CARLETON UNIVERSITY
SCHOOL OF INDUSTRIAL DESIGN

COURSE OUTLINE IDES 4001B • INDUSTRIAL DESIGN SEMINAR • Fall (2024)

Instructor: **WonJoon Chung**

WonjoonChung@cunet.carleton.ca

Location: **3478 ME**

Office Hours: **Available upon request**

Teaching Assistant: **Keeva Szeto**

KeevaSzeto@cmail.carleton.ca

Course Time and Location:

Course locations are no longer displayed on the public class schedule and are subject to change. For the latest information please refer to Carleton Central under Student Services – Registration – Student Timetable.

Course Description

Topics vary yearly and address key contemporary industrial design issues. There is a focus on writing, discussion, and debate. Students organize a seminar with design professionals and other community experts including student and professional presentations, interaction, and discussion.
Prerequisite(s): IDES 3302 or permission of the School of Industrial Design.
Seminar three hours a week.

Learning Outcomes

By the end of this course, students will be able to:

1. Demonstrate ability to research contemporary design issues.
2. Apply critical thinking skills.

3. Discuss and debate theoretical and critical design perspectives with classmates and community experts.
4. Apply course resources to support the opinions expressed.
5. Effectively communicate ideas through written work and/or oral presentations.
6. Cooperate with team members in working through class exercises, assignments, and seminar logistics.
7. Organize, participate in, and produce a seminar with design professionals and other community experts.
8. Design and produce some form of published record or proceedings document.

Course Objectives

The primary goal of a seminar course is not just to answer a given topic but to deepen understanding through collaborative exploration and discussion. In this course, you will actively participate in group discussions, share your viewpoints through group presentations and a seminar report, and present your arguments at the final seminar event.

Seminar Topic: *"Design Synthesis"*

You've just completed your design research through interviews, observations, and secondary research, and now you're faced with a mountain of information. What's next? How can you determine what's crucial and what's not? Many designers, including myself, often feel overwhelmed by information. Since design research is meant to guide strategic decisions on what or how to design, raw data alone is meaningless without interpretation; it requires analysis. During this phase, designers often face two problems. First, the sheer volume of data can be overwhelming, leading to analysis paralysis. Second, some designers may skip straight to design based on initial insights, relying too heavily on intuition. This can result in flawed outcomes. A structured process following design research is crucial for effectively navigating these challenges. This phase, known as **"Design Synthesis,"** helps transform raw data into actionable insights, guiding designers toward more informed and effective design solutions.

Course approach

- The first class includes an introduction to the course, learning outcomes, and the objectives of the seminar class. This will be followed by a discussion of the topic as well as setting up teams.

- Each team, consisting of 3 or 4 members, is required to read two chapters of the textbook during the course. They will then deliver a comprehensive presentation on their assigned chapters to the entire class, followed by leading a discussion to delve into further arguments and insights with their peers. Rather than simply summarizing the content, the presentation should be informative and provide a thorough explanation that's clear enough for anyone to understand—even your grandma!

- Each student is required to develop a sub-topic for their final seminar report. They must submit a draft that includes a rationale for their chosen sub-topic, distinct questions they plan to address, and a comprehensive discussion outlining the specific areas within the sub-topic that they will focus on. This draft (10%) will serve as the foundation for the final report, ensuring that each student's work is well-defined and thoroughly explored. (Due by Week 6)

- The course will conclude with a public seminar event (December 7th), where the main discussions from students' seminar reports will be presented and discussed with the audience. Afterward, these reports will be compiled and organized into a final publication. Students are expected to take an active role in both the organization of the public event and the preparation of the final publication.

- While reviewing the textbook, students are expected to consult additional sources relevant to their chosen sub-topics for a more comprehensive understanding.

- It is strongly recommended to consult design professionals or other experts to explore how the theoretical concepts related to your sub-topics are applied in a professional context and to gain further insights.

Individual Progress Reports (10%):

You are required to write an individual progress report detailing your participation in both the investigations and discussions related to your sub-topic. The report should thoroughly document your research, involvement, and insights on the subject. The instructor will guide you regarding the content and format of the report. This progress report must be submitted during the consultation sessions scheduled for either November 20 or November 27, 2024.

Seminar Event Presentation (20%):

The course will end with a public seminar event, where student papers will be presented and discussed to the audience. It is expected that students will be actively involved in the organization of the public event and the final publication as well. Please note that the final seminar event will be held on Saturday, December 7, 2024, at a location that has yet to be determined. This community engagement event is

designed to attract alumni, scholars, design practitioners, as well as current and prospective students. Therefore, it will be held on a Saturday this year.

Individual Final Report (30%):

The final reports will be compiled and published in a seminar proceeding. You must strictly follow the provided report format when writing your report. Any deviation from the format will result in a deduction of points.

