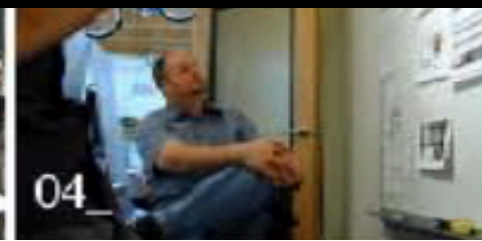
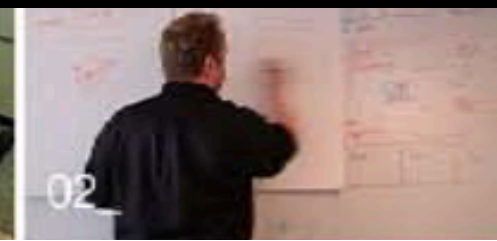


# DSGN 1 - The Design of Everyday Things

Jim Hollan and Michael W. Meyer  
Winter 2017





# Example Quiz

<https://goo.gl/forms/1U2akbCjShUT3me03>

## Summary

(100 characters or less)

## Example Quiz

## Details

use plain text editor

Edit ▼

Insert ▼

View ▼

Format ▼

Table ▼

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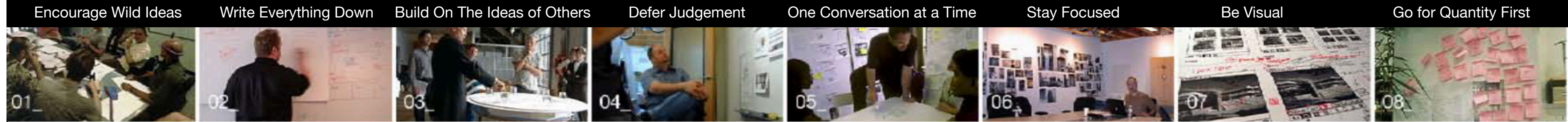
tt



In class today we want to see what problems we encounter if we have you take quizzes on your laptop or phone. There are only two network access points in the room. They are going to be adding more soon but we would like to do this as a test. The quiz will not count.

In class today I will ask you to go to the follow link or to click on it in this announcement on the Piazza site.

<https://goo.gl/forms/1U2akbCjShUT3me03>



# First Studio Session

Jia Chen, Tushar Koul, Ye Myint

How was the first studio session?

Reaction to the design for “doing introductions?”





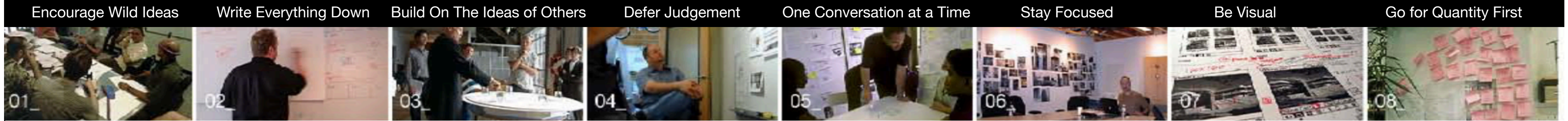
# Class Activity Portfolio










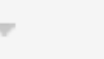
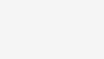
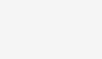
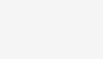
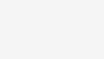



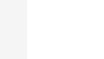





We will post a google form for you to provide a link to your portfolio.  
Be sure to enable editing.

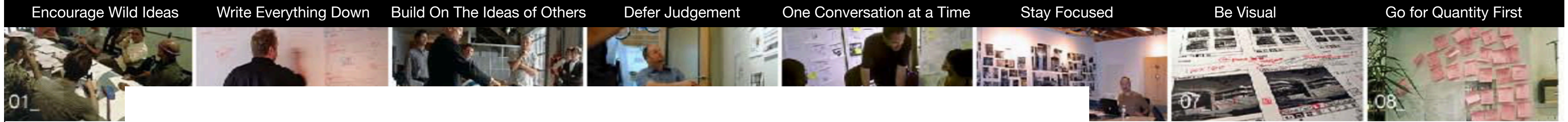
You will maintain a personal portfolio of your work and class activity throughout the course.

- **It will be a Google Doc maintained in reverse chronological order (most recent entry at top).** The format and details will be discussed in your Wednesday Studio session this week.
- It will serve as a record of your project activities, keep the TAs/IAs informed about your activities, and help us to grade your performance.
- **You should make a minimum of one entry each week by Monday evening about your activities during the previous week, your reflections about them, and plans for the current week.** You should document your contributions to your current project and provide links to your written project reports.
- After the course ends your class activity portfolio will be helpful for developing a portfolio to present to potential employers when you seek design-related jobs. Designers expect to see portfolios from job candidates and design schools also want them for people wishing to get advanced degrees.










text ▾ Helvetica ... ▾ 10 ▾ **B** *I* U A ▾                          



Link sharing

- ☐  **On - Public on the web**  
Anyone on the Internet can find and access. No sign-in required.
- ☒  **On - Anyone with the link**  
Anyone who has the link can access. No sign-in required.
- ☐  **On - UC San Diego**  
Anyone at UC San Diego can find and access.
- ☐  **On - Anyone at UC San Diego with the link**  
Anyone at UC San Diego who has the link can access.
- ☐  **Off - Specific people**  
Shared with specific people.

Access: Anyone (no sign-in required) Can view ▾

Note: Items with any link sharing option can be accessed from the web. [Learn more](#)

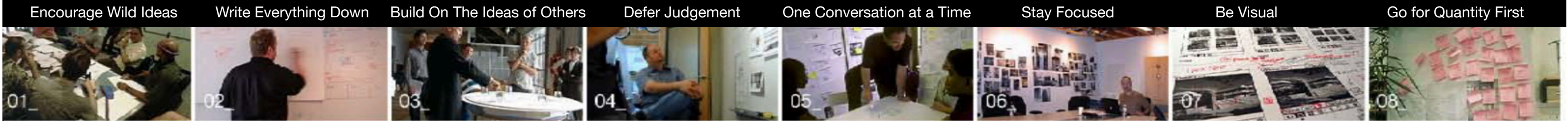
Save

Cancel






- Can edit
- Can comment
- ✓ Can view

[Learn more about link sharing](#)





### Link sharing

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Shared with specific people.

