### IDES 5103 – Interdisciplinary Design Development Studio - W 2018

**Instructor**  
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**Office hours**  
Office Hours are by appointments. Please email me in advance.  

**Course time and location**  
Thursday 14:35 - 17:25, AP 430 MDES Studio

**Course Description**  
Team-based studio projects draw on interdisciplinary design development methods in achieving a common design objective. Projects will be supervised by academic and industry advisors from a wide range of disciplines, and conducted in collaboration with professionals from external organizations. Open to students from other programs. Pre-requisite: IDES 5101 and IDES 5102 or permission of the School of Industrial Design.

**Course Objectives**  
Industrial Designers place the human in the centre of the process. They acquire a deep understanding of user needs through empathy and apply a pragmatic, user-centered problem-solving process to design products, systems, services, and experiences. This course particularly will focus on gaining insights, and developing design solutions and directions for the living Book Arts Laboratory Project within the MacOdrum Library at Carleton University. This course will explicitly explore design thinking methods and apply them to a participatory design research project.

The Book Arts Lab project will be facilitated in collaboration with the Library and the faculty members at Carleton University. The project will involve the exploration of exemplary cases via field visits, employ observational methods and tools (e.g. Experience Chart Guide), printing press workshop, faculty lectures from the various departments at Carleton University, participatory and generative design workshops including printing community and experts in that fields. All these phases will lead to the development of design solutions and directions for the Book Arts Lab project.

This course will utilize designerly research methods (such as those covered in IDES 5102) to gather relevant data, to analyze the data for gaining insights, to synthesize that for generating innovative and compelling ideas, and to assess suitable user-centered solutions for this service design challenge. The final outcome of the project will be presented and displayed at the SID's annual exhibition for greatest exposure.

**Learning Outcomes**  
By the end of this course, students will be able to:
- Employ appropriate methods and tools to analyze data for identifying user insights;
- Understand what design methods, when and how may be applicable to various stages in the design development and improvement;
- Conduct a team collaboration for an effective design process; and
- Apply design thinking methodologies to conceptualize user needs and context in an interdisciplinary design project.
Course Format

Most classes will begin with reflections on the previous week, a short lecture or class discussion, followed by team-based studio time to complete the project—the majority of the class time will be devoted to the latter. **Active participation in the discussion is highly recommended.** Studio time may be used to conduct field work, participate in workshop, and team discussion and collaboration. The course instructor will be a guide for the students throughout this design project, however, the expectation is that the students will propose their own process for developing a solution (e.g. adapting design methods, testing and using them, developing insights, etc.). **Attendance in all classes is required.**

References

**Suggested Books & Articles**


Some of the Examples for Book Arts Labs:

1. Printing Fellowship Program (https://www.masseycollege.ca/library/printing-fellowship-program/)
3. Print Media at Concordia University (https://www.concordia.ca/finearts/studio-arts/facilities/print-media.html)
4. The Book Arts Program at Wellesley College (https://www.wellesley.edu/lts/collections/bookarts#VWftBqsS8EkQZzA8.97)
5. Book Arts Facilities at the University of Nebraska-Lincoln (https://arts.unl.edu/art/facility/printmaking-and-book-arts-facilities)
6. Minnesota Center for Book Arts (http://www.mnbookarts.org/air/)

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
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<tr>
<td>Field Trip &amp; Observations</td>
<td>10%</td>
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<tr>
<td>Printing Workshop &amp; Observations</td>
<td>15%</td>
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<tr>
<td>Interviews with the Printing Community</td>
<td>15%</td>
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<tr>
<td>Participatory Workshops</td>
<td>20%</td>
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<tr>
<td>Final presentation (20%) &amp; Report (10%)</td>
<td>30%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Course Schedule
This is a tentative schedule* as the design process is not linear.

