IDEATE

GLOBAL INNOVATION AND DESIGN LAB

W TACOMA

INNOVATE-DESIGN-ENGAGE AT TACOMA.EDU

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INSTITUTE FOR BLACK JUSTICE FREEDOM SUMMER SYMPOSIUM DESIGN ORIENTATION!

"What is your dream as we work towards an equitable and just future?"

This question kicked off the Institute for Black Justice's (IBJ) Freedom Summer Symposium Design Challenge. In its first event back on campus on June 15, the GID Lab team led ten participants of the design cohort through an intense session, brainstorming barriers to their dreams for equity and justice, which would form the basis of their design work at the three-day Symposium. The group, aged 18 - 35, are local community residents looking to use their voice for activism and change, three of whom are from UW Tacoma! The Orientation opened with a warm welcome from IBJ's founder, Carol Mitchell, who shared her vision for the Symposium.

Participants broke up into three teams and brainstormed their dreams for the future and the barriers they faced. **Affordable housing, education, ending police brutality,** and **representation** were among the top dreams of each designer. Barriers ranged from **income inequality, white supremacy, Black family trauma, accountability, generational wealth** and more. Each team continued work through Mural, transforming barriers into design challenges which they will ideate through at our Freedom Summer Symposium Workshops. The participants also received an introduction to Design Thinking and an orientation to the workshops to follow.

The Design Challenge participants will continue their design sprint virtually in front of a live audience at the 2021 Freedom Summer Symposium on June 28-30. Participants will spend the first two days ideating solutions and creating prototypes of them. On the last day, the participants will present their final prototypes to a community panel!

Picture 1: Group photo of the GID Lab team, IBJ core team, and our 10 design participants!

RESERVE YOUR TICKETS FOR THE FREEDOM SUMMER SYMPOSIUM HERE!

ENJOY MUSIC, ART, PANEL DISCUSSIONS, CULTURE, HISTORY, AND CELEBRATION!

JUNE 28TH - 30TH

MINOR IN INNOVATION AND DESIGN CLASS PRESENTATIONS
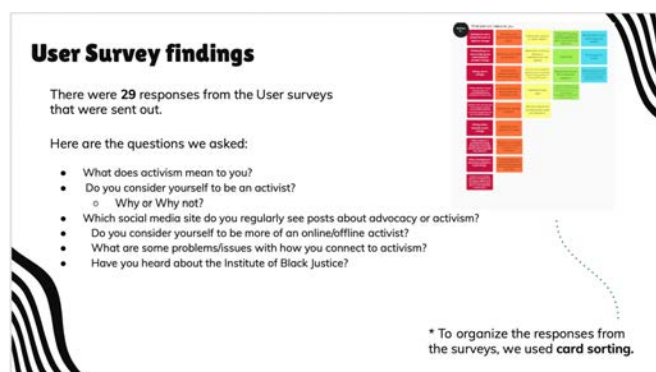
TGID 320: INNOVATION AND DESIGN STUDIO

Examples of projects that students took on this quarter in the Innovation and Design studio:
- *Mentor Match:* a resource to connect students to professional mentors.
- *UW Tacoma Little Free Library:* a resource for children to read books that empower diversity and representation.
- *Resource Tracker:* a resource for UWT students to access resources around campus.

TGID 320 Innovation and Design Studio, taught by Dr. Emma Rose, is all about hands-on client-based projects for students to gain real-world experience while working through each stage of the design process. Sixteen students broke into teams, or chose to go solo, and worked on one client project. In total, six projects were presented on June 7th to the GID faculty, their peers, and the stakeholders. These projects required the students to define a design challenge, interview stakeholders, brainstorm ideas, prototype solutions, and test concepts -- all within a 10 week period!

The outcome was a range of tangible, well-thought-out solutions taken back to their stakeholders. One team, who worked on a social media strategy for the Institute for Black Justice, presented media post examples, competitive analysis of social media platforms, and tips for consistency, authenticity, and self-promotion. Another team conducted user interviews, created sketches, and designed a 3-D prototype to test around campus for the creation of a Little Free Library built for the Hilltop community.

TGID 320 is a class required for the Minor in Innovation and Design. Students in the Minor take this class twice to maximize their exposure to the design thinking process and real-world experience with client projects!