Professionalism (10%)

a) Punctuality and Attendance:
   Being punctual for classes, meetings, and deadlines to respect for your instructors and peers.
b) Respect and Courtesy:
   Maintaining a respectful and professional demeanor in all interactions.
c) Responsibility and Accountability:
   Taking ownership of one's actions and their consequences, including academic honesty and integrity.
d) Appearance and Presentation:
   Dressing appropriately for the academic or professional setting and presenting oneself in a clean and neat manner.
e) Preparedness and Participation:
   Coming to class prepared with the assigned readings and materials.
f) Ethical Behavior:
   Adhering to ethical guidelines and academic codes of conduct, including plagiarism rules and fair treatment of others.
g) Time Management:
   Balancing academic commitments with extracurricular activities and personal life.
h) Teamwork and Collaboration:
   Working effectively with others, valuing diverse perspectives, and contributing to group projects.

Course Deliverables

These are the deliverables for this course. Please see ‘Appendix A Course Schedule’ for more detailed information.

Team Presentation and facilitation	20% (10% per each presentation)
The Draft	10% (Due by Oct. 09)
Individual Progress Report	10% (Due by Nov. 20 & 27)
Individual Final Report:	30% (Due by Dec.04)
Seminar Event Presentation:	20% (Due by Dec.07)
Professionalism (Attendance, Teamwork ethics, etc.)	10%
Total	100%

Student Access to Quiz, Test, and Exam Papers

Examinations are for evaluation purposes only and will not be returned to the student.

Required Materials

Jon Kolko (2011). Exposing the magic of design: a practitioner's guide to the methods and theory of synthesis, Oxford University Press, New York.

Technology Requirements

Please refer to the technology requirements on the School of Industrial Design Website. You may be asked by your instructor to refer to Brightspace for other information or requirements related to coursework.

https://carleton.ca/id/student-info/computer-it-support/computer-requirements/

Individual/Group Work

Courses may include individual and group work. It is important in collaborative work that students clearly demonstrate their individual contributions.

Review/Presentation Attendance

Attendance at scheduled SID Reviews/Presentations is mandatory. These are equivalent to exams when indicated in the course outline. Failure to attend the Review/Presentation without reasonable cause will

result in a grade of F. Students arriving late for the Review/Presentation or not remaining for the complete session without approval from the instructor, will be addressed on a case-by-case basis at the instructor's discretion.

If you are unable to attend a Review/Presentation, foresee arriving late, or need to leave before it is complete, please email your instructor in advance explaining the reason for the situation. It is important that you provide a reasonable rationale for your absence, late arrival, or early departure.

Late Submission of Assignments

Students who do not hand in assignments on time will have their earned grade reduced by 10% per day at the instructor's discretion. If you foresee not meeting the submission due date and are requesting an extension, please provide your instructor with a minimum of 24-hours' notice.

Participation and Professionalism

Active participation and professional conduct (e.g. class discussion, consultations with instructors, work ethic, etc.) are important in lecture and studio courses and may be formally evaluated by a grade. Professionalism also includes Carleton's Policy on Academic Integrity described in more detail below with links to content that you are required to review.

Health and Safety

Students must participate in training to access all the SID Labs and Maker Space. Apart from this training, students are required to follow the health and safety standards of the School of Industrial Design as well as Carleton's health and safety standards. All materials related to SID health and safety are available here Health and Safety and it is expected that students review and understand these materials and apply these standards throughout their studies.

Use of Studio Spaces

Access to studio space to attend courses and complete assignments is an important part of student success. To support access, specific studios have been designated to certain years and/or sections.

1st Year Studio Section A – Studio A
1st Year Studio Section B – Studio B
2nd Year Studio Section A – Studio A

2nd Year Studio Section B – Studio B

3rd Year Studio Section A & B – Studio C

4th Year Studio All Sections (Capstone and Minor) – Studio D

MDes Studio – MDes Studio

Students are welcome and encouraged to use their designated spaces to work during non-studio hours. Out of respect for your colleagues, instructors, and Carleton cleaning staff, ensure you leave the space in good condition. This includes cleaning your area and storing your items in your designated storage space. The School will not be responsible for items that are not stored properly.

Academic Integrity

Carleton's Policy on Academic Integrity is available at: https://carleton.ca/registrar/academic-integrity/ and covers the following violations, but is not limited to:

- *Plagiarism*
  - *Submitting work written in whole or in part by someone else*
  - *Failing to acknowledge sources through the use of proper citations when using another's work*
- *Test and Exam Rules*
  - *Attempting to read another student's exam paper*
  - *Speaking to another student (even if the subject matter is irrelevant to text)*
  - *Using material not authorized by the examiner*
- *Other Violations*
  - *Improper access to confidential information such as exams or test questions*
  - *Disruption of classroom activities or periods of instruction*
  - *Misrepresentation of facts for any academic purpose*

This policy governs the academic behavior of students. In industrial design, ideas, and concepts come from a multitude of sources and may be modified and utilized in the design and development process. The student should reference such sources appropriately and it is strongly advised that you read Carleton's Policy on Academic Integrity before conducting any work at the University.

