

## Request for: Report B2.2 Zoovenir Reliving

Jongejans, F.

Danielle focused a lot on her personal development and only halfway through the semester she became aware that her design activities and design development needed more attention. She worked on development of a variety of competencies in both her project and assignments, and during the second half of the semester, she really stepped it up in her project, making strong improvements in her skill development (conceptual, form giving and integrating technology). Danielle is very well aware of her personal strenghts and weaknesses, she pays a lot of attention to the overall development of her as a person (is interested in doing a board year, works on competency explanations for the faculty, explores her interest in education), but had some difficulties in translating this to concrete learning goals when it comes to designing.

Related to her C condition of the previous semester, Danielle forgot about this for a little bit during the first half of the semester, but after reflecting on her development during the SDL weeks, she came to realise that she really needed to step it up. In the second half of the semester, Danielle made a lot of improvements in her reflections by frequently asking for feedback and really integrating this feedback in the next reflection

### final feedback form

- 01. quality of deliverables handed in by the student
  - 1. Mention each deliverable and give feedback on the quality of them (individual and integrated).


**Presentations March:** the team presents a strong concept and experiential goal. The presentation itself could however have been stronger. They chose to open with an anecdote, but they could have made this stronger with for example a role-play. In these first weeks the team also presents for a visiting team of Microsoft, they receive very positive feedback on this presentation from the coach arranging this (Mendel Broekhuijzen)

**Mid-term demo day:** The presentation was very careful, the team did not seem very confident of their own concept and scenario. The presentation was very much alike the presentation a couple weeks before, the team did not present all the steps they had taken in their project. The presentation could have been more to-the-point and the presentation boards were a bit messy. At this point in the process, the team could have made more steps in the form-giving part. The probes and low-fidelity prototypes they had made so far were quite minimal. The team did present a clear question at the end in order for the audience to provide constructive feedback.

**Final demo day:** The exhibition during the demo day looked complete and professional. However, some small details could have improved the overall look of the prototype. A visual service journey could have been useful to explain the concept over the time span between childhood and reliving.

**Report Danielle & Enna:** Enna and Danielle created a visually attractive report that is easy to read, by making good use of colour, headings and subheadings, paragraphs, chapter introductions and by creating a good balance between text and images. The chapter about their final concept (the interactive binoculars) could have been more appealing by really 'selling' the concept through the text. The text is now very descriptive, but does not fully explain the unique selling points of this concept. Why would people want to buy this product? What is so unique and special about it? Why is the shape essential for the experience of the user? The service journey explains the basics of the service attached to the binoculars, but could have reached more depth and detail if it was drafted earlier on in the design process and iterated on by asking for user and expert feedback.


- 02. the student's competency development
  - 2. Indicate learning activity & development of competency areas and give feedback on this.

- indicate type of learning activity 

project /minor and Competency Coach Feedback  FMP brief and Competency Coach Feedback  assignment / module or other learning activity

In the start of the project the team was still floating in poetic ideas and directions, but by picking a concrete context and target group they soon came to a concrete concept and scenario. The team immediately went into the field to do research and set up a collaboration with a client for their project, very pro-active attitude and start of the project!

Danielle and Enna paired up in the second half of the project, based on their preferences in the project, but also on their learning goals for the semester. They had some difficulty in getting their concept down to the ground and they needed multiple feedback moments to really start doing and making, but finding reference projects like Google Cardboard helped them to really start making and doing. In future projects, I would advice Danielle to start making low-fidelity probes and prototypes much earlier in the process. Explore, try, test, experiment and reflect on this! Danielle worked on the programming of the application of their final prototype, this has been a very valuable step for her and led to significant development in Integrating Technology. Also the creation of a physical prototype and analysing the ergonomics of this prototype have significantly added to their development in Form & Senses. Working together with Enna has been a valuable experience for Danielle that taught her how to leave more room for others: allowing her teammate to speak her mind, giving her room and time to elaborate on her ideas.

- indicate development 'ideas and concepts' 

yes, substantially  yes, to some extent  no, although expected / intended  NA

- indicate development 'integrating technology' 

yes, substantially  yes, to some extent  no, although expected / intended  NA

- indicate development 'user focus and perspective' 

yes, substantially  yes, to some extent  no, although expected / intended  NA

- indicate development 'socio-cultural awareness' 

yes, substantially  yes, to some extent  no, although expected / intended  NA

- indicate development 'designing business processes' 

yes, substantially  yes, to some extent  no, although expected / intended  NA




- indicate development 'form and senses' 

yes, substantially  yes, to some extent  no, although expected / intended  NA





- indicate development 'teamwork and communication' 

yes, substantially  yes, to some extent  no, although expected / intended  NA

Danielle made strong improvements in this area, becoming aware of her own role in the team, which has very positive effects (connecting teammates, connecting different perspectives) but also down-sides (not always leaving enough room for others to speak their mind and wanting to stay in control). By working together with Enna, she practiced a lot in leaving room for others to contribute and by reflecting with the entire team on the final movie that needed to be made, Danielle came to realise that the result of a group might not always be exactly as you personally would have done it. Danielle is learning how to let go of control every now and then.

- indicate development 'design and research processes' 
  - yes, substantially  yes, to some extent  no, although expected / intended  NA
- indicate development 'self-directed and continuous learning' 
  - yes, substantially  yes, to some extent  no, although expected / intended  NA
- indicate development 'descriptive and mathematical modelling' 
  - yes, substantially  yes, to some extent  no, although expected / intended  NA

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- 03. process (approach)
  - 3. Indicate which activity of the (design) process the student has done and give feedback on this.
    - envisioning / transforming society 
      - yes, substantially  yes, to some extent  no, although expected / intended  NA
    - exploring / validating in context 
      - yes, substantially  yes, to some extent  no, although expected / intended  NA
    - making: synthesising / concretising 
      - yes, substantially  yes, to some extent  no, although expected / intended  NA
    - thinking: analysing / abstracting 
      - yes, substantially  yes, to some extent  no, although expected / intended  NA

- 04. attitude
  - 4. Describe and give feedback on the student's attitude.

Danielle is a very personal involved designer, well aware of her personality, her strengths and weaknesses and she is working on these points when it comes to teamwork. Danielle has a lot of enthusiasm for her projects, for meeting other people and for design as a whole, but this enthusiasm makes her development and activities a bit chaotic. Danielle is always interested in the perspectives of other people, but does she always use the insights or feedback that she gathers? Danielle talks so much that it is sometimes hard to judge if she is also listening.

- 05. advice
  - 5. What advice would you like to give to the student?

Danielle, try to balance your personal development and your design development more. You have an outspoken personality, which makes developments in this area always very clear and out in the open. But in order to be a designer, to have a design identity, you need to explore design aspects in more depth (material explorations, form giving, conceptual methods, research methods) and develop a broader set of design skills.