DESIGN PROJECT DOCUMENTATION

LOGBOOK
We highly recommend getting a blank (untined) logbook to use exclusively for this class. We will be providing you half-sheet (5.5” x 8.5”) stickers to put in your logbook, so it should be large enough to accommodate these. Use your logbook to capture in-class notes, as well as for your project work (notes from interviews, sketches, ideas, reflections, etc.)

TEAM CAPTURE TOOL
During each DP, we highly recommend teams create a digital workspace using a tool like Drive or Dropbox. This will help you collaborate and collect your learnings, and store all of your captured media in one place.

TEAM DASHBOARDS
Being mindful of your process is a key capacity of designers. To help your team make your activities concrete and give the teaching team a glimpse into your process, we will be asking you to share your work weekly via a Team Dashboard artifact. This artifact will be constructed in class and used as a tool during coaching.

VIDEO
A key component of your final presentation will be a 1-3 minute video that demonstrates the depth of empathy you achieved for your user, and will masterfully use storytelling to endeavor your audience to your solution.

GRADING
Failure is a powerful teacher and a critical part of design work. Throughout the course, students are encouraged to stretch themselves by learning new skills and taking creative risks. This class is a safe environment for learning the fundamentals of design. At the end of each project, teams will be given feedback on both their underlying design process and their project deliverables.

Course grading will be based on both the journey and the destination. Students who thoroughly explore the design tools and process, contribute strongly to the class, provide value as a team player, and commit to personal growth as a designer can expect to do very well. We evaluate students based on:

1. Design Process. Did your team dive into each phase with rigor and depth? Did you empathize deeply with your users and did you hit upon an authentic and meaningful need? Did you make your process your own, and shape it based on what your project needed?
2. Design Result. Did your solution respond to the needs and aspirations of your target user group? Do we believe that if implemented, it would bring meaningful change to their experience? Was the solution innovative (you couldn’t have come up with it over lunch)?
3. Expressive Skill. How well did you utilize technique, craftsmanship, and storytelling in creating physical prototypes and your video?

NOTE: Being late will affect your grade. Missing class will affect your grade unless an email is sent to the teaching team the day before as to why there will be a planned absence.

A HEADS UP...
This course, like most in design, is a lot of work. Simply put, producing tangible expressions of innovative ideas takes time. The practice of design must be internalized and made a part of what you do, not just intellectually understood. Ever see anyone try to learn to ride a bicycle by reading about it? You will be doing a lot of design. You may well find yourself drawn into spending more time on it than you might expect, but having more fun than you ever expected!

TEACHING TEAM
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Office Hours
Wednesdays 3:30-5:30pm
(after class)
d school, Bay Studio