Access: Anyone (no sign-in required) [Can edit ▼](#)

Note: Items with any link sharing option can still be published to the web. [Learn more](#)

[Save](#) [Cancel](#)

[Learn more about link sharing](#)



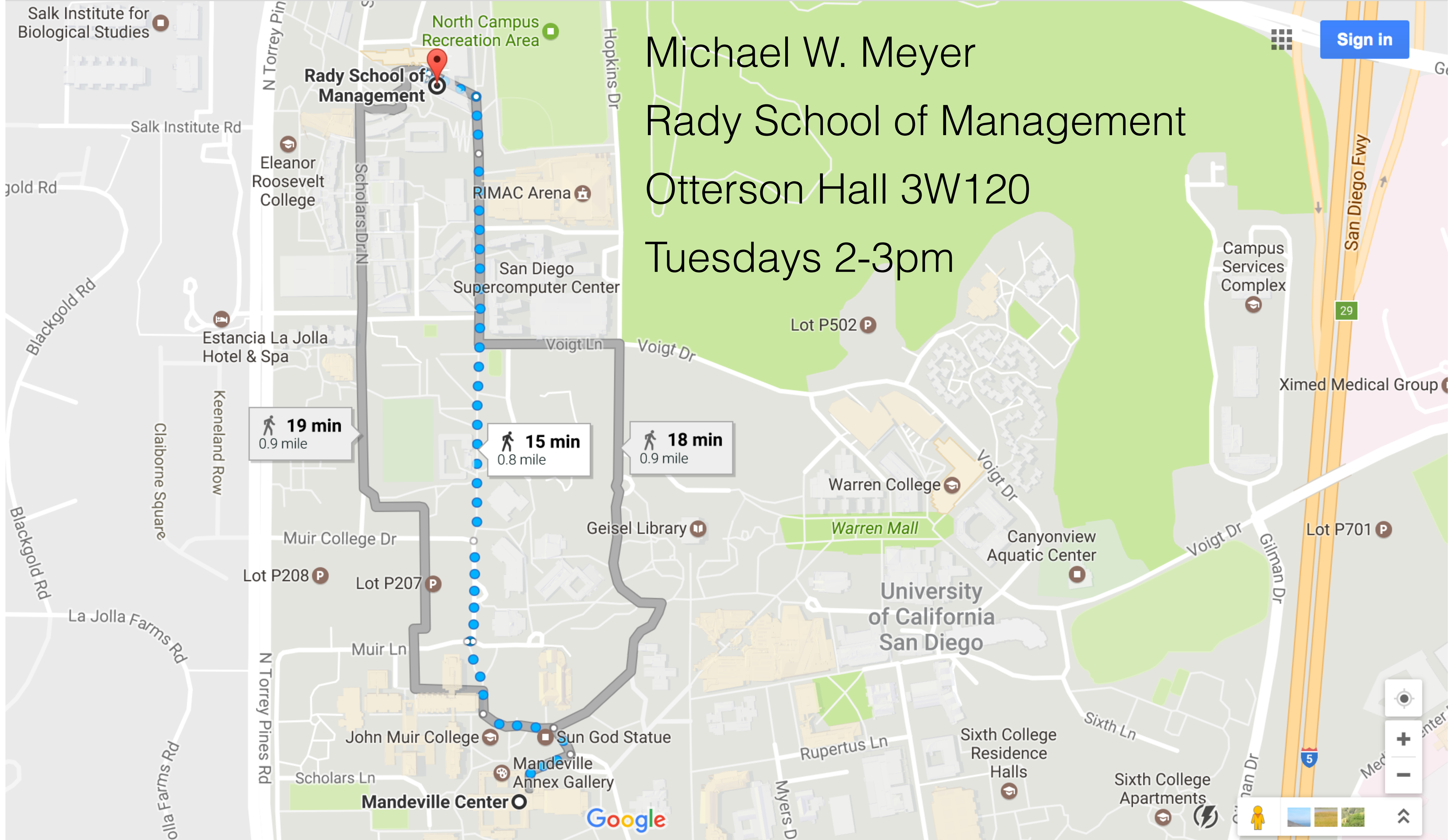
# Project I: Document A Good and Bad Design (Due 1/23)

**The purpose of this project like the warmup project is to help you start seeing as a designer.** You will photograph one example of a good design and one example of a bad design. Focus on simple examples. Before taking photos watch the two videos linked on the website: How to Take Photographs and Telling a Story with Photos. Each example should be discussed in terms of affordances, signifiers, feedback, and conceptual and mental models. **Be prepared to discuss the example designs next Wednesday (1/18) in Studio Session. This will be a first experience with a critique session.**

**By the due date (Monday 1/23), your two person group will jointly write one document describing Project I. A goal you should have for project papers is to evidence you understand and can use the concepts we are covering.** Your paper should include pictures, your analysis of the designs (using the principles from Ch. 1 and concepts of affordances, signifiers, feedback, and conceptual and mental models to explain why each design is classified as it is), and summarize the design critique from 1/18 and your responses to it.

**Each member of the team will include a link to the jointly written Project I document in their personal class activity portfolio.** Again be sure you enable editing. In addition, in your portfolio you should also comment on both your and your teammate's contributions to the project and the writing of the document.





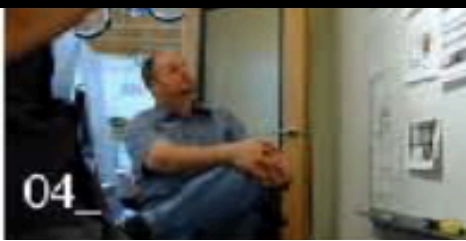
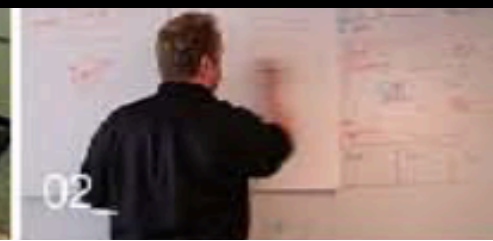
Michael W. Meyer  
Rady School of Management  
Otterson Hall 3W120  
Tuesdays 2-3pm



Welcome







# Warmup Project: Thoughtless Act

Every day, people unconsciously perform **ultra-ordinary actions**, like throwing a jacket over a chair back to claim a seat, or holding something in the teeth when both hands are full.

These "**thoughtless acts**" reveal the subtle but crucial ways people behave in a world not always perfectly tailored to their needs. Not thoughtless in the sense of "*not showing consideration for the needs of other people*" but thoughtless in the sense of "*not being noticed*".

