

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

**Jeffrey's feedback from last week's brief:**

Please use the brief template to make a more detailed schedule, HOWEVER, your brief has great content and I hope each of you are equally invested in this effort. You are off to a solid start. Here are some thoughts. Please consider if/how critique is a community activity. Consider that critique is a type of gathering that need not be solely in the classroom. It can occur among small groups and it need not be formal. Think about the need to build trust, to have those uncomfortable conversations and how hard it is to listen to critique and how hard it can be to give quality feedback. In this brief it says critique should be taught in a classroom setting, Think about the critique that occurs between friends (honest friends) on anything from how the cooking tastes and how you look to assessing your hard work. Think about these settings as well as the classic classroom setting. Do some reading. There is much to find on this topic aside from Berkun. I hope my comments have provoked you to look in a variety of directions. We have plenty of time to learn and make this a great collaborative process. Finally, consider practicing critique within your group.  
See you all in class!

**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.

**IWMMW** 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 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:**

#### ***The Question that spurs the project (In What Ways Might We):***

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:***

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.

#### ***The Courage Zone:***

1. Each member of the group agreed to find an article about giving and receiving critique in order to conduct further research on this topic. We had to read and take brief notes highlighting what we learned from the reading.
  - Mariel: “How To Give Powerful Design Critique” by Alexandra Kovacs  
<https://uxstudioteam.com/ux-blog/design-critique/>
    - Why is feedback important? → We need to see if what we do has an effect on the world
    - Honesty binds people together → Hard truths.
    - Critique does not react instantly.
      - Does not involve feelings when seeing something. → Emotional Feedback.

- Does not involve taking away the opportunity of two-way communication → Direction Feedback.
  - Drive improvement and progress in the design.
    - Critical Thinking: examination of the object designed against its creation objectives.
    - Delivery: how you present your critical thinking to your collaborators.
  - Bad design critique is:
    - Selfish.
    - Untimely.
    - Incomplete. → Lead the designer to *why* you came to this conclusion.
    - Preferential.
  - Good design critique rather:
    - *Identifies* a decision in the design being analyzed.
    - *Relates* that decision to an objective or best practice.
    - *Describe* how and why the design decision work to support the objective (or not).
  - Best practices for giving a design critique:
    - Lead with questions:
      - Show interest in their thinking.
      - Provides a basis to get feedback on.
    - Use a filter:
      - Wait until they *fully* explain their thoughts → give them analysis, not reactions.
    - Don't assume:
      - Ask more questions!
    - Don't invite yourself:
      - Ask if they want any feedback, if the designer has not explicitly asked for it.
    - Talk about strengths:
      - Neglecting the positive parts of a design may lose them → focus on the positive not the negative.
    - Think about perspective:
      - Don't forget you are not the users, remember perspective.
- Maya: “Learning to Love Criticism” by Tara Mohr  
<https://www.nytimes.com/2014/09/28/opinion/sunday/learning-to-love-criticism.html>

- Statistics
  - Across 248 reviews from 28 companies, managers, whether male or female, gave female employees more negative feedback than they gave male employees.
  - 76 percent of the negative feedback given to women included some kind of personality criticism, such as comments that the woman was “abrasive,” “judgmental” or “strident.”
  - Only 2 percent of men’s critical reviews included negative personality comments.
- Many women don’t know how to become better or “having a thick skin” when it comes to receiving criticism
  - Powerful women receive over-reactive, shaming, inappropriately personal criticism
    - Vulgar, sexualized and angry
- Steps:
  - Can identify another woman whose response to criticism she admires.
  - Interpret feedback as providing information about the preferences and point of view of the person giving the feedback, rather than information about themselves.
  - Ask herself “Does that criticism in some way mirror what I believe about myself? When and why did that negative self-concept arise? Does it reflect the truth?”
- Calista: “How To Give and Receive Design Critique Well” by Andrew Wilshere  
<https://trydesignlab.com/blog/how-to-give-and-receive-design-critique-well/>
  - Created their own five step guide to receiving criticism--similar to our idea
  - Table of suggested phrases and terminology to use in a critique: too negative, just right, and too positive
  - There are some words that can trigger to what dictates a constructive or unconstructive critique
  - Ask Socratic questions when critiquing
  - Explain rather than defend and take time to reflect on both ends of conversation
- Francesca: “Design Critiques: Encourage a Positive Culture to Improve Products” by Sarah Gibbons  
<https://www.nngroup.com/articles/design-critiques/>
  - A design critique refers to analyzing a design, and giving feedback on whether it meets its objectives
    - Ultimate goal is to improve a design, not simply judging

