

Request for: From Idea to Concept Danielle Ramp

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During the assignment, students have been asked to explore opportunities within a personally selected context (Big Data, Biology, Nano Technology or Permanent Data Collection), to generate ideas and to transform these ideas into concepts. The main goal of the assignment was to make students aware of the process they went through. Therefore clarity, explicitness, and reflective abilities regarding this process were criteria students have been evaluated upon.

Students went through one complete project, from which they delivered a poster describing the process, a dummy reflecting the process, a final defense of their concept and the reflection upon it. During this assignment, students were expected to develop I&C, DRP, T&C and SDCL. Regarding the activities, students were expected to understand the relations and the flow among activities within the design process.

Globally, all students have been well involved during the assignment, and we are quite satisfied about the participation and the discussions which took place all along the assignment.

Regular feedbacks on the details of the process have been provided during the assignment. Student have transcribed the feedback we gave. In this form we focus on the main qualities of the deliverables and on the global aspects of the assignment.

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).

IC

When designing you should frequently change positions: analyze a situation, make a prototype or a sketch, validate a concept with a user or based on theory or envision a new opportunity. Every time you change position in the design process you reflect and come up with new ideas. A scribble, something you observe in the environment, something you have read in a book or seen in a documentary, or something you have always dreamed about can be a starter for ideation. In this assignment, you have seen groups working from different perspectives, some dove deep into research, others had enticing visions, some brought sketches or even prototypes, while others did benchmarking to validate their ideas. Furthermore, you learned exercises and motivations that can help you move from ideation to conceptualization such as clustering, planning or validation with users or clients. Do not only learn from what you have done yourself, but look at how others went through their design process and be inspired by their methods and techniques.

TC

In this assignment you learned how important it is to have a clear and crisp presentation. Attract the attention of your audience, and make sure to pay good attention to all the details when they come close. Ensure that there is a good flow in the way you present your work and be confident when you present or defend it.

When you work in a team, try to discuss what expectations are and give each other responsibilities. Ensure that every team member is given the same amount of time for presenting when you are in a learning process.

DRP

In this assignment you did various iterations according to the reflective-transformative design process. Also you learned how to move from an opportunity to ideas and towards a concept. Consider that for your concept to be a design, there are still many steps to take. Furthermore, you have learned how to use research as a source of inspiration, and that it is not something you only do in the beginning of the process. Use research (literature, user, benchmarking etc) to validate your ideas and concepts.

With respect to the activities in the Reflective-transformative Design Process, most of you focused on analyzing and validating, some also envisioned new opportunities. However, very little groups used making as a catalyzer for ideation. This is something that you will need to work on and develop further even more.

Dummies

All dummies have globally the same qualities and issues. I will therefore give a global comment.

The dummies are somehow fine, and I can see that you have really used them in the process. However, they are often very linear and wordy. They are very linear in the way that you hardly explicitly make use of previous reflections and external references. They are very wordy and not enough visual. As designers, you should involve more your visual skills in your reflection and in your explorations. Visual means often help to integrate and to break the linear thinking.

Group feedback - Social Mapp












Great job on the poster, a great improvement in comparison to the intermediate concept. As discussed during the assignment, there are some points for improvement with respect to its clarity, but overall it is attractive and presents a clear and coherent story.

The feedback summary gives a clear overview of what we discussed during the assignment. However, it focuses strongly on the feedback on the deliverables, and less on the general feedback on a meta level (i.e. what is applicable in the future?). Overall, you went through a good design process, you used stakeholder analysis and benchmarking as means to generate ideas and positioning your concept. I hope you also understand other means to generate ideas e.g. user analysis, visions, making, personal experiences etc, which were discussed and employed by other groups.

Individual feedback - Ramp





In this assignment you learned many techniques, as described above. Unfortunately, you did not appreciate it as apparent from your reflection. Forcing yourself to come up with many ideas (at least 10) is a technique, doing a benchmark analysis is a technique, clustering is a technique, defining an opportunity is a technique, combining fields of research is another one, etc. They were there, you just need to see them. Despite this part of your reflection, I believe the rest is quite consistent. Good communication and presentation does indeed make or break your concept. You took the feedback we gave you very constructively and it clearly helped you in your further development.

- 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
- 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
- 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

03. process (approach)

o 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

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

05. advice

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