



DESIGN \ Conference 08

The Second International Conference on DESIGN PRINCIPLES & PRACTICES
9-11 JANUARY 2008 University of Miami Conference Centre, Florida, USA

Scenario Development as a Teaching Strategy in Two Different Design Fields

Cindy Beacham Interior Design
Neal Shambaugh Instructional Design



Stream: Teaching and Learning



Design problem: Long-term

How to assist students in learning:

What is design?

Definitions inform curriculum

How to think like a designer?

Competencies inform curriculum

How to design?

Practice informs curriculum



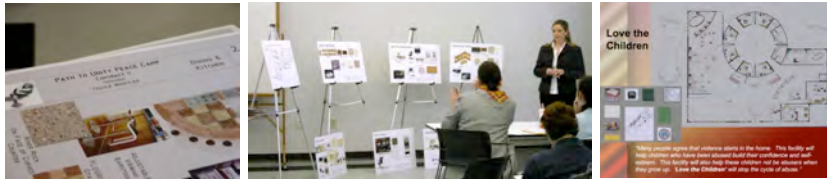
Scenario Development as a Teaching Strategy



Design problem: Course

How to assist students in learning:

Design options within contexts have implications



Design reviews, iterations, cycles take time

Scenario Development as a Teaching Strategy



Design response: scenarios

Carroll (2000) a scenario is a **written description of a setting** designed to improve upon an existing situation, and the **results of that design**.

Options - Context - Implications

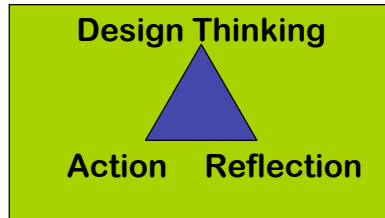
Scenario descriptions describe a **continued cycle of design and revision**, and reduce the time between the two, what Carroll calls the task-artifact cycle.

Iterations - Time

Scenario Development as a Teaching Strategy



Design response: scenarios



Scenarios are proposed to couple design thinking (**intent**) with **reflection** to create design decisions (**action**)

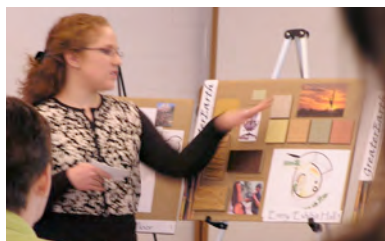
Scenario Development as a Teaching Strategy



ID Courses - Features

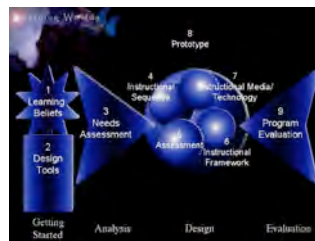
Interior Design

UG Course
Individual capstone project
“Design an interior space to promote global peace”



Instructional Design

Graduate course
ID process phases
Individual Project
Personal ID model



ID Courses - Scenario Use

Peaces of the Future
After School Program



People of the Book



Interior Design

Initial View: *What type of spaces can affect global peace? HOW can a space affect global peace?*

Needs Assessment: *Informed by research.*

Design Decisions: *Informed, revised, justified, presented*

Scenario Development as a Teaching Strategy



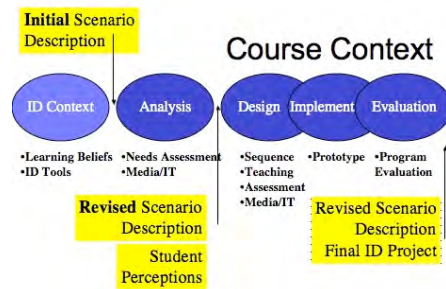
ID Courses - Scenario Use

Instructional Design

Initial View: *Imagining: "This is what I want to do!"*

Needs Assessment: *Reality: Vision-Reality-Next Steps*

Design Decisions: *Context: Peer Critiques*



ID Courses - Student learning

Interior Design

Valued research

Fostered connections
and advocacy

Presentations – peer
critiques, revisions

Reflection – broadened
vision of value of design

Instructional Design

Valued needs assessment

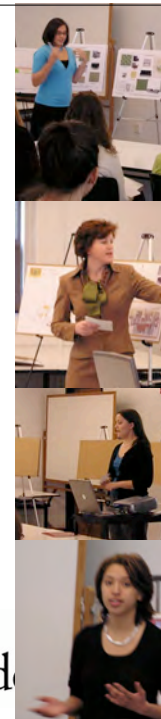
Visualized options

Peer critique appraised
options, suggested
changes

Reflection improved
awareness of context

Student perceptions

- *“I’m totally convinced that as designers we have a significant role in affecting world peace”*
- *“We can’t create world peace in one day, but we can cause change”*
- *“This project made me realize that the concept of peace extends beyond ‘fighting’”*
- *“We can make change happen! I realize that we can spark change through our designs”*
- *“Peace when I started was something I could not understand. Since it never happened, I couldn’t grasp the concept of global tranquility. Now I see it is less global and more personal. It’s about how you can help someone to help someone”*

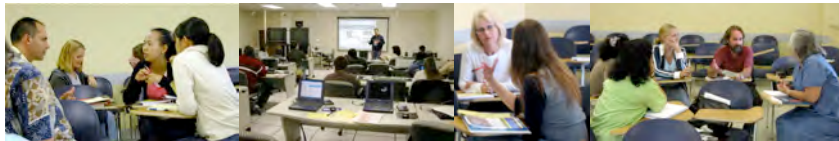


Student perceptions

Edit the dream.

*The task made me really push myself to **identify resources and constraints**.*

*Helped me to **think more deeply** and to think about the activity differently.*



*The conversation **sharpened my own sense** of what I am doing.*

*I **viewed the project from the outside** and having to tell others helped me to think more about the details.*

ID Courses - Future Use

Interior Design

Tie to study abroad experience

Online sharing/blogs about context development



Year-long studio experience

Connect to other courses

Instructional Design

Eliminate design phases?

Online Wiki space

Team designs

Connect to other courses

Scenario Development as a Teaching Strategy



Design implications



Scenarios of potential design choices **promote reflection** on design tasks.

Scenarios **identify the context** for a project and provide opportunities to explore various approaches to a problem.

Speeds up Design-Reflect/Review-Revise cycle

Rethink a design process for specific problem-solving situations and contexts

See **curriculum as a system**: e.g., design thinking across courses and experiences

Scenario Development as a Teaching Strategy



Further reading

Carroll (2000). *Making Use: Scenario-Based Design of Human-Computer Interactions*. MIT Press.

Schwartz (1991). *The Art of the Long View*. Currency Doubleday.

Van der Heijden (1996). *Scenarios: The Art of Strategic Conversation*. John Wiley & Sons.

Jonas (2001). *A Scenario for Design*. *Design Studies*, 17(2), 64-80.

Scenario Development as a Teaching Strategy





DESIGN \ Conference 08

The Second International Conference on DESIGN PRINCIPLES & PRACTICES
9-11 JANUARY 2008 University of Miami Conference Centre, Florida, USA

Scenario Development as a Teaching Strategy in Two Different Design Fields

Cindy.Beacham@mail.wvu.edu

Neal.Shambaugh@mail.wvu.edu



Stream: Teaching and Learning