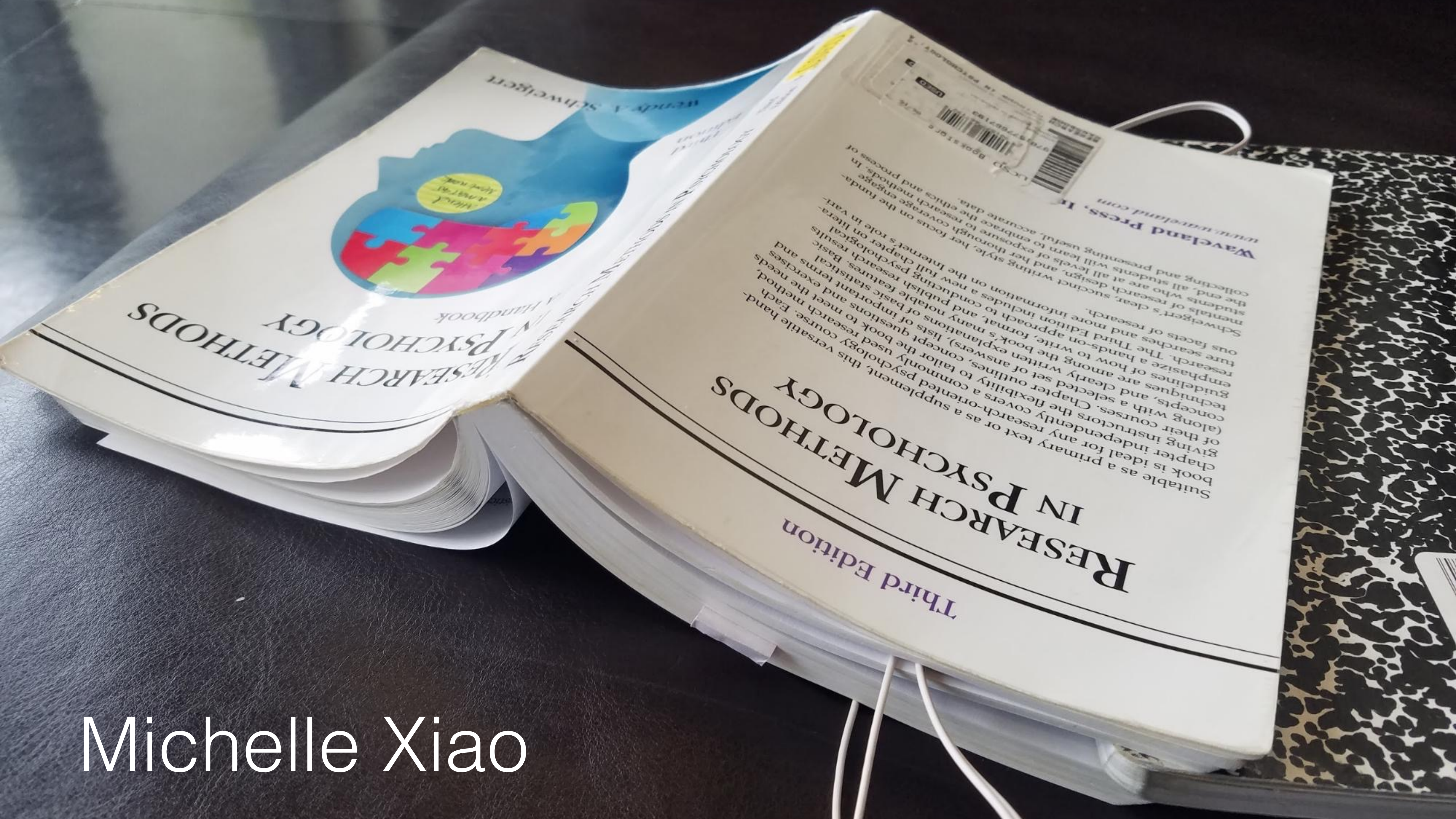


**Warmup Project:** Before your studio session on Wednesday, take a snapshot to capture an example of one such fleeting adaptation or minor exploitation and be prepared to discuss it.

