Community Organizations Group Project: Brief

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Maya Kapur, Calista Huynh,
Francesca Tabora, Mariel Delal

Project Question:

In what ways might we improve how we critique art and bodies of work by establishing an open, comfortable environment so that the feedback given and received is constructive and not destructive?

Pain Points

Importance of critique

Every individual has a different interpretation of what critique should mean. Some do not know how to receive critique while some do not know how to give it. This creates miscommunication between students as well as professors which can hinder their ability to grow as a creative. A relentless and unkind assessment of student work can cause discouragement.

It is important to learn about giving good critique that is applicable. If we use the word "like" or "love" too much, it does not really help us push the project forward and improve them. In addition, as evaluators of work, we should not be partial by our own aesthetics or taste. In a classroom, we can embrace all voices to speak and be heard in their opinion.

The uncertainty of if we are going to do well on the critique or receiving negative feedback, that is not objective or constructive, causes fear and anxiety. Openly discussing mistakes that occurred during the project in front of your peers can be difficult, but it allows us to focus on future development. Pushing them outside their comfort zone to talk about a sensitive topic will make students realize they are not alone and create a comforting community around them.

Critique is a skill that we will use for more than 4 years of college and throughout our entire lives and should be taught in a classroom setting.

Pain Points

Opportunities

The Courage Zone

1. Survey students and maybe some professors.
    a. Tape them? Make a video at the end.

2. Gather data from several interviews across majors in order to understand critique better. Questions for the Survey:
    a. What should be included in good critique?
    b. What is a marker of bad critique?
    c. When do you feel more comfortable receiving critique?
    d. When do you feel more comfortable giving out critique?
    e. Do you follow a system to give out critique?
    f. Do you look forward to or dread upcoming critiques? Why?
    g. Do you feel that you gain something after a critique?
    h. What is the best/worst critique you've had and why?

3. Compare the data and find common themes within the answers.

4. Figure out a step by step guide.

5. Author/keynote speaker in this expertise and organize an event that invites students in the community together.

Self-development Upon Critique:

- *Encourage students to discuss with professors to have the opportunity to edit their project and turn it in again.*
- *Have class time to work one on one with the professor (check-ins) that allow students the opportunity to receive feedback before they complete the project.*

Key Objectives:

The goal is for the student body to openly express their fears and troubles behind critique and help them improve upon this area so that they can take this skill into school, professional, and personal settings where trust and collaboration are vital.

(Group 4): Calista Huynh, Maya Kapur, Francesca Tabora, and Mariel DelaL.

Jeffrey's feedback from the presentation:
This effort was very well organized and nicely presented. Nicely done. Remember that we are focusing on the process of teamwork first. Outcomes and results are secondary to the ways you organize, collaborate, divide tasks up and coordinate your efforts. The next assignment asks you to be more detailed in your planning and to make a schedule. Here is some feedback. Personally, I love the topic of critique, which is so deeply important to us all and widely misunderstood. Your problem and exploration statements need a bit of tweaking. The problem statements each have negative implications. What is the value of critique? How is critique presented to students in class and in the workplace? What are the givers of critique doing and how effective is it, What are the recipients of critique taught and what are their experiences. Much more to discuss but first, start with an exploration of the topic and its meaning and then build on that with a goal toward better understanding and perhaps guiding people to better practices.

Sustainable practices and systems are an important topic. I believe that there are many many initiatives in this arena at the NS. Perhaps a way to start is to find out what is already happening or planned at the NS. What you find will inform you of how to explore further. Perhaps they are not well coordinated or supported. Then to observe how the college handles these issues through observation and inquiry. Also, explore how curriculum supports sustainable practices and systems.

Not so sure about the third idea but I love lemonade, not too sweet. Parsons is not a traditional college. Let's consider starting there. why is it different and how does that impact the need for school spirit. Hope this helps. J

- GOING TO THE SOURCE OF THE PROBLEM!

Example Creative Brief:

A design brief establishes clear expectations between a business and the designer. In this user case it is the class groups and the professor. A design brief template cannot be a 'one size fits all' because design projects vary so much, ranging from product innovation and improvement, to service delivery, software development and graphic design. Use this template as a starting point and modify as necessary. **When you have finished delete the blue instructional text and change the header to reflect your project identity.**

Group Name and Membership: List all first and last names here.

The Components:

The Question that spurs the project (In What Ways Might We): <aim to reflect the purpose of the design project in its title. Explain what that means. Have a discussion with one person as the scribe/moderator and come up with a list of characteristics and or features that you hope to address with your project. The theme is community, interpret it as you may wish.

Pain Points: What is the unmet need? good question often begins with a specific "pain" an unwanted experience that needs a creative resolution.

IWWMW better understand how communities can bring people together or divide them into separate oppositional groups. (Culture, Personality and History are all factors.

The Courage Zone: Include in your plans, activities, actions and tasks that will take you into the courage zone.

Key Objectives: What is the desired or hoped for outcome of this project.

Detailed Project plan: <Expand on the list the project milestones (above), what is needed to complete them and who is responsible.>

Milestones:

Due date 12/04 Completion of project. Most classes will include time for group meetings.

1.   10/16 Rules to work by Intensive class workshop. Work begins

2.   10/23 Submit Project Brief and Detailed Schedule by class time In-class workshop

3.   10/30 Project Pitches: Storytelling. Progress, iteration, adjustment.

4.   11/06 Status reporting due: In class share on progress and challenges.

5.   11/13 Status reporting due

6.   11/20 Status reporting due

7.   11/27 Presentation run throughs 5 minutes each with class critique. Must be submitted intact even if incomplete

8.   12/04 Final Presentations improved (include a narrative of the experience, the process, the plan, the outcome. The ways the ways it can be improved. Submitted

9.   12/12 Individual reflection papers and self-assessments submitted

Measures of success: As as a group, assess your team's process, the methods of communication, collaboration and the outcome.

Delivery: The final product has two parts, **combined into one PDF**

Part One: The finished presentation PSDS2115_Sec_Final_GroupName_F18

Part Two: All documentation, schedules, notes, images and intermediate work. (everything)

GROUP 4 CREATIVE BRIEF:

Group Name and Membership: Maya Kapur, Calista Huynh, Mariel DelaL., Francesca Tabora

The Components:

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Possibilities to encourage project development upon critique:
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Measures of Success:
Our group is making ongoing progress by completing every group assignment. Every week is a step closer to accomplishing our project's objective. We have effectively communicated from the beginning of this project. We primarily communicate in person but also use Google Drive and a

texting group chat as other resources. In terms of collaboration, we make it a priority to ensure every member's voice is heard. Every idea is taken into careful consideration before continuing on. When there is a heavy workload, we split into teams of two to work more efficiently.

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STAIR 3

LDWIN RIVE