

Office Hours: By Appointment

Semester: Fall 2018

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Course Number:

Class Time: Wednesday 16-19

Class Location: TBA

Office Hours: by appointment

Course description

The course is designed to expose and enable participants to experiment with product development and design methodologies, from concept to formulation, with the aim of offering innovative alternatives to learning and commemorating Holocaust's events. Participants will be familiarized with processes of design thinking, which include topics such as defining and analyzing a need or problem, learning and characterizing a user, mapping knowledge and formulating a response to the need and the user. Learning and experience in the course will enable participants to develop their own idea of teaching and learning and Holocaust treasures in advanced ways.

As the world is coming close to be left without survivors, as cultural, social and technological changes take place in a rapid pace. As generational and societal shifts occur, it becomes imperative to consider new, innovative, potentially relevant approaches to commemorate the Holocaust, the particular and universal values, norms and behaviors associated with it – for the world to acknowledge, to learn, to create alternative approaches to avoid such events in the future, and to foster ways to communicate and exchange about it. So that the Holocaust remains a living and vivid memory.

The course content blends three inter-related avenues, when combined create a unified product/project/initiative that fosters the above in new and exciting modes: content – The Shoah; Process - innovation; and Product. As part of the course, you will be requested to focus on content considered relevant and required for commemoration – how to focus, choose the specific content, develop it to a meaningful content. As part of the process you will be exposed and experience ways to enhance and advance your innovative skills so that you may pursue ways to design and implement the commemorative product that you may develop. Product – you will be contested in ways to push your ideas for commemoration to their outmost to create a tangible advance and innovative product that can be tested and advanced to your potential environment.

The process we rely on methodology is of Design Thinking. It is a currently prevalent approach to new product development that begins with understanding unmet customer needs. It's a human-centered design process that approaches problem-solving with understanding the user needs. Design thinking encompasses the complete cycle of product development, from concept development, applied creativity, mockups, prototyping, and experimentation. When design thinking approaches are applied to development processes, the likelihood of innovation has been seen to improve substantially.

Course Requirements:

This course requires active participation during and between classes. It is a demanding course that combines thinking and doing, creativity, initiative, hands-on and experimentation. All of which comes along with reading and viewing materials – that are inter-related to the doing. The course is a combination of a "Makers' class" along with innovative product design, intertwined with background materials regarding the Holocaust, audience and commemoration. It is therefore imperative that you come to class prepared to discuss and respond to course readings and tasks.

In some cases, you will be able to form teams and divide the work amongst you. Each of you will receive an independent grade – though you may choose and have the option to receive instead a grade as a group.

In any case, you will be required the following:

- **A Background Research Paper:** You will be required to prepare a research paper (10-15 pages) – The paper will include two main sub-sections: 1. Background on the relevant Holocaust subject matter, from perspective of commemoration and the need to re-consider innovative approaches to commemorate; 2. Mapping of current ways and approaches relevant to the approach you consider and user-map, as will be shown in the course.
- **Product demo** – You will be required to prepare a demo that illustrates your approach and future full product. The demo will need to provide a vivid hands-on experience of your intended commemorative product.
- **Presentation and product text:** You will need to present your demo to internal and external experts judges. They will grade your demo for its creativity, potential usability, integrative content, and potential scalability. The grade will reflect also your presentation and brief descriptive product text (up to 200 words).
- **Required readings:** PDF files, books and assigned articles and other documents may be downloaded or printed. Because this class only meets once a week, it is critical that you leave yourself enough time to read the material each week so that you will be able to discuss new concepts and arguments in class discussions. Additional materials will probably be provided as the class evolves and in terms of relevancy to specific needs, such as examples of commemorations, relevant design activities and product development.

Grade Distribution:

- Background Research Paper: 40%
Research papers due in hard copy, as well as a file, the last day of class
- Product Demo: 30%
- Presentation and product text: 30%
Presentation will be done in class, in front of professional team – TBD.

Schedule

Date:	17/10/18
Subject:	Organizations and R&D
Brief:	Course introduction, requisites etc. We will then explore: Organizations, R&D and innovations go long way back. We'll try to understand the relationships, the challenges and the needs between these and consider implications to the arena of commemoration
Task:	Readings

Materials:	<p>New Trends in Museums and Memorials, Michal Aharony & Gavriel D. Rosenfeld. Dapim: Studies on the Holocaust, 2016. Pages 162-165 Published online: 28 Dec 2016</p> <p>Primo Levi – TBD</p> <p>Lawrence, P., and Lorsch, J., "Differentiation and Integration in Complex Organizations" Administrative Science Quarterly 12, (1967), 1-30.</p>
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Date:	24/10/18
Subject:	Innovation as Leverage
Brief:	Innovation is considered a leverage to social and organizational growth and improvement. If so, why is it so hard for organizations to change, or adopt innovations?
Task:	Readings
Materials:	<p>Schon, D.A., 1971. Beyond the Stable State: Public and Private Learning in a changing society. Ch.2 – Dynamic Conservatism (pp. 30-57), Penguin Books.</p> <p>Grove, A., 1996. Only the Paranoid Survive. Ch. 2 – A "10X" Change (pp. 25-35). Doubleday.</p>

Date:	31/10/18
Subject:	Innovation, R&D, Product, Learning
Brief:	We will explore these terms and how they relate to design. So, what is design, and why now it is considered key to innovation? We will look at the design process: define, research, ideate, prototype, choose, implement, and learn as it has been framed the cornerstone of design process for decades by Herbert Simon, 1969.
Task:	<p>Readings</p> <p>begin to to explore ideas for your innovation in terms of organization and environment</p>
Materials:	Simon, H. 1996 (3rd Ed.). The Sciences of the Artificial. Ch. 5 – The Science of Design (pp. 111-138). Boston: MIT.