Some Examples



Michelle Xiao







Camille Perkins



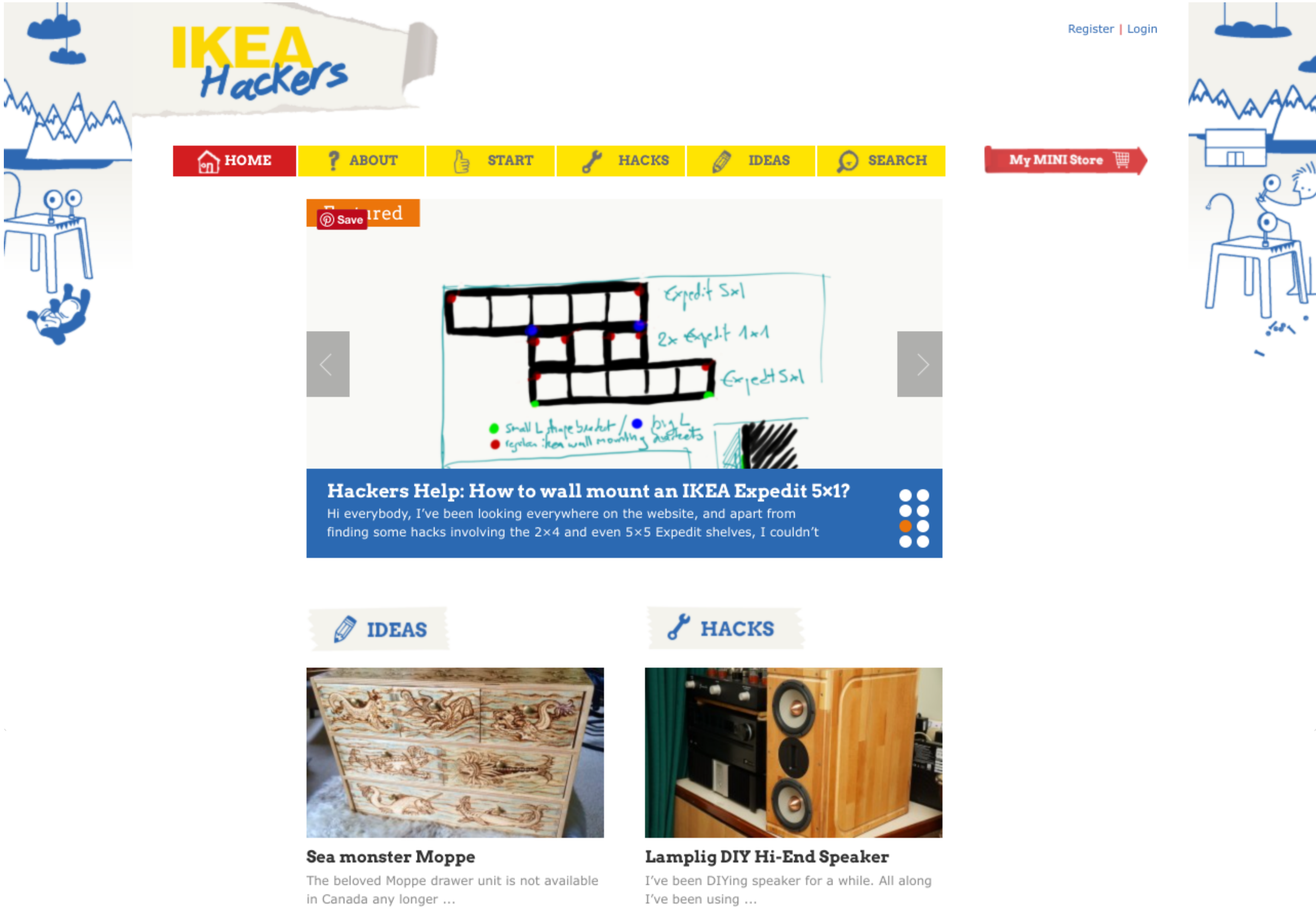
Hunter Zeng





Tamar Esserman









a film