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<tr>
<th>Proposed Schedule: IDES 5103 Interdisciplinary Design Development Studio</th>
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| **11 January** | **Introducing course outline, project context and meeting with our partners in this project**
Overviewing the course outline, the project brief, the Experience Chart Guide as a user observations tool. Visiting the MacOdrum Library *(second part of the class: in the Library room # 235 at 4:15 pm); meeting with Robin Harris (Chair, Department of English Language and Literature) and Patti Harper (Head, Research Support Services MacOdrum Library) – understanding and exploring the context of the Carleton’s Book Arts Lab project. |
| **18 January** | **Field Visit to the Massey College of The University of Toronto**
Field trip to the living Book Arts Lab of the Massey College, Toronto (6:00 a.m. – 11:00 p.m.)
The tour will involve hands-on printing on one of the Victorian hand-presses. |
| **25 January** | **Manuscript culture and field visit presentations**
Marc Saurette (Faculty, Department of History): "Manuscript culture - and the hybrid print/manuscript culture that continues late into the sixteenth century. " (first part of the class: *in the Library room # 252*)
Reading: Erik Kwakkel’s introduction to manuscript culture at [http://www.greyweatherspress.com](http://www.greyweatherspress.com)
**Student Presentations (individual work):** User Observations (via the Experience Chart Guide) - presenting the findings and insights emerged from the field visit. (second part of the class: *in the M.Des. studio room # AP 430*) |
| **1 February** | **How books are made – rare books collection**
Participating in Hugh Reid’s class on Thursday *(in the Library, room no: 583)* and meeting with Lloyd Keane (Arches and Rare Book Coordinator).
Hugh Reid (Faculty, Department of English Language and Literature): “how books were made in the 18th century and how that ‘materiality’ influenced in what way people read a book … and see just how the students are studying the texts in the Library's Special Collections of 18th Century Books.” |
| **8 February** | **Workshop by Larry Thompson of Greyweathers Press, who is a printer himself and expert adviser:**
[http://www.greyweatherspress.com](http://www.greyweatherspress.com)
Conducting user observations (via the Experience Chart Guide) during the workshop (e.g. type setting and basic printing). |
| **15 February** | **How printing culture has influenced scholars and their research and the preparation of interview questions**
Sarah Brouillette (Faculty, Department of English Language and Literature): "Why print matters and how it has shaped my life and research."
Preparing and reviewing interview questions. |
| **22 February** | Winter Break |
| **1 March** | **Design research presentations and class discussion on small-press movement**
**Student Presentations (teamwork):** Presenting findings and insights from the interviews and user observations (via EC Guide) with the people and experts involved in book arts workshops and printing community to develop key design directions.
Jody Mason, (Faculty, Department of English Language and Literature): "Canada’s small-press movement, 1965-1975" |
| **8 March** | **Participatory and generative design research development**
Planning for participatory design research process including the preparation of *generative design toolkits* and the recruitment of *potential participants.* |
| **15 March** | **Participatory and generative design sessions I**
Involving all stakeholders/participants to develop *design scenarios and solutions* facilitated by the graduate students. |
| **22 March** | **Design scenarios and systems thinking maps**
Refining *design scenarios* and *design directions*, and developing *systems thinking maps* by the student teams. |
| **29 March** | **Participatory and generative design sessions II for final feedback**
Receiving *final feedback* and refining design solutions. |
| **5 April** | **Final Presentations**
Presenting *final solutions* (i.e. participatory design scenarios along with systems thinking maps, 3D models, and final report on the design process) |

* Schedules are not 100% fixed yet.
CuLearn
To access your courses on cuLearn go to http://carleton.ca/culearn. For help and support, go to http://carleton.ca/culearn/students. Any unresolved questions can be directed to Computing and Communication Services (CCS) by phone at 613-520-3700 or via email at ccs_service_desk@carleton.ca.

Individual/Group Work
Courses may include various combinations of individual and group work. Students must demonstrate individual aptitude. It is important where collaborative work is undertaken that students be able to clearly demonstrate that individual contribution has been made. Where the evaluation for individual work is below a passing grade, that grade will be awarded for the course.

Review Attendance
Attendance at scheduled SID reviews is mandatory. These are equivalent to exams in IDES courses when indicated in the course outline. Failure to attend will result in a grade of F. If you are not able to attend a review, you are required to call the General Office (613-520-5672) and/or send an email to id@carleton.ca to leave a message in advance. A comprehensive medical certificate or other documentation to substantiate the absence must be submitted as soon as possible after the review. The documentation must state the date of illness onset, the expected date of recovery, and the extent to which the student is incapacitated. The student is also required to set up a meeting with the instructor as soon as he or she is well enough to discuss and schedule an alternative date.

Late Submission of Deliverables
Course Deliverables for reviews and other due dates
All deliverables submitted late will accrue a 10% per day deduction from the determined grade, to a maximum of 3 days, from the original deadline time and date. Failure to submit within 3 days, without approval from the instructor, will result in a grade of F.

Participation and Professionalism
Active participation and professional conduct are particularly important in studio courses and will be evaluated. At the same time, when the student’s work is reviewed at the end of the course, an evaluation will be made based on one or more of the following: in class discussion; consultations with instructors; and work ethic. However, none of these evaluations will be used to raise an overall failing grade, to a passing one, based on the quality of the work.

Student Access to Final Reports
This is for evaluation purposes only and will not be returned to the student.

STUDENT CONSIDERATIONS AND RESPONSIBILITIES
Academic Accommodation (Equity Services)
You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit: http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit: http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already
registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

**Instructional Offenses / Plagiarism**
The regulations of the university require that we bring to your attention regulations on Instructional Offenses, descriptions of which can be found in the current Academic Integrity Policy available on the Student Affairs website. The policy governs the academic behavior of students. At the same time it seems that students do not always understand the meaning of plagiarism and how to avoid it.

**Student Responsibility**
The student is responsible for knowing the content of this course outline, the schedule of classes, assignments, and examinations; and material covered during any absence from scheduled classes.

**Changes to the Course Outline**
The course outline may be subject to change in the event of extenuating circumstance