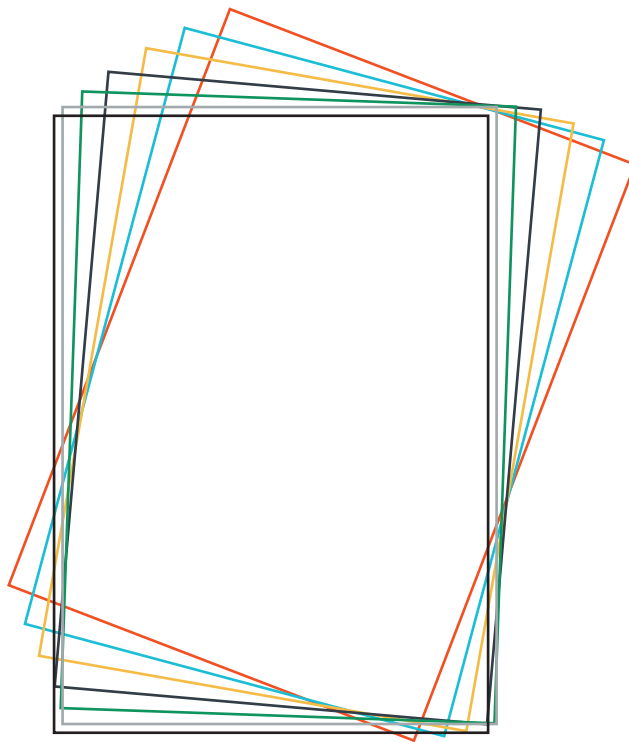


note cards

Print out the following 2 sheets double-sided, and let your students cut them into 8 cards.

The following set of cards are intended to be used with the Intro to Design Abilities (“Strike a Chord”) ending activity “Know Your Notes” on pages 18-19. They can also be kept and used for future reference and reflection. The range/reach/riff map is something that can and should be revisited.



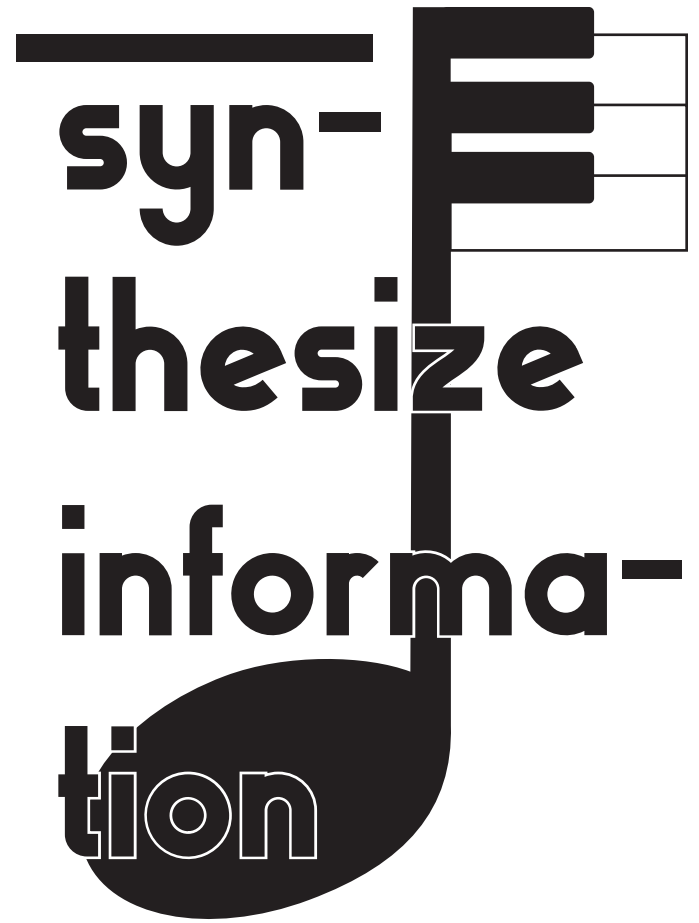
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**Learn
from
others**

(people and contexts)



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**build
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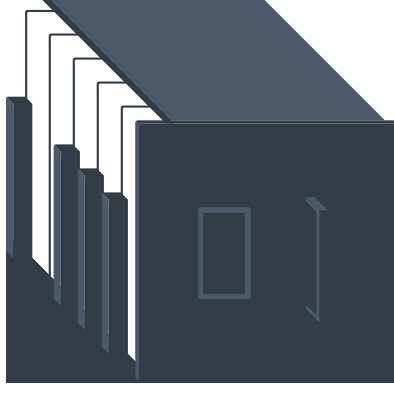




build and craft intentionally

This ability is about thoughtful construction and showing work at the most appropriate level of resolution for the audience and feedback desired.

