/designed-coursework-visual-communication