



A (New-to-Design) Process for Supporting Generative Design Critique

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Overview

1. The Design Crit: Purpose and Problems
2. Critical Response Process
3. Example of CRP (in an online instructional media design course)

1. The Design Crit

Purpose and Problems

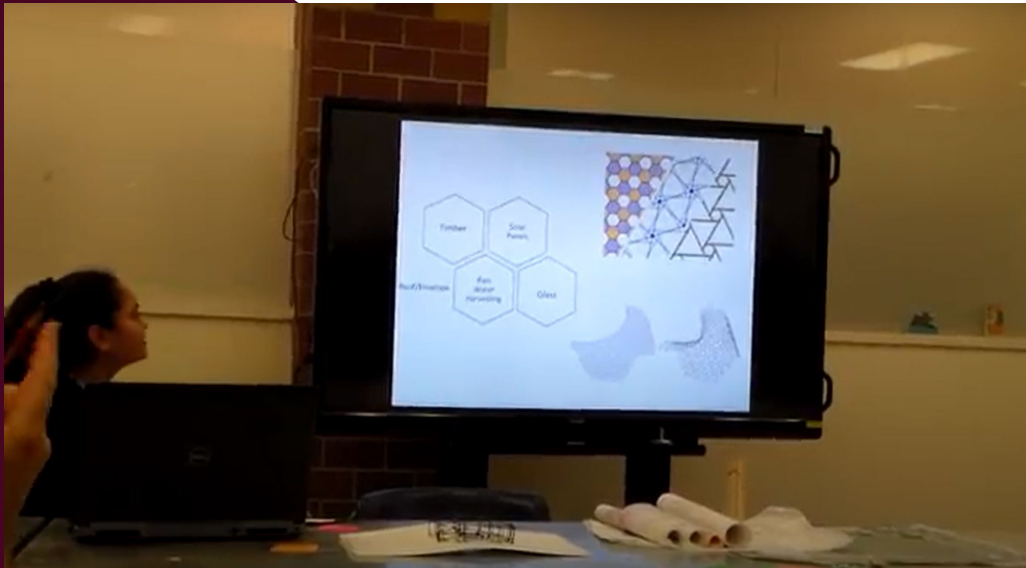
The Design Studio



Desk Crit



Jury Review/Midterm Crit



(Some) Crit Purposes

- Assess students (Percy, 2004)
- Provide formative and summative feedback (Hurst et al., 2021)
- Guide reflection (Schön, 1985)
- Acclimation to profession (Percy, 2004)

(Some) Crit Problems

- Unbalanced power between the student and critic (Boling et al., 2020, Koch et al., 2002; Percy, 2004; Webster, 2007)
- Hinder experimentation and suppress student ideas (Koch et al., 2002; Percy, 2004; Webster, 2007)
- Emphasis on student weaknesses instead of building strengths (Koch et al., 2002)
- In online spaces, tendency to focus only on physical products (Percy 2004)

Ultimately...

Part of “hidden curriculum” of studio pedagogy that should be interrogated.

Can reproduce: power imbalance, sexism, cultural insensitivity → affecting professional identity

(Gray & Smith, 2016)