Details matter when you're bringing an idea to life, no matter if the medium is cardboard, pixels or text. Furthermore, there are many sub-disciplines of design, each with their own set of tools and techniques. UX designers have a set of tools specific to creating human-centered digital interfaces. Architects have an arsenal of techniques to bring new structures into the world. Every other discipline: immunology, macroeconomics, K12 education, etc. has its own methods as well. This ability requires a sensitivity to the tools needed to create beautiful work in the domain that you are working in.



synthesize information

This is the ability to make sense of information and find insight and opportunity within.

Data comes from multiple places and has many different forms, both qualitative and quantitative. This ability requires skills in making frameworks, maps and abductive thinking. This ability is hard. Very hard.



experiment rapidly

This ability is about being able to quickly generate ideas, whether written, drawn, or built.

Brainstorming is a tool within this ability. It's about letting the doing lead your thinking, leading with your hands. In order to rapidly experiment you need to be able to relax your mind into a mode of acceptance and generation and eliminate the natural tendency to block ideas that don't seem on point or feasible.



learn from others (people and contexts)

This ability includes the skills of empathizing with different people, testing new ideas with them and observing and noticing in different places and contexts.

Recognizing the opportunity to, and then learning from, others is something that happens throughout a design project, both with end users as well as other stakeholders and team members. There is a sensitivity to others that develops with this ability.

move

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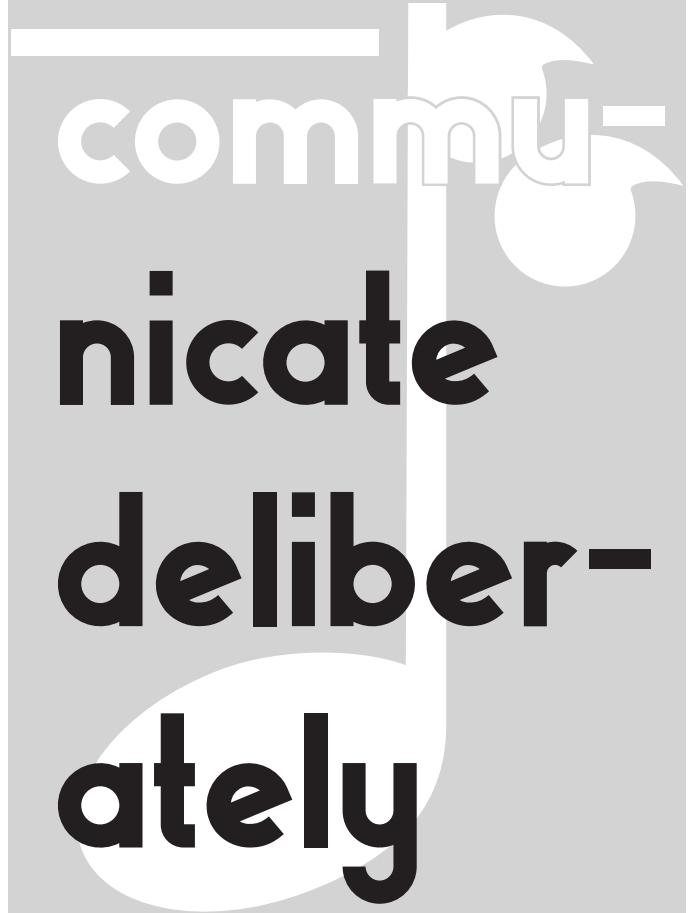