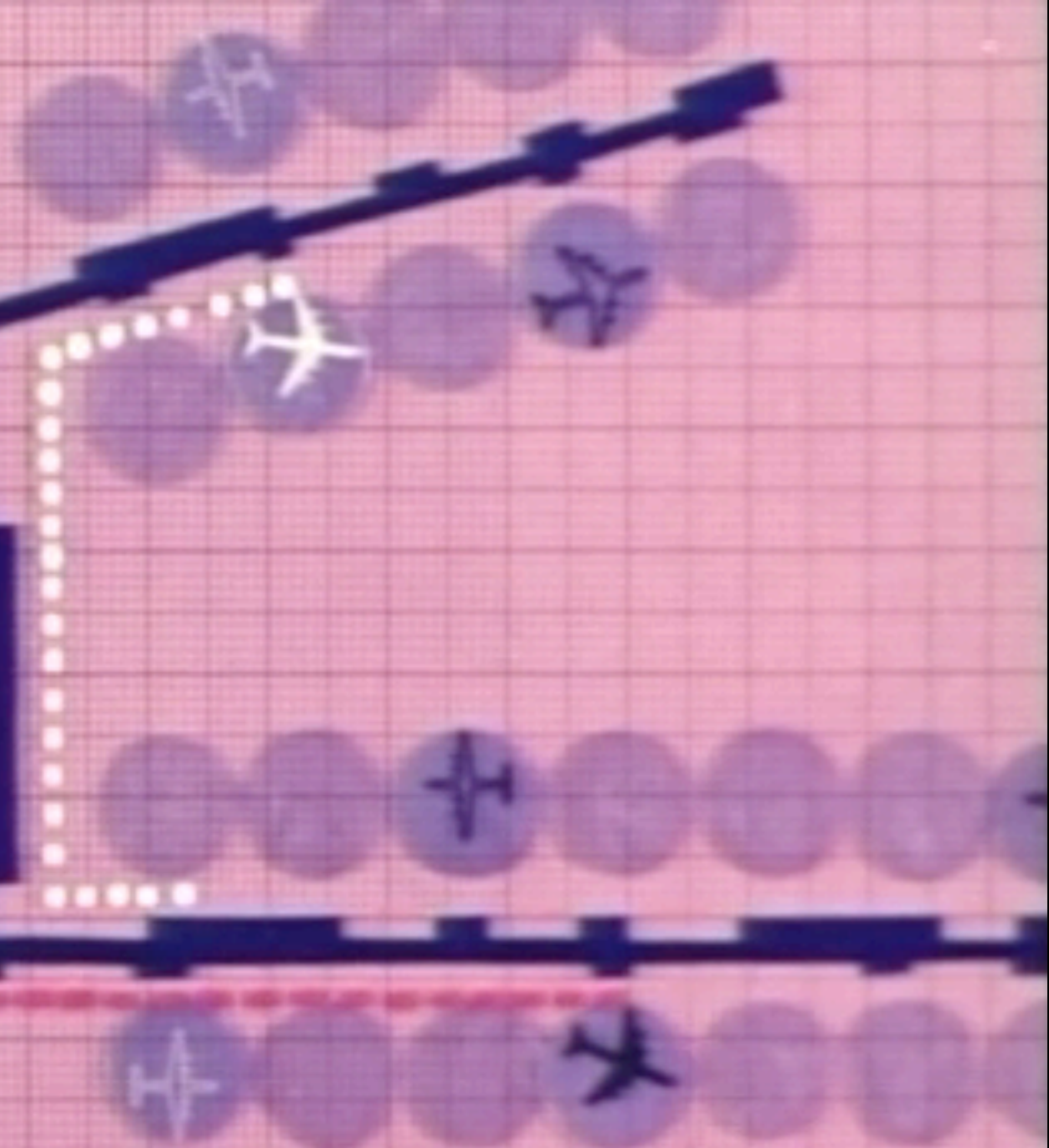
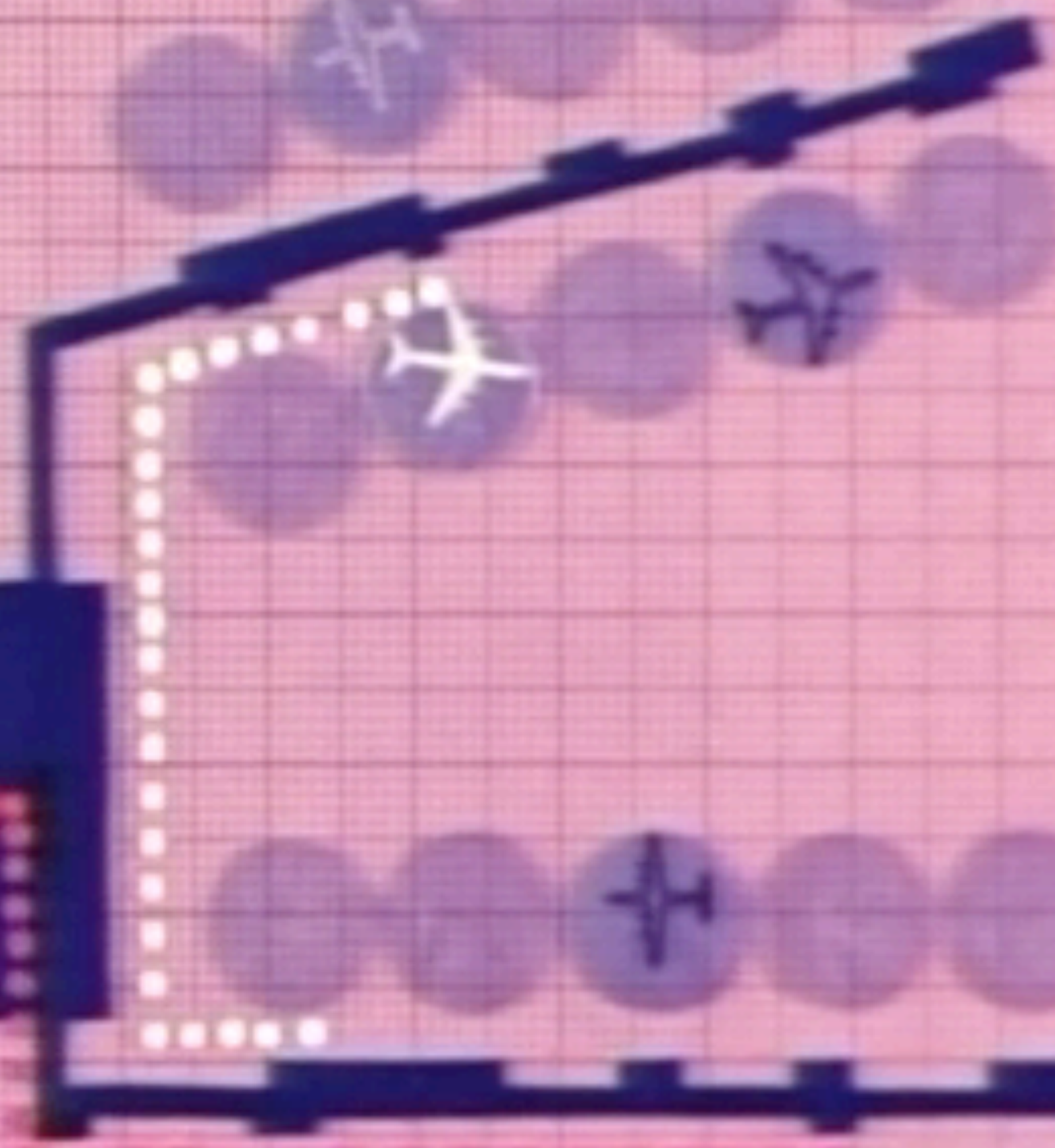
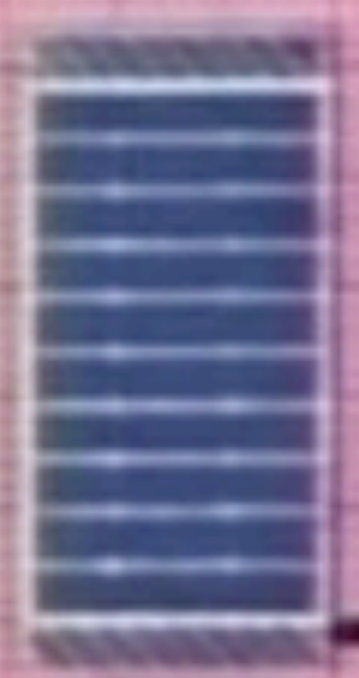
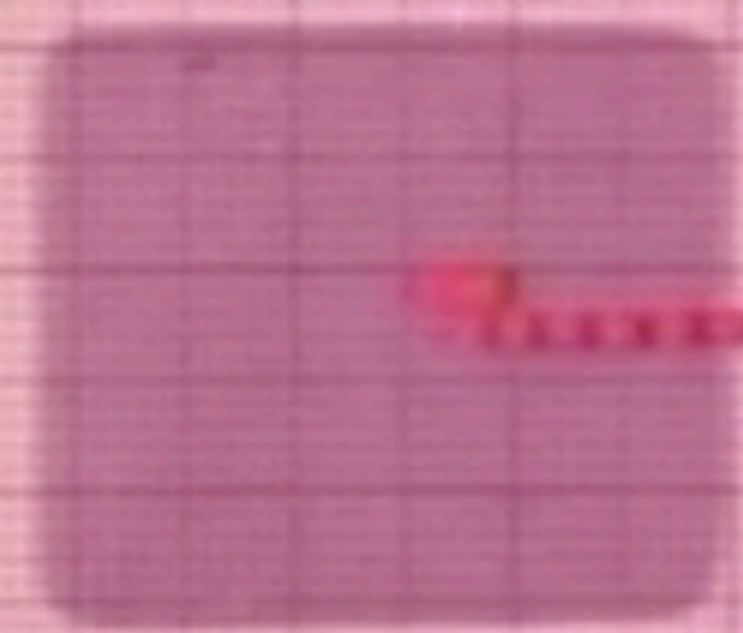