TGID 420: REFLEXIVE DESIGN PORTFOLIO

Thread-to-Toe, Park Hop, Mentor Match, and more! These are some examples of business pitches students gave for their capstone presentation for TGID 420 Reflexive Design Portfolio, taught by Dr. Huatong Sun. It is the last class students need to complete the Minor in Innovation and Design.

Over the quarter, students worked to create a website portfolio to showcase their projects. The portfolio is a way to demonstrate their design skills and style to future employers.

On June 1, each student was tasked with the challenge of taking one of their portfolio projects and transforming it into a 10-minute Business Pitch. Students presented their pitch to GID faculty, their peers, and two industry panelists. UW Tacoma alumni, **Sophie Nop and Jonathan Bergeron,** served on the industry panel to give professional feedback. The following were their top remarks:
- **Tell a story with your project:** Use your user data to create a story of whom you're designing for and how your design will benefit them
- **Know your resources:** Distinguish whether your data is coming from a source or from your own research, and always remember the context
- **Practice:** Even if you conducted the research and know the design, you need to practice telling your pitch story. It's a common misconception that because you know your project inside and out that you'll be able to communicate it easily, but that in itself is a skill!

The event ended with a graduation celebration and the announcement of swag bags for all the graduates!

Picture 2: Institute for Black Justice User Survey findings

Picture 3: Thread-to-Toe: a new way to thrift shop! Presented by Rodrigo Elizondo.

STUDENT SPOTLIGHT STORIES

Little Free Library: The Power of Empathy in Design

An interview with Trisha Carandang and Haiden VanDerlaske

"As much as I love design, before, I wouldn't think about the end users. I would just think about the product and how it would work, but once empathy was introduced, being able to empathize with people and their needs, it woke me up in a sense. There are actually people who are going to use this product and whether you follow what they need or not, it makes a big difference."

This was the final reflection of junior **Trisha Carandang** on her experience taking TGID 320. A Communication major undertaking the Minor in Innovation and Design, Carandang expressed her newfound passion for user research, especially in her role with the Little Free Library project.

In a team of seven, her group was challenged with the design problem of "How might the UW Tacoma implement a Little Free Library on campus for the youth of Hilltop, Tacoma to promote diversity and representation through books?" This library would serve as a community resource for children to be able to get free books in an effort to connect campus and community.

Her teammate, **Haiden VanDerlaske,** a senior graduating with a degree in Creative Writing, also shared her experience working hands-on with design thinking. VanDerlaske played a huge role in her team by creating a physical 3-D, low-fidelity prototype to test out around campus and visualize their ideations in a physical space. *"We created a 3-D model to see sizing and how it looks, beyond just aesthetics. Then we had two families, seven people total, who got to have real interactions with using the actual prototype and going step by step, as if it was a real library."*

At the end of the quarter, the group presented their findings to their stakeholders, **Eric Wilson-Edge** and **TeyAnjulee Leon.** Highlights of their findings included specifications regarding location, safety measures, design, book suggestions, and a reminder to keep the human experience at the heart of the project. This Summer quarter, the project will be passed on to **Tyler Budge's** 3-D art class where students will continue to iterate and prototype a higher fidelity design as they head towards implementation.

Teaching Science through Sailing on the Puget Sound: My Experience Designing a STEM + Learn-to-Sail Summer Camp

By Lina Fowler

Capsize after capsize, learning to sail at 11 years old became one of my most formative childhood experiences. The exhilarating sensation of harnessing nature to skim across the breathtaking waters of the Puget Sound instilled in me a fierce determination to protect the waterways on which I spent so many hours, growing in character and confidence. This drive gave me a sense of direction at Stanford, where I now study product design engineering to innovate for climate change solutions.

Picture 4: Lina skippers for a crew of campers on a breezy day

However, for many children today, the opportunity to discover STEM (Science, Technology, Engineering, and Math) concepts at play through outdoor exploration has become increasingly rare. According to Seattle Children's Research Institute, children spend only 12 minutes, or 2%, of their waking hours on vigorous outdoor activity. At the same time, STEM concepts are traditionally taught within the confines of the classroom. Noticing this disconnect, I wondered:
How might we utilize the natural environment of the Puget Sound to educate and inspire youth?