- Two types of design critiques:
  - Standalone critiques: gatherings with the sole purpose of improving a particular piece of work
  - Design reviews: evaluations of a design based on a set of heuristics and can be done by a usability expert or in a meeting held at the end of the creative process in order to gain approval and move forward
- Standalone critique:
  - Two roles:
    - Presenter: shares the design
    - Critiquer: acts as the critic, offering informed thoughts or perspectives
- 3 themes of effective critiques:
  - Clear scope for the conversation
    - Set boundaries for what can and should be critiqued
  - Agreed-upon design objectives for the work
    - Agree on the problem that needs to be solved
  - Conversation rather than command
    - Foster open discussion to improve the outcome
- A design critique is a positive event that should feel good for all parties involved
- Feedback from others helps avoid mistakes and produces higher quality work
- Positive critiques support team building
  - Everyone is able to stay up-to-date and in the loop
  - Enables cooperation and collaboration
- Critique facilitation is the conscious, balanced management of conversations towards a conclusion
  - Two main facilitation approaches:
    - Round robin: participants share their perspectives one by one and everyone contributes
    - Quotas: the facilitator gathers a specific, predetermined number of positive and negative comments from each participant and initiates the conversation
- Designated facilitator: in charge with the overall handling of the critique (rotate this role)
  - Time boxing
  - Keeps conversation on track
  - Negotiates any tension
  - Creates and distributes the scope and agenda for the design critique
  - Asks the right questions
  - Documents the discussion

- Makes sure to follow up with notes
  - When presenting during a critique, keep your mindset on improving your product
    - Repeat objectives
    - Tell a story
    - Make your designs readily available
  - Start soon and start small
  - Bad habits that can negatively impact critiques:
    - Not agreeing on objectives
    - Critiques that last too long
    - Taking feedback personally
    - Problem solving in the moment
    - Focusing only on the negatives
  - Honest critique improves design by incorporating multiple perspectives and insures that the end product meets the original goal
2. Survey students and maybe some professors.
    - a. Tape them? To make a video at the end.
    - b. <https://goo.gl/forms/hgn0brseTU23mPZG2>
  3. 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?
  4. Compare the data and find common themes within the answers.
  5. Figure out a step by step guide.
  6. Author/keynote speaker in this expertise and organize an event that invites students in the community together.

Possibilities to encourage project 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.

**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.
  - a. We will implement the feedback given.
  - b. Create an infographic with the data and research that we received from the previous week.
4. 11/06 Status reporting due: In class share on progress and challenges.
  - a. Create a step by step guide based on the infographic.
5. 11/13 Status reporting due
  - a. Interview candidates on their personal stories regarding critique.
6. 11/20 Status reporting due
  - a. Start creating a video with our research, data, personal stories from interviews, Keynote speakers on critique, guide on improvement, etc.
7. 11/27 Presentation run throughs 5 minutes each with class critique. Must be submitted intact even if incomplete
  - a. Present ongoing progress with video and statistical infographics
  - b. Calista brings lemonade for last group meeting :)
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
  - a. Present final video and data research
9. 12/12 Individual reflection papers and self-assessments submitted

**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.

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

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