

Field Core B & Lab Core C – Interventions

Fall 2017

September 22 - October 20 / 10:00-1:00 on Fridays

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COURSE DESCRIPTION

This course is a hands-on investigation into how people engage with the world around them, powered by a motivation to explore and to develop new modes of perception. Using everything from low-tech electronics to social media, students will learn to interact with people and places with the goal of generating new insights into each.

PROGRAM LEARNING OUTCOMES

1. Design - Define new design opportunities/territories through research and engagement with diverse social, cultural and technological contexts. Demonstrate an advanced ability to design and communicate across a range of media and modalities. Create work that engages a range of theoretical and applied domains.
2. Practice - Construct a personal process and employ methodologies that support critical reflection, self-learning, agility, and taking informed risks. Assemble a body of work that interrogates specific interests and domains through design. Productively frame and argue for one's design endeavors in the context of present and future critique.

COURSE LEARNING OUTCOMES

- Directly engage with human subjects and communities to inform design using established ethical practices and a range of methods.
- Develop a critical perspective on how and when to engage people and communities as part of a creative process.
- Generate visual material that translates research insights into a conceptual framework for design.
- Design and construct artifacts that elicit user interaction or test user experiences.

GRADING

- 20%: Level of comprehension of class project objectives and design principles demonstrated in design work produced (including originality of design ideas, solutions)
- 20%: Level of comprehension of class objectives and design principles demonstrated in general class participation (including ability to learn from constructive criticism)
- 20%: Level of appropriate design craft that demonstrates critical decision making
- 20%: Level of controlled risk-taking, experimentation, learning new tools and approaches
- 20%: Level of self-direction, ability to advance a line of inquiry

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Required Tools: Physical materials for quick prototyping. This may include, but not limited to lightweight building supplies, paper models, microcontrollers, LED, sensors, recording devices, speakers or mobile devices.

Sites:

[primary street] - [end street to end street]

Group 1: Hollywood Blvd - Wilton Blvd to Vermont Blvd

Group 2: Vermont Blvd - Sunset Blvd to 101 FWY

Group 3: 3rd Street - Wilton to Vermont Blvd

Group 4: Vermont Blvd - 8th to Washington Blvd

Schedule

Week 1: Lecture 1 / Introduction to Assignment 1

Lecture 1: Identifying Communities & Creating Data as a Designer

Assignment 1: 7 Photos + 5 Seconds + 5 Seconds

Choose two points of interests/ locations in your site.

You must choose how you document and what you document carefully.

Take as many photographs, 5 sec video, and 5 second sounds as necessary.

As you build your documentation,, consider them as data points and the following design questions:

- What objects or people am I capturing in my photographs, video and/or recordings?
- How I am choosing to display the time of day and length of time in each media?
- What design constraints should I give myself? Shutter speed settings? Portrait or Landscape?
- What color or visual patterns are appearing in my collection of photographs and/or video?
- How does an image or sound tell a significant moment or incident?

For the next class, you will need to individually print 7 photos as single images (8 x 11 in) and present your 5 second recording & 5 second video that reflect your observations. You will then work with those with the same site and compose as group ping up. For review, you must explain your individual selections and your decision as group in how composed your display.

Week 2: Review of Assignment 1/ Lecture 2

Review of Assignment 1: 7+5 – Group Discussion and Observations

Lecture 2: Creating Seeing Machines

For the next three weeks, you will produce a design inquiry that will identify an aspect of a community that you think is significant, hidden in plane site or is not typically accessible (examples – behind the counter, intimate moments, when someone lights up) or some inequality or issue (race, gender, access). The design inquiry will require you to create weekly iterations of your Seeing Machine.

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A Seeing Machine should both expose you and document for others this unique dimension of your identified communities. Consider both quantitative and qualitative aspects of these communities. Identify what issue/place/moment you would like to “see” then explore what you would like to collect and how that will be possible.

These Seeing Machines are both quick iterations/prototypes and improvisational by nature. They are reflections of how you make decisions in design making. Your Seeing Machine and the data it collects should include a mix of both digital and physical assets.

Seeing Machine 1: Reveal / Exchange:

In the design of your first Seeing Machine, your design must consider the following:

How does your Seeing Machine reveal your community of interest?

How does it start to reveal significant aspects about them?

How does its design produce an exchange between you and your identified community?

Week 3: Review Seeing Machine 1: Reveal / Exchange

Review of Seeing Machine 1:

30-40 Mins Group Presentation by Site Locations

Students will need to present their first Seeing Machines and the communities identified.

Lecture 2: Augmenting Findings with Crowdsourced Data

Assignment 2: Next Seeing Machine Iterations

Your first Seeing Machine was focused on the theme ‘Reveal/ Exchange’. For your next iteration you will need to will select one of the following themes: ‘Layer’ or ‘Replace’

As your design inquiry dives in further about your community, consider one of the following approaches:

Seeing Machine 2: Layer:

How does your Seeing Machine layer in more than one piece of information when interacting with your identified community? Can you layer other contexts or data? Is this information related or non-related to the investigated community? Why would it be significant?

Seeing Machine 3: Replace:

How does your Seeing Machine replace data collected with other data? How does replacement of data relate to the investigated community?

Week 4: Desk Crits / Review of Assignment 2

Review of Final Presentation:

Each group will give presentations of their Seeing Machine and the communities they investigated. Each presentation must outline designs made for each Seeing Machine iteration and synthesize what data was learned/ gathered from their investigated communities.

Week 5: Final Presentations w/ Guests