Over the past four years, as a US Sailing-certified instructor, I've tackled this challenge by designing a STEM + Learn-to-Sail summer camp curriculum for K-12 youth with the nonprofit Kitsap Sailing Foundation. Sailing organically lends itself to learning fundamental STEM concepts, including sailing physics, climate systems, and marine biology, while at the same time allowing youth to have a blast on the water without any need for screen time.

Driving STEM learning with fun, hands-on exploration empowers children to ask questions, own what they build, and take pride in their discoveries.

TEACHING SCIENCE THROUGH SAILING CONTD.

Picture 5: Campers prototype and test their model sailboats

To create an age-appropriate educational program that encapsulates the larger scientific ecological systems at play, I drew from my own learning experiences, from testing the physics of leeward boat keel at the WA State Science Fair to visiting Suquamish salmon hatcheries to learn about sustainable seafood practices.

I refined learning targets and teaching methods by adapting US Sailing's Reach curriculum with my learnings from Stanford's Earth Systems and Product Design programs. Instead of learning about aerodynamics and hydrodynamics only by drawing on the chalkboard, I encouraged students to learn through the design thinking process, by defining the build challenge, prototyping their own sailboats out of driftwood, twine, and paper, and testing them off the dock for buoyancy and speed.

It has brought me immense joy to design a program that has allowed hundreds of children to gain knowledge, camaraderie, and an appreciation for the outdoors through sailing. I saw success when students began initiating their own beach clean-up contests during their lunch break, and discussing amongst each other the lifespans of marine debris. Seeing many grow over the years and rise to tackle complex scientific and environmental issues in their communities brings me hope and excitement for younger generations to take the tiller.

Lina Fowler is our GID Lab Design Assistant and a senior at Stanford University. You can reach her at lzfowler@stanford.edu.

A HUGE CONGRATULATIONS TO OUR FIRST MINOR IN INNOVATION AND DESIGN COHORT!

Rodrigo Elizondo
Communication Major
"I hope to use the Innovation and Design Minor towards my future goal of work internationally in higher fashion."

Oluwaseyi Faleke
Writing Studies: Technical Communication Major
"I hope to use my Minor in Innovation & Design to become a UX Researcher. Helping and shaping user feedback into clearer designs is a passion of mine. It is also a way to listen and give back to my community."

Faith Kim
Writing Studies: Technical Communication Major
"I see myself using my Minor towards a career in UX research and design. My passion for UX grows every day and I hope to learn more through working in this field."

Vanessa Sundita
Writing Studies: Technical Communication Major
"I intend on using my Minor to explore the UX field and ultimately land a position as a UX Designer."

CONGRATULATIONS CONTIND.

Dale Baker Jr.
Writing Studies: Technical Communication Major
"As I move forward, I will be working diligently to bring forth a strong emphasis on creating more inclusive, equitable, and enjoyable works/products for all. Post-graduation, I will continue my internship at Colemon & Associates (the best consulting firm in Washington State) while pursuing a User-Centered Design Certificate at UW Seattle. Long-term wise, I aim to have my work curated in a museum."

Dylan Heitman
Writing Studies: Technical Communication Major
"Through the coursework for this Minor, I've worked to develop a very industrious work ethic, one that I feel will help me be successful no matter what field I find myself involved in as a writer. In particular, I feel that my appreciation for design has grown and it's certainly a field that I would be comfortable working in as my career continues on."

Rebecca Phillips
Psychology Major
"Using my multidisciplinary experience of psychology, marketing, and design I hope to find work in UX design and research after graduation. However, once I gain some work experience my main goal is to be able to create my own start-up to assist local and small businesses to grow through social media and conscious UX design and writing. I am so grateful for all the connections and experiences I have gained from UWT and specifically this minor. I had no idea what UX design was a couple of quarters ago and now I am planning on pivoting my whole career plans toward design due to falling in love with it."

AND A HUGE CONGRATULATIONS TO OUR GID AWARDEE GRADUATES!

Kalyn Jones
Writing Studies: Technical Communication Major

Ayda Kedirkhan
Communication Major

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