

Art205: Design Thinking & Innovative Problem Solving: Spring 2019
S. Lacy

Exercise 9: *Final Course Archive*

Due Week 15

The final component of the course is the *Course Archive*, much like an artist's portfolio or designer's handbook, this is an opportunity to use the methods and skills we learned in class to design and organize your completed work for the class. Artists tend to make portfolios of work that span final pieces, works in progress and oftentimes any research that went into the creation of a body of work.

For this last assignment, consider the steps of Design Thinking and how they might help you collate, design and present your participation and work completed for the course. Think of it as place that collects work you completed thus far in the class. This should be as complete as possible and the design challenge is how to creatively incorporate all type of media and research.

I will provide a list of everything we have completed in the course and this should be included in your archive in as legible and creative manner as possible. Consider how your group solved the scavenger hunt presentation.

A: What to include might be the first question to consider; as stated above I have included a list at the end of the sheet but you should also consult Sakai...for it stores all assigned work in the class.

In addition to that you should include the following:

- Course notes
- Any and all group work
- Evidence of your RISD museum trip
- Returned grade/feedback sheets
- Research that you completed for any project

B: How to organize the information and collate it is the second question. Consider your library research trip, what did you learn about consulting databases? How do people consult a reference aid and to what end? How is this information designed and presented? Consider the following as possible models: table of contents, map legends, chapter headings, subject headings, the 5 steps of Design Thinking. The way in which you solve this problem should reflect your understanding of design thinking and illustrate your authentic engagement with the course.

C: Does the design of the course archive reflect your engagement and a creative [visual] approach to organizing information? Get creative with these archives and reflect on the artist's and designers we have looked at over the semester. What is the style of the work? How do designer's present process? Why is process so important to illustrate in arts and design thinking?

D: *Things to avoid:* Incomplete subjects/headings/categories
Missing assignments
Unlabeled/unnamed work
Improper/incorrect file naming conventions (Consider: Lastname_assignment name_ sp19)
Google drive folder dump
Unnamed and unorganized Google drive dump
Badly photographed or scanned desk-work
Claiming other group members work as your own
Improper citation of each group member and their roles
Weirdly organized tumblr or instagram page...consider the control/order of visual information

E: LIST OF ASSIGNMENTS:

- Readings-*
- 0: Course Syllabus
 - 1: Designers and Consumers of Design (written response)
 - 2: Mark Dion (scavenger hunt)
 - 3: Invisible Cities (postcard workshop)
 - 4: Urban Code (group work)

5: Converting Need into Demand: Tim Brown (in class discussion)

6: IDEO Case Study (in class discussion)

Assignments- 1: Colorwalk

2: Scavenger Hunt

2B: Scavenger Hunt Time Capsule

2C: Scavenger Hunt Concept and Research

2D: Scavenger Hunt Final Presentation.

(Remember to document your archives before submitting them!)

3: Color Walk Map Directions

4: Invisible Cities Book Cover

5: Postcard

6: Urban Code

6a: Urban Code Questionnaire

6b: Group Presentation

6c: Urban Code Group Ideation

7: Tim Brown Response

8: RISD Museum Trip and Presentation

9: Reading 1 Response

10: *Scavenger Hunt Process Reflection and Summary*

(Some in class work and responses might have been completed in your course notebook so please remember to title and/or indicate what and where those are. Assigned readings do not need to be printed out

- + These folders will be returned at the beginning of next semester.
- + If you would like to get them before that please arrange a return process with me before you leave for the summer.
- + Scavenger Hunt Archives can be picked up when you drop off the course archive

From the syllabus:

Grading

Students will be graded on their final presentations as well as their participation in class and completion of assignments.

20% Class participation and attendance

20% Homework assignments

20% Final Project work

40% Final Presentation

Grading Rubric

A=Excellent quality, excellent achievement and growth, outstanding participation and curiosity, shows outstanding initiative and creativity

B=Commendable quality, above average achievement and growth, above-average participation

C=Acceptable quality, minimal to average achievement and growth, average level of participation/enthusiasm

D=Poor quality, minimal growth, little participation or enthusiasm

F=Unacceptable quality, lack of growth or effort, no participation or enthusiasm.