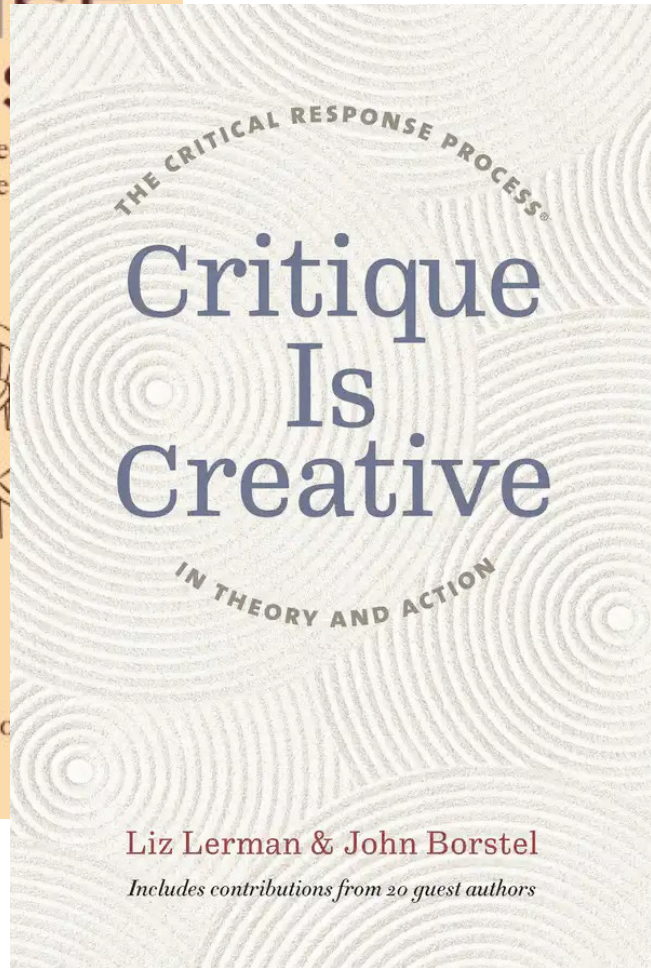
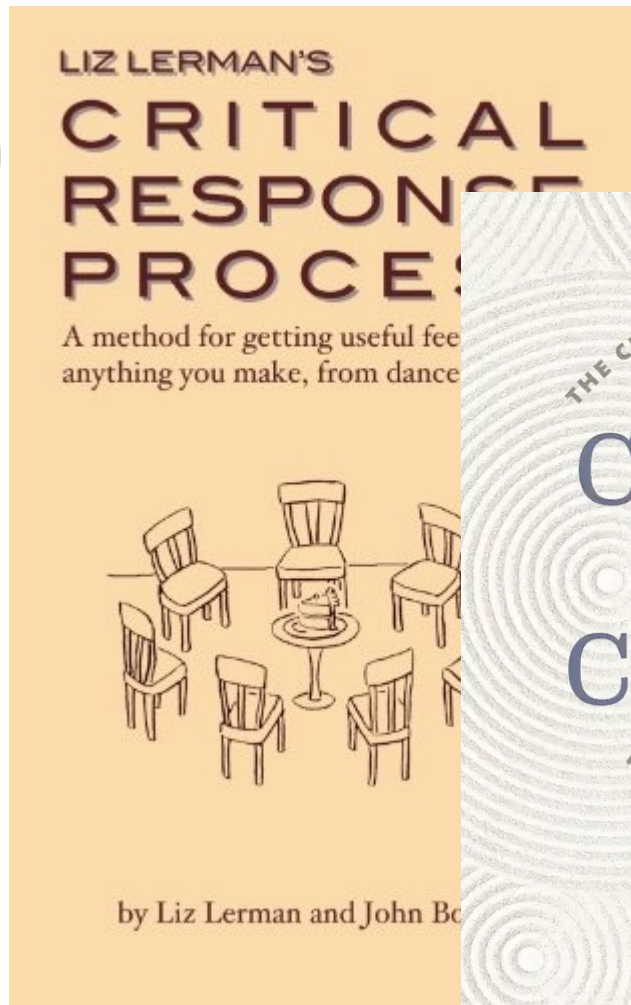
2. Critical Response Process

Another Option

“I knew how to get them to make work like mine. But I wondered: What should I say or how should I ask questions that would support them to **create work more like themselves?**”

-Liz Lerman (in Lerman & Borstel, 2022, p. 23)







<https://wakelet.com/wake/kfwzPp2KXzbg6DLqypiv4>

CRP Roles

- **Artist:** offers work in progress and asks questions
- **Responders:** engage in dialogue
- **Facilitator:** keeps process focused

CRP Values

- **Dialogue:** we learn and discover through conversing with each other
- **Inquiry:** we can develop ideas through articulating a question
- **Discovery:** critique is about learning for artists and respondent

CRP Steps

1. Statement of Meaning
2. Artist as Questioner
3. Neutral Questions
4. Opinions

“The formality of the Process is complimented by a flexibility of application to creative work in multiple states of development, **encouraging seamless integration of reflection and critical thinking with making.**”

-Mark Callahan (in Lerman & Borstel, 2022, p. 20)