Use of Artificial Intelligence (AI) Technologies

To effectively address the incorporation of AI technologies, specifically generative AI tools, into courses, we have instituted the following guidelines. Further information can be found here - https://carleton.ca/tls/teachingresources/generative-artificial-intelligence/recommendations-and-guidelines/. Another useful resource is the Library's guide on AI tools - https://library.carleton.ca/guides/subject/artificial-intelligence-ai-tools.

1. Academic Integrity Standards: In the absence of explicit permission from the instructor within a given course, the use of generative AI tools to create content, (e.g., text, code, images, summaries, videos, etc.), is deemed a breach of academic integrity standards.

2. Instructor's Discretion: Instructors have the authority to grant permission for the use of generative AI tools, (e.g., ChatGPT and similar tools), based on alignment with the course's educational objectives and learning outcomes. Assignment and examination guidelines will be written to explicitly reflect this granted permission.

3. Clear Instructions: Should instructors choose to permit the use of generative AI tools, an assessment guideline will provide students with clear and detailed direction, including;

    i. Identification of specific generative AI tools that are acceptable for use.
    ii. Clarity on the approved applications of these tools.

These measures aim to create a balanced and transparent educational environment, ensuring both academic integrity and the responsible integration of AI technologies into the learning experience.

Requests for Academic Accommodation

You may require special arrangements to meet your academic obligations during the term. For an accommodation request for any of the below topics, refer to this link - https://students.carleton.ca/course-outline/ and open the needed section.

Topics:

- *Pregnancy Obligations*
- *Religious/Spiritual Obligation*
- *Academic Accommodations for Students with Disabilities*
- *Survivors of Sexual Violence*

- *Accommodations for Student Activities*
- *Academic Considerations for Medical and Other Extenuating Circumstances*
- *Scheduling and Examination Support*

Statement on Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you, refer to this link - https://wellness.carleton.ca/ and open the needed section.

Topics:

- *Counselling*
- *Resource Guide*
    - *Thriving on Campus*
    - *Everyday Stress*
    - *Mild Mental Health Concerns*
    - *Moderate Mental Health Concerns*
    - *Complex Mental Health Concerns*
- *Umbrella Project*

Student Responsibility

The student is responsible for knowing the content of this course outline; the schedule of classes, assignments, and/or reviews; and the material that was covered when absent. The studio is a professional environment, and students should be working during the scheduled hours. Unless otherwise arranged, the class will meet during scheduled class hours. Please note that attendance is important since issues and questions may be raised in class, or valuable information may be shared, all of which can greatly benefit the student's learning experience. As external professionals may be involved in our work, scheduling changes for guest lectures, presentations, and reviews may occur at short notice, requiring students to stay informed.

Changes to the Course Outline

The course outline may be subject to change in the event of extenuating circumstances.

Appendix A - Course Schedule

Date	Chapter	Topic for discussion	Leading Teams	Deliverables
Week 1 (09.04)	Introduction	Introduction to the course & topics		
Week 2 (09.11)	Ch 1	A Theory of Synthesis	T1 and T5 (TA)	
Week 3 (09.18)	Ch 2	Sensemaking, Frames, Models, and Patterns	T2 and T6	
Week 4 (09.25)	Ch 3	Abductive Reasoning	T3 and T7 (TA)	
Week 5 (10.02)	Ch 4	The value of synthesis in driving innovation	T4 and T8 (TA)	
Week 6 (10.09)	Ch 5	The culture of synthesis	T5 and T2	
Week 7 (10.16)	Workshop	Random Ideation for Abductive Thinking	WJ & TA	
10.23		**FALL BREAK**		
Week 8 (10.30)	Ch 6	Methods for making meaning out of data	T6 and T1 (TA)	Draft (10%)
Week 9 (11.06)	Ch 7	Methods for building an experience framework	T7 and T4	
Week 10 (11.13)	Ch 8	Methods for creating empathy and insight	T8 and T3 (TA)	
Week 11 (11.20)	Writing	Team consultation with WJ (Team 1, 2, 5, 6)		Individual Progress report for T1,2,5,6 (10%)
Week 12 (11.27)	Writing	Team consultation with WJ (Team 3, 4, 7, 8)		Individual Progress report for T3,4,7,8 (10%)
Week 13 (12.04)	Rehearsal	Rehearsal of the seminar event*		Final report due (30%)
12. 07 (Sat)		Final Seminar Event		Seminar event presentation due (20%)

** "Rehearsal of the seminar event" refers to a practice session where students prepare for the actual public presentation. This rehearsal involves reviewing the event's schedule, refining presentations, and ensuring everyone understands their roles. It helps identify potential issues and provides an opportunity to make adjustments before the final event. The goal is to ensure a smooth, professional, and well-coordinated seminar presentation.*