**THE  
EXPANDING  
AIRPORT**







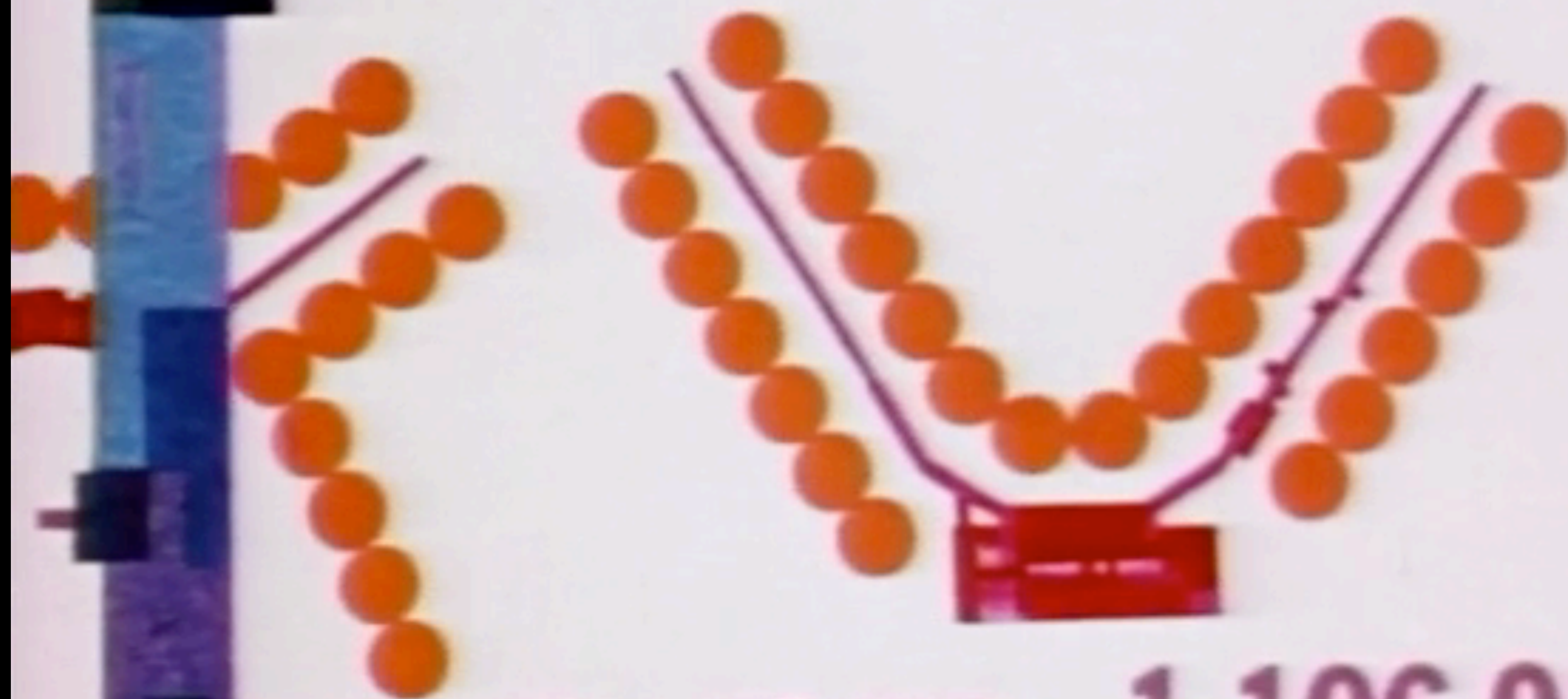






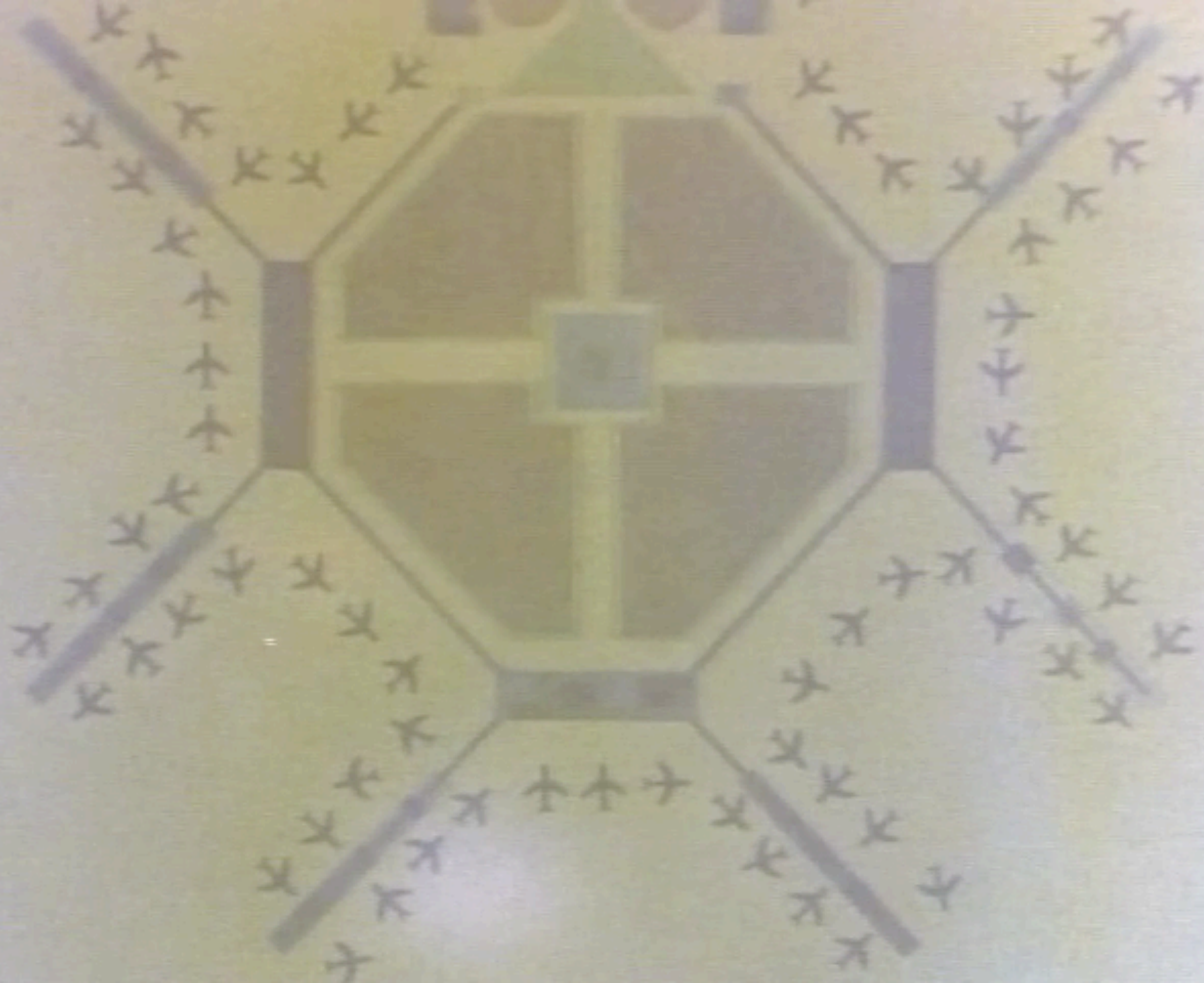


**DETROIT 27 GATES**

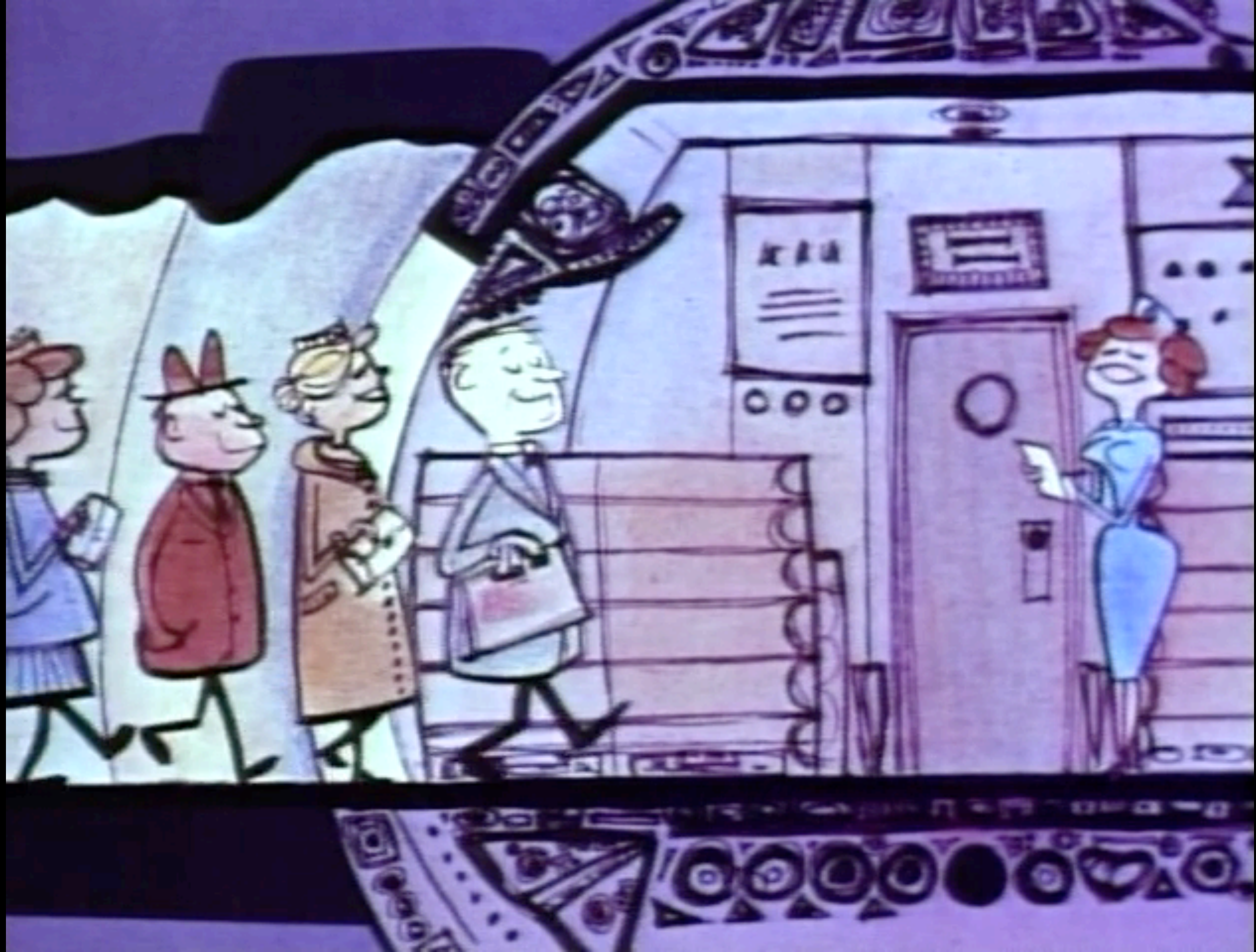


**ENPLANEES LAST YEAR 1,196,013**











# Vision and Inspiration

- Story & Argument
- Evidence & Impact
- Qualitative & Quantitative
- Functional & Emotional





a fundamental problem in design



People have preconceived notions  
of both the problem and the solution.

*You must shake them out of their preconceptions.*



a way around the problem



Tell an engaging story.

Put things at a human scale.

Continually refer back to human need.



the mission statement or product vision



Needn't be boring.

Needn't be overly elaborate.

Must be clear about critical elements.



a successful product vision



Can rally resources.

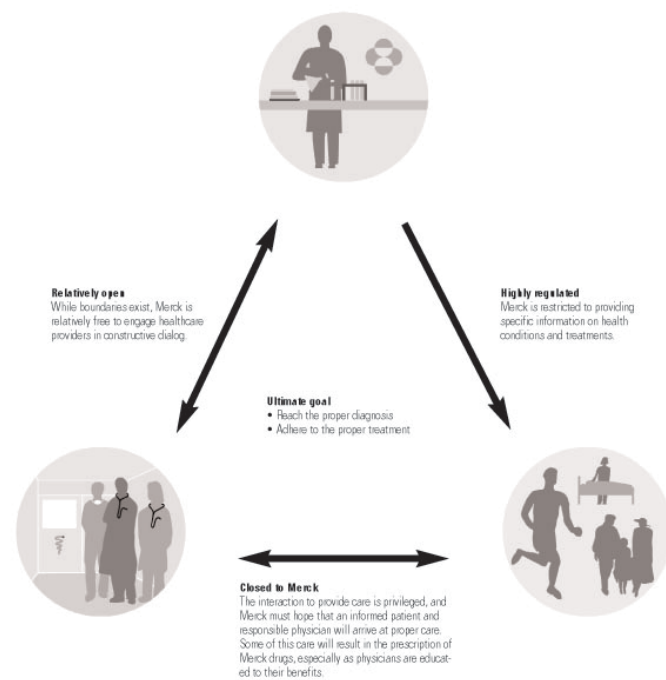
Accommodates change, if needed.

Will keep a development team focused.



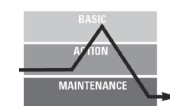
# Honestly, why do you care?

frog design™ IDEO adaptive path



Scenario Maggie

Maggie  
The mysterious  
migraine headache



STORY

Maggie is 3'6" tall, and has been doing quite well since she was 10 years old. While she's currently taking medication for it, she still gets migraines once in a while. Maggie believes it's a condition she has to continue to deal with.

While doing research, Maggie finds out that she's not alone. As she reads, she finds that she can change the company level of the content, so she's not just reading basic information.

Every now and then Maggie goes on the web and sees a searching for information about migraines. She could potentially be a good candidate for a new drug. She knows to stay away from the "questionable" therapies, but she still wonders if they are related to her.

Maggie finds an easy-to-understand migraine treatment chart. It seems like a good starting point for looking at different options, on the questions whether her own therapy is the most appropriate. It is accompanied by a list of questions to ask her doctor, and things she should expect her doctor to ask her. She prints the chart to bring to her next appointment.

Maggie's doctor looks at the research report. She is relieved to hear the physician's abstract that she has gotten a complete diagnosis of the main source of her pain. She references Maggie's symptoms, and the emergency line responses her. The doctor had thought Maggie was just dealing with her treatment, but now understands that she was really struggling to deal with.