Date:	7/11/18
Subject:	Challenges and Innovating
Brief:	We will consider how problems, challenges, and needs generate innovations. Who generates innovations, what does it mean to be innovative, and the kind of innovativeness needed to make innovation a success.
Task:	<p>Readings</p> <p>Prepare a 2-3 page personal critique comparing 2-3 arenas of commemoration from design perspective and change.</p>
Materials:	<p>Sobel, D., 1995. Longitude: The True Story of a Lone Genius Who Solved the Greatest Scientific Problem of His Time. Bloomsberry USA. (2007). Pay attention to Ch. 6 – Cogmaker's Journal (pp. 61-74).</p> <p>John-Steiner, V. (1985). Notebooks of the Mind: Explorations of Thinking. Ch. 3 – The Invisible Tools (pp. 59-79).</p>

Date:	14/11/18
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Subject:	Users and Know-how
Brief:	If knowledge and know-how are key, what can users tell us, and what do they know, about the problem at hand and potential innovations to resolve it.
Task:	Readings Identify and explore who are your users, and could you learn from them in relation to your challenge in commemoration of the Holocaust.
Materials:	Nonaka, I., 2007. The Knowledge-Creating Company. Harvard Business Review July-August Issue, https://hbr.org/2007/07/the-knowledge-creating-company

Date:	21/11/18
Subject:	Users and Know-how
Brief:	If knowledge and know-how are key, what do they know about the problem at hand, what can users tell us and potential innovations to resolve it, and how can we assist them to assist them? We will discuss and review who are your targeted users and what do you know about them which can assist you to consider a product for them.
Task:	Readings Identify and explore who are your users, and could you learn from them in relation to your challenge in commemoration of the Holocaust.
Materials:	Nonaka, I., 2007. The Knowledge-Creating Company. Harvard Business Review July-August Issue, https://hbr.org/2007/07/the-knowledge-creating-company Ikujiro N., Hirotaka T., 1995. The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation. Ch. 2 - Creating Knowledge in Practice (pp. 95-123). NY: Oxford University Press. https://www.interaction-design.org/literature/article/empathy-map-why-and-how-to-use-it

Date:	28/11/18
Subject:	Creative turn and Ideation
Brief:	How can we transform knowledge and know-how to ideas that can become innovative products? We will experiment and explore ways to generate and create such a shift. We will also discuss, what do we know about the challenges, why do we think they worthwhile to proceed, was any work done in the past about this issue?
Task:	Readings Experiment with your user(s): create a map of potential use, artifacts and "footholds"/anchors which can be of use to them, to commemorate.
Materials:	John-Steiner, V. (1985). Notebooks of the Mind: Explorations of Thinking. Select one chapter to read from Ch. 4, 5 or 6. Gal, S., 1996. Footholds for design. In Winograd, T., et. al. (ed.). Bringing Design to Software. Addison-Wesley, Boston, MA.

Date:	5/12/18
Subject:	Usability
Brief:	What makes one product more used than another? We will look into this aspect of design – which with today's technology made usability imperative to successful implementation of products.
Task:	Readings Prepare a brief – what are highly used products for commemoration – why? What does that tell you about considerations for your product?
Materials:	Norman, D., 1988. The Design of Everyday Things. Ch.1 – The Psychopathology of Everyday Things (pp. 1-34). NY: Doubleday.

Date:	12/12/18
Subject:	Prototyping
Brief:	When is a product, a product. We often use the term MVP – Most Viable (and valuable) Product, to describe the key elements, features, use and so on of a product.
Task:	Readings Prepare a brief – list the key elements, features, use, and the setting in which the idea/product you are considering is most likely to be successfully used by your users.
Materials:	https://www.ted.com/talks/tom_wujec_got_a_wicked_problem_first_tell_me_how_you_make_toast

Date:	19/12/18
Subject:	Iterative Testing - Mockups
Brief:	Testing parts of the prototype is a way of making sure the viability of your product, and in altering and shaping up so it become more useful and usable.
Task:	Readings Experiment and write up your mockups and their outcomes. Consider the alterations needed to improve your product as a result of the experimentation.
Materials:	Shahn, B., 1957 (renewed 1985). The Shape of Content. Ch. 3 (pp. 53-72). Boston: Harvard University Press.

Date:	26/12/18
Subject:	Shaping Up – Deliverable
Brief:	What is it that we can share to show and let us know that we are in the right direction with our concept or product?
Task:	Readings Continued iterations
Materials:	TBD

Date:	2/1/19
Subject:	The Challenge of Scalability
Brief:	The challenge of transition from a unique, single prototype, to a product which can be used by many is often time a point which many products have difficultly shifting. We will discuss and consider ways and approaches to create that shift.
Task:	Readings Packaged prototype – to be discussed.
Materials:	TBD

Date:	9/1/19
Subject:	Presentations
Brief:	You will share and present your concept/prototype during class, to the participants and a team of professionals from different related fields.
Task:	Readings Details of presentation - TBD.
Materials:	TBD

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Materials:	TBD