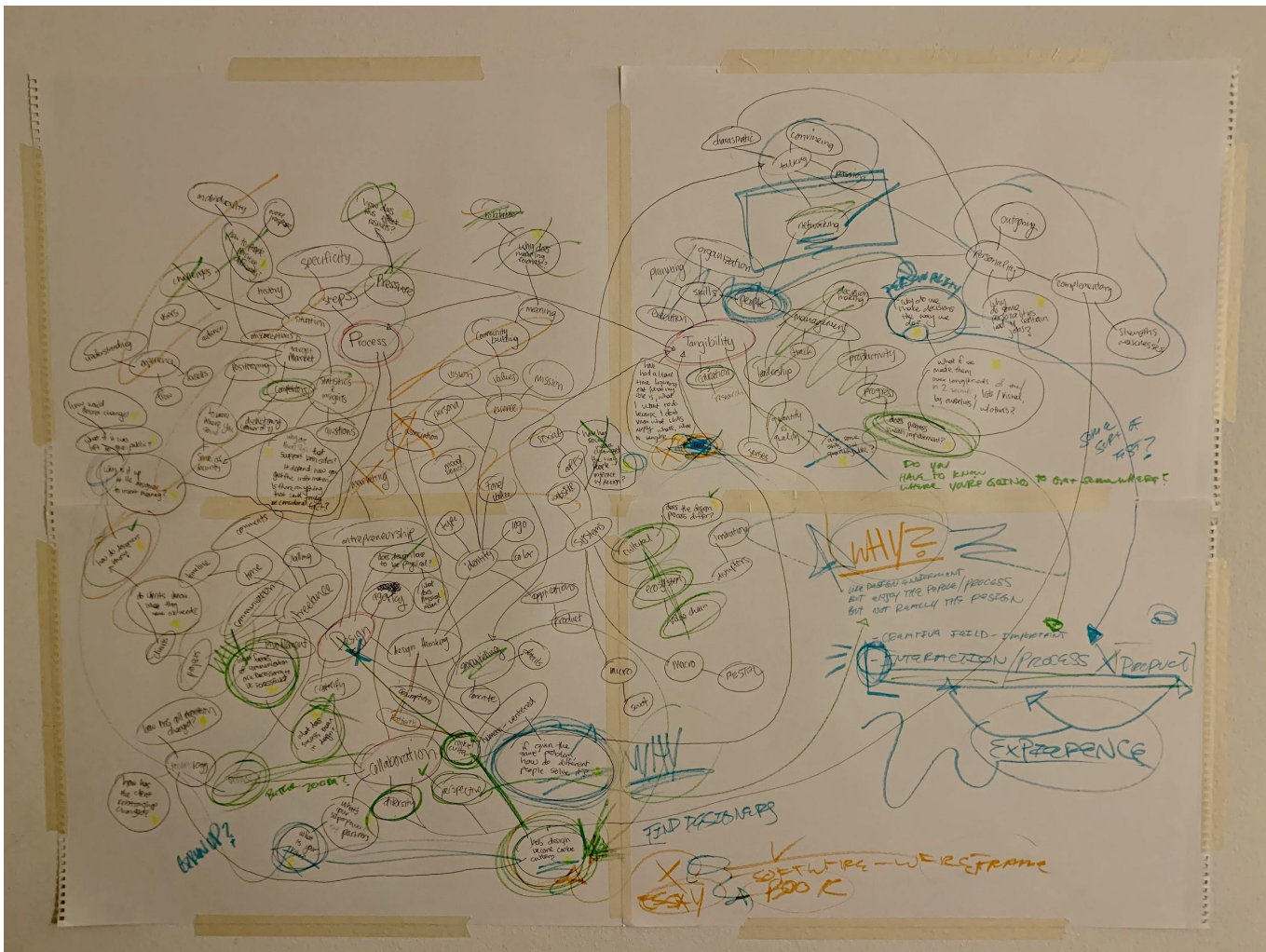


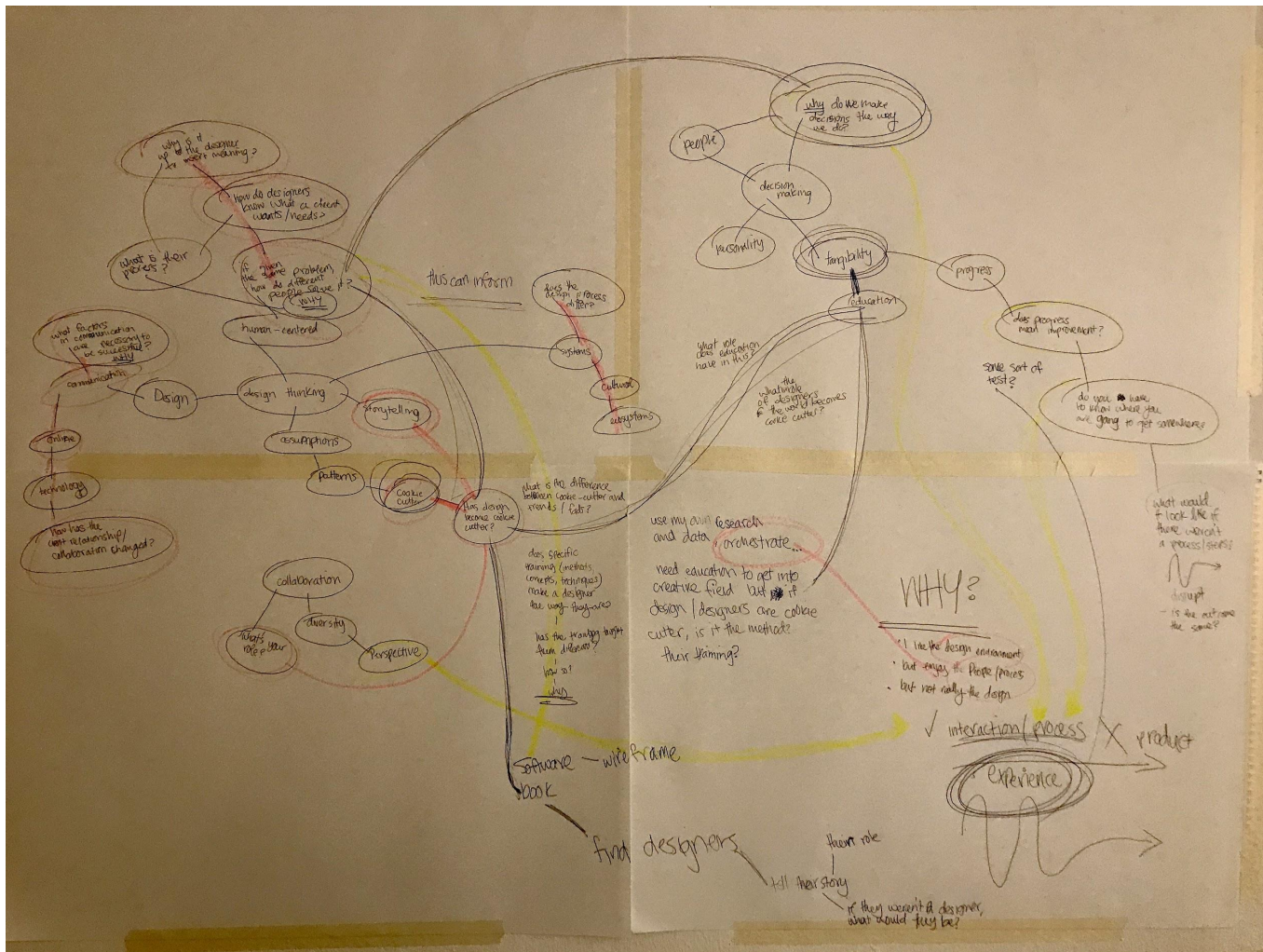
GOING EVEN DEEPER: DEVELOPING MY TOPIC

Maya Kapur • 24 Sept 2020

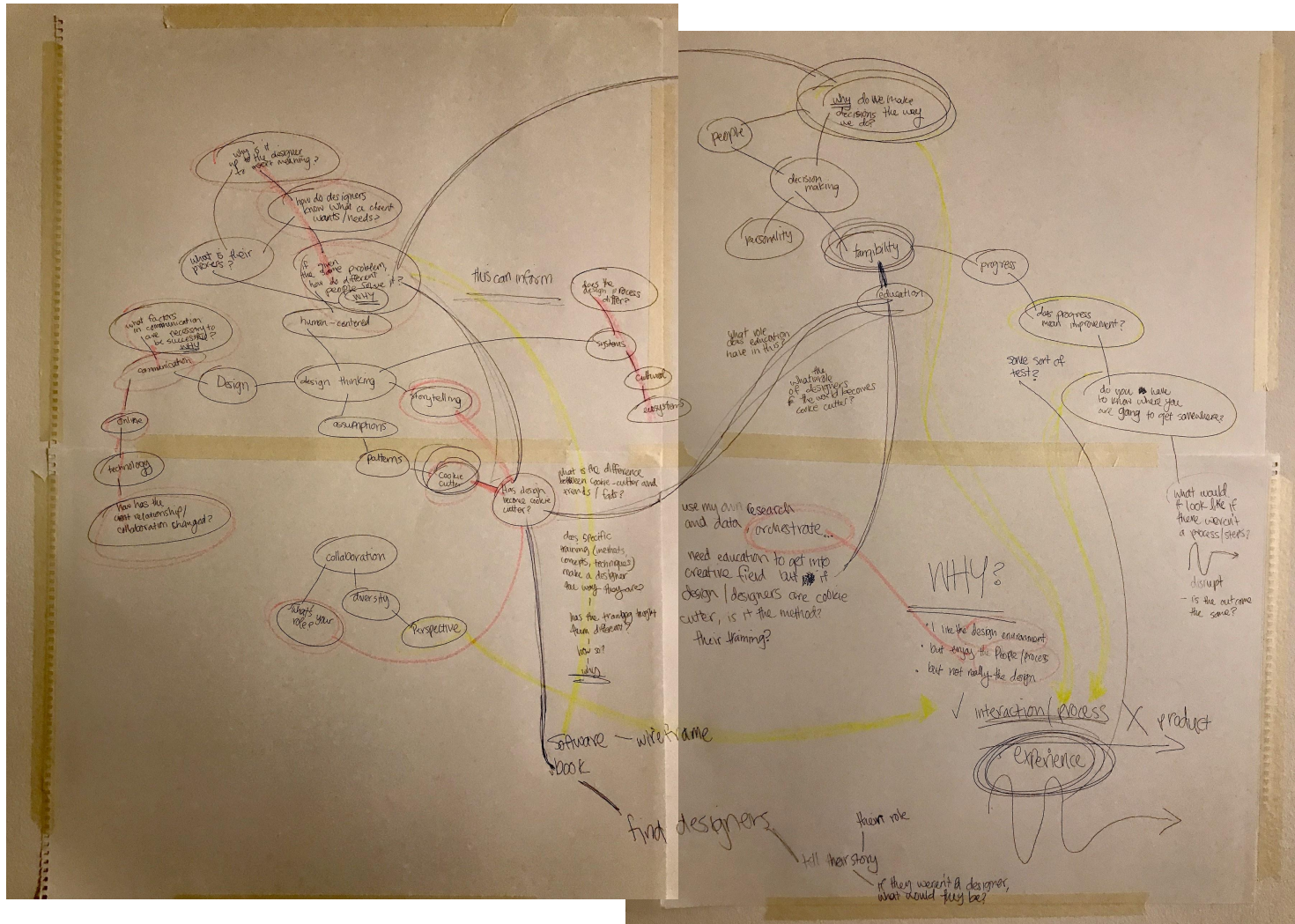
Single image, slightly blurry



Single image, slightly blurry



Zoomed in, more clear (two images placed together)



Secondary Resource #1

Link: <https://www.tandfonline.com/doi/abs/10.1076/lpos.2.1.27.15254>

Citation: English, F. W. (2003). Cookie-cutter leaders for cookie-cutter schools: The teleology of standardization and the de-legitimization of the university in educational leadership preparation. *Leadership and Policy in Schools*, 2(1), 27-46.

Abstract: “This article argues that this movement embodies the teleology of standardization whose principle objective is to remove the university and college as the primary site for the preparation of educational leaders through ruthless homogenization of university curricula and the debasement of the role of theory.”

Use: Understanding the role that university education has on creating a “cookie-cutter” model. What does this mean for design? Collaboration? Innovation?

Secondary Resource #2

Link: <https://dl.acm.org/doi/abs/10.1145/2598510.2598556>