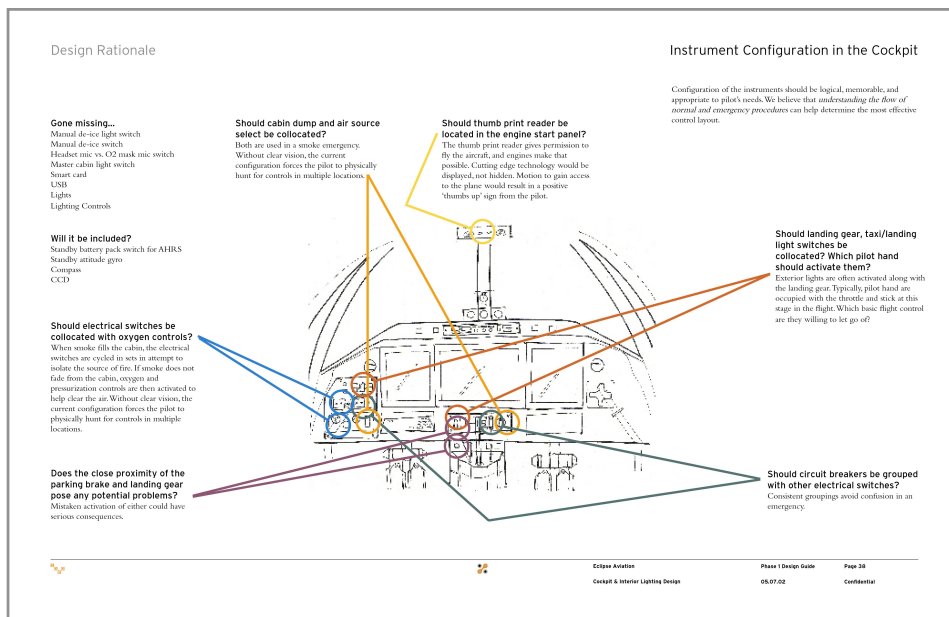
The doctor thinks that a number of therapies may work better, but is not certain which will be the best. She asks Maggie if she is willing to try out various therapies and actively track how they affect her.

RELEVANT TREATMENTS

Treatment	Effectiveness	Side Effects	Cost
1. Acetaminophen	Low	None	Low
2. Ibuprofen	Medium	Stomach issues	Low
3. Aspirin	Medium	Bleeding risk	Low
4. Triptans	High	Nausea, drowsiness	Medium
5. Beta-blockers	Medium	Low blood pressure	Medium
6. Antidepressants	Medium	Weight gain, dry mouth	Medium
7. Antiepileptics	Medium	Drowsiness, weight gain	Medium
8. Botulinum toxin	Medium	Headache, neck pain	High
9. Onabotulinum toxin	Medium	Headache, neck pain	High
10. Botox	Medium	Headache, neck pain	High

PREPARING FOR DOCTOR'S APPOINTMENT

1. Research the symptoms and treatments. 2. Prepare a list of questions to ask the doctor. 3. Prepare a list of symptoms and treatments. 4. Prepare a list of symptoms and treatments. 5. Prepare a list of symptoms and treatments. 6. Prepare a list of symptoms and treatments. 7. Prepare a list of symptoms and treatments. 8. Prepare a list of symptoms and treatments. 9. Prepare a list of symptoms and treatments. 10. Prepare a list of symptoms and treatments.





# Questions?



# Project I: Document A Good and Bad Design





# Project I: Document A Good and Bad Design

**Observing and Design Critique** (2 person teams)

**Due 1/23**

The purpose of this project is to help you start seeing as a designer. You will photograph one example of a good design and one example of a bad design. Each should be discussed in terms of affordances and signifiers. Before taking photos watch: *How to Take Photographs* and *Telling a Story with Photos*.

**Be prepared to discuss the designs in your Studio Session on 1/18.**

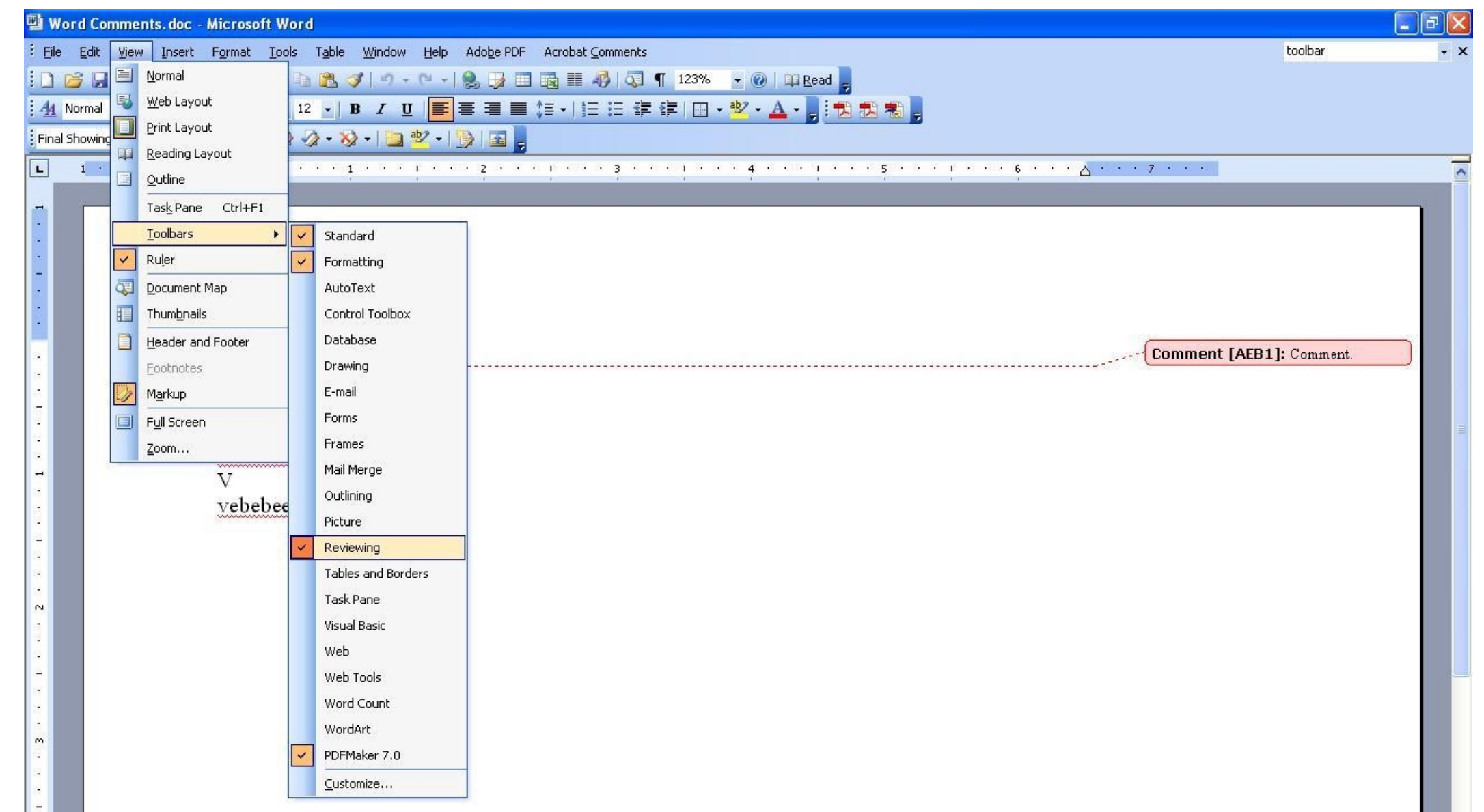
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# poor choices





# better choices





