

Maya Kapur

Professor Riman

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Milestone 1: Research Planning V01

What am I researching?

I am researching the design process through the lens of design education. My narrowed field of research is the levels of design education.

Who are the primary and secondary stakeholders?

Primary Stakeholders

Designers themselves

- Design driven/interested high school student
- Freshman at Parsons
- Senior at Parsons
- Recent graduated from the graphic/communication design program at Parsons
- Professional in a design field

Secondary Stakeholders

- Art universities
- Creative agencies

Why is it important personally?

I want to research the design process because it gives me a better glimpse into “the other side of the table” or technical designers. This topic creates a cycle of understanding — I understand the designer’s process better, and can improve the relationship between strategist and designer, which would then in turn improve the designer’s work.

This capstone is meant to break down barriers from every perspective. We work on a linear timeline, and by taking the process out of its timeline and subjecting it a cycle of understanding and improving, I can analyze the design process without an end goal in mind.

Three bigger questions that I believe my research will lead me to are:

- Are their processes going to be similar? What does that say about the designers we are producing?
- Is the design process outdated when forced to be attached to a linear, capitalistic timeline?
- What was the last innovation in the design process?

How will I approach this topic?

Secondary Resources

Articles

- <https://www.sciencedirect.com/science/article/pii/S2405872620300447>
- 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.
<https://www.tandfonline.com/doi/abs/10.1076/lpos.2.1.27.15254>

Books

- <https://sarahendren.com/2019/09/08/what-can-a-body-do/>
- Steal Like an Artist: 10 Things Nobody Told You About Being Creative
- Cahill, James. *Ways of Being*.
- Bierut, Michael. *Now You See It*.

- Janda, M. (2013). *Burn Your Portfolio : Stuff They Don't Teach You in Design School, but Should*. New Riders.
<https://login.libproxy.newschool.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1599888&site=ehost-live&scope=site>

- 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>

Podcasts

- <https://www.invisionapp.com/inside-design/our-15-favorite-design-podcasts/>

Series

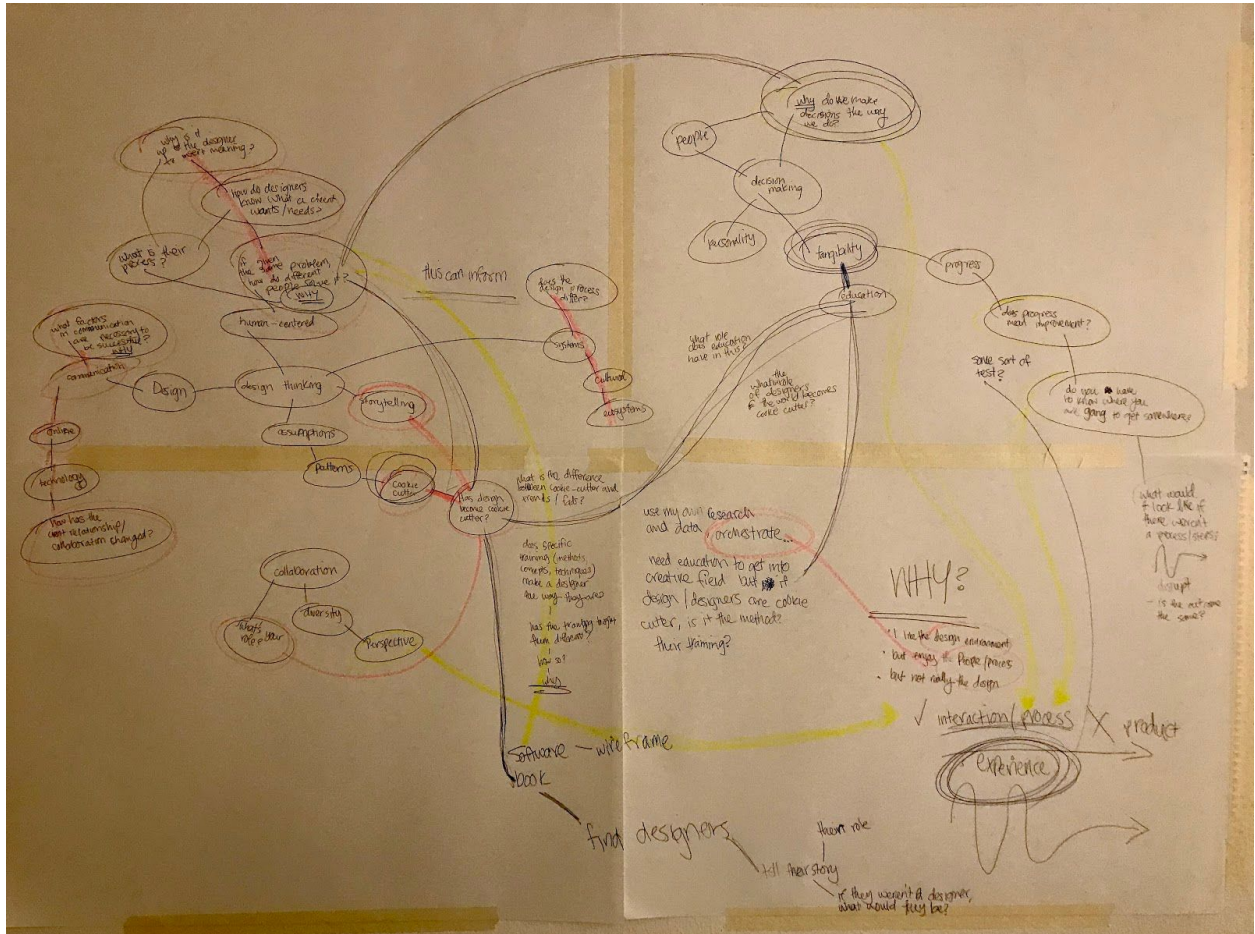
- Abstract: The Art of Design <https://www.netflix.com/title/80057883>

5 Research Methods

- Analysis/synthesis of secondary research
- Observation (photo-documentation)
 - Progress photos from a previous project
 - Analyze differences between levels of design education
- Interview one-on-one
- Cultural probe
 - Critique of a designer's process in reverse order
- Focus group

Visualization

This visualization I made is a representation of my written, detailed description of the project from last week. This week's assignment is a more concise plan.



Sequence of Events

10/8/20	Compile secondary resources; write a plan for research; start read/watch/listen secondary resources
10/15/20	Read/watch/listen secondary resources; reach out to capstone subjects; start write questions
10/22/20	Feedback on questions; design probe; start interview one-on-one (5)
10/29/20	Interview one-on-one (5)
11/5/20	Complete photo-documentation observation
11/12/20	Cultural probe; design focus group
11/19/20	Focus group
11/26/20	Create compendium
12/3/20	Create presentation
12/10/20	Presentation date, compendium due, self-reflection