Citation: Zhang, X., & Wakkary, R. L. (2014). Understanding the Role of Designers' Personal Experiences in Interaction Design. In *DIS '14 Proceedings of the 2014 conference on Designing interactive systems* (pp. 895-904). Association for Computing Machinery, Inc. <https://doi.org/10.1145/2598510.2598556>

Abstract: “This paper reports on a multiple case study that looks at how interaction designers worked with their personal experiences in three industrial interaction design projects, thus calling for the need to explicitly recognize the legitimacy of using and better support of the use of designers' personal experiences in interaction design practice.”

Use: Noting the use of personal experience in design and how that changes the process. What is their story? How do they tell it? How is this balanced with the needs/desires of the client?

Secondary Resource #3

Link:

<https://login.libproxy.newschool.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1599888&site=ehost-live&scope=site>

Citation: Janda, M. (2013). *Burn Your Portfolio : Stuff They Don't Teach You in Design School, but Should*. New Riders.

Abstract: “It takes more than just a design school education and a killer portfolio to succeed in a creative career. Burn Your Portfolio teaches the real-world practices, professional do's and don'ts, and unwritten rules of business that most designers, photographers, web designers, copy writers, programmers, and architects only learn after putting in years of experience on the job.”

Use: What if designers question the process we've been taught? Is a “how-to” book the opposite of a process or repeating the same pattern?

Reflect: How have my ideas evolved since last class?

- I've been able to get a little more outside my head in a narrowed view about one topic and the outcome it can garner.
- I've come up with questions that fascinate me.
- I've considered angles of the same topic that are new.
- I've made the topic extremely personal to me and my interests but also applicable to others.
- I have gathered three secondary resources in different, but connected areas of the topic and considered their use.
- I have also gathered a list of links (on a separate document) so I know where to start my research.

Questions for the Class

- What connections do you see between the notes and questions?
- Is there a form that you see working for a topic such as this one?
- How can I involve others to collect my own information? Is there a way to test/push-pull this question?

Moving Forward

- I would like to hone my topic more and come up with a question.
- I would like to consider the forms that this thesis could be presented.