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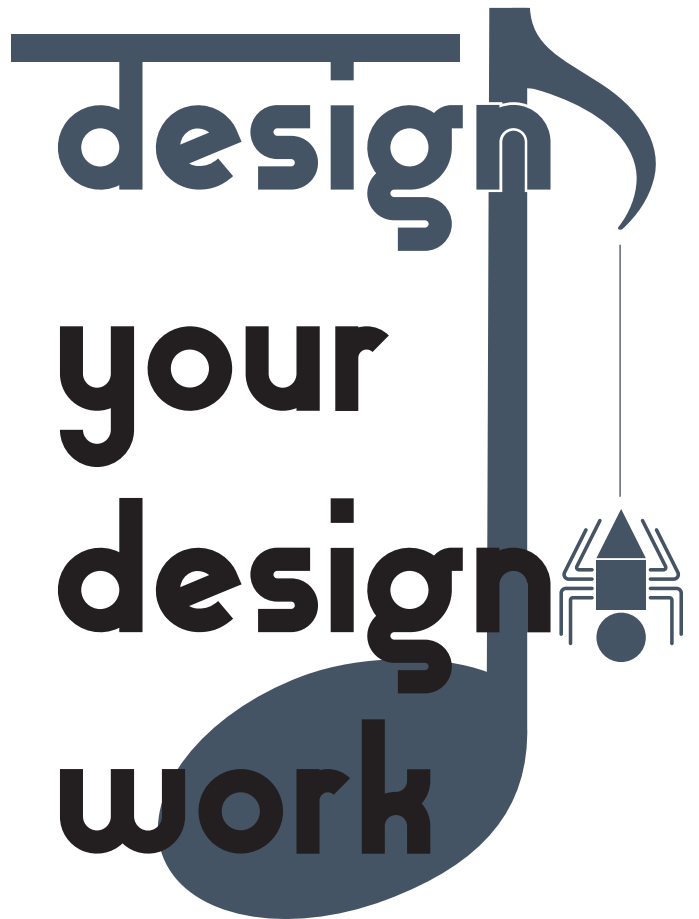


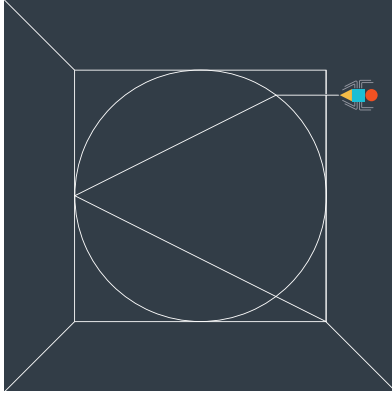
design

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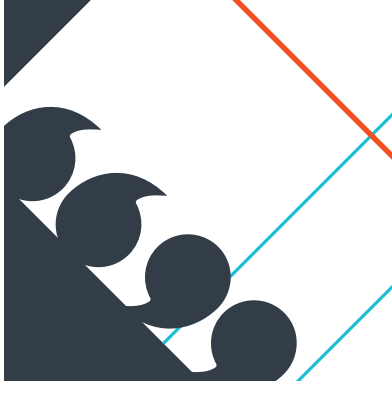




design your design work

This meta ability is about recognizing a project as a design problem and then deciding on the people, tools, techniques, and processes to use to tackle it.

This ability develops with practice. We see it emerge in our more experienced students. It requires using intuition, mashing up tools and developing new techniques for the challenge at hand.



communicate deliberately

This is the ability to form, capture, and communicate stories, ideas, concepts, reflections, and learnings to the appropriate audiences.

Communication happens in a variety of contexts. This includes reflecting on your performance to a project team or crafting a video to show your product to a potential investor. As we practice experiential learning at the d.school, communication and the storytelling within, are paramount.



navigate ambiguity

This ability involves recognizing and stewing in the discomfort of not knowing, leveraging and embracing parallel possibilities, and resolving and emerging from ambiguity as needed.

Design is loaded with uncertainty. There are important skills to learn such as being present in the moment, re-framing problems, and finding patterns in information. Ambiguity can arise within a project, a process, within oneself etc. It's as important to be immersed in ambiguous situations as it is to learn tactics to emerge from them.



move between concrete and abstract

This ability contains skills around understanding stakeholders as well as zooming and expanding on product features.

Everything is connected. When students are building out a new concept, whether a product, service, experience, etc., they need to be able to nest the concept within the larger ecosystem that relates to it. We have Ray and Charles Eames to thank for helping us set the scene for this ability, but it also includes abstracting out for meaning, goals, and principles, as well as zooming in to define details and features.