3. CRP Crit Example

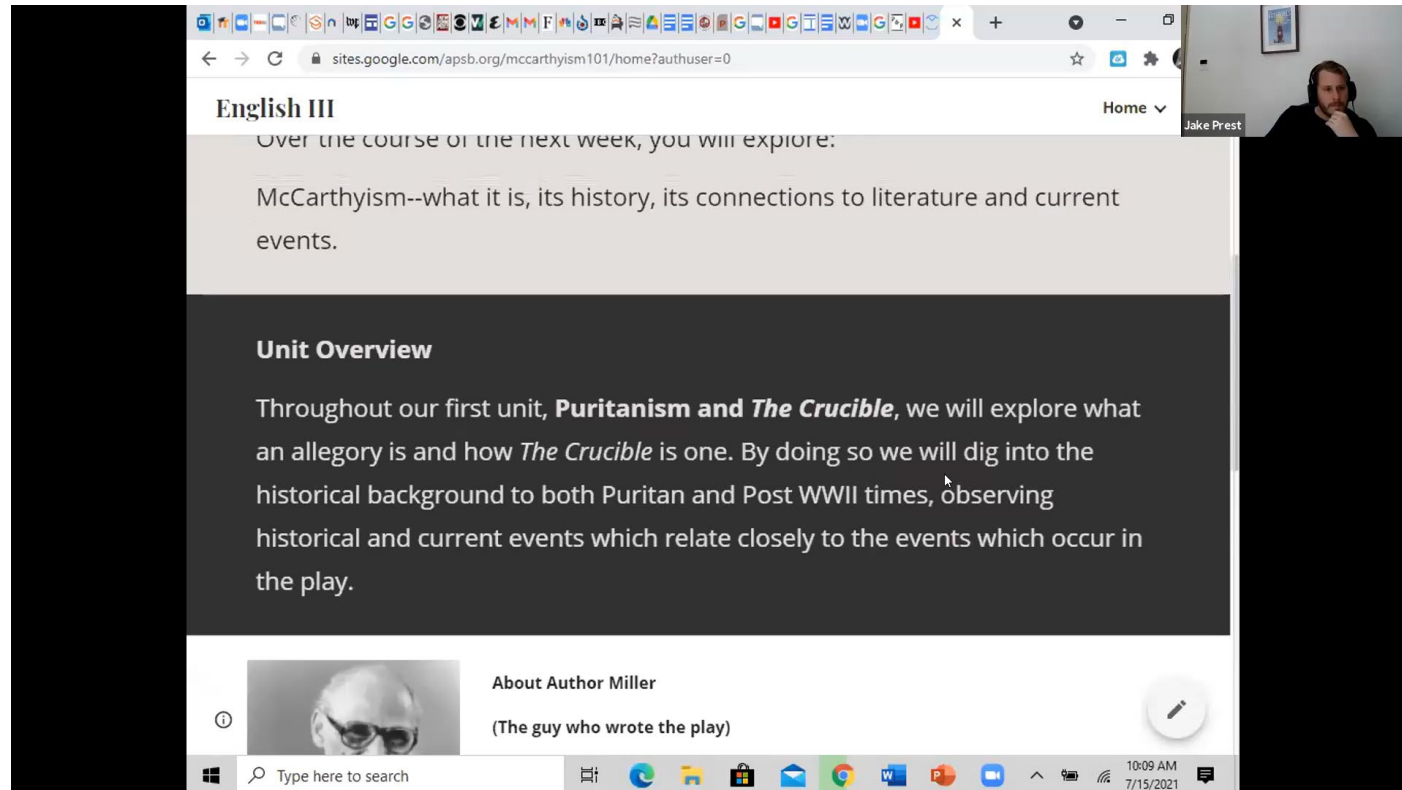
Online: Instructional Media Design and Development

Project: Transmedia Learning Space

The screenshot shows a web browser window with the address bar displaying `sites.google.com/apsb.org/mccarthyism101/home?authuser=0`. The page header includes "English III" on the left and "Home" with a dropdown arrow on the right. A user profile icon for "FairchildA" is visible in the top right corner. The main content area features a large image of two hands reaching towards each other, with the text "McCarthyism 101" centered in a black-bordered box. Below this, a grey banner contains the text "Over the course of the next week, you will explore:" followed by a list item "McCarthyism--what it is, its history, its connections to literature and current" which is partially cut off. A small information icon is on the left and a pencil icon is on the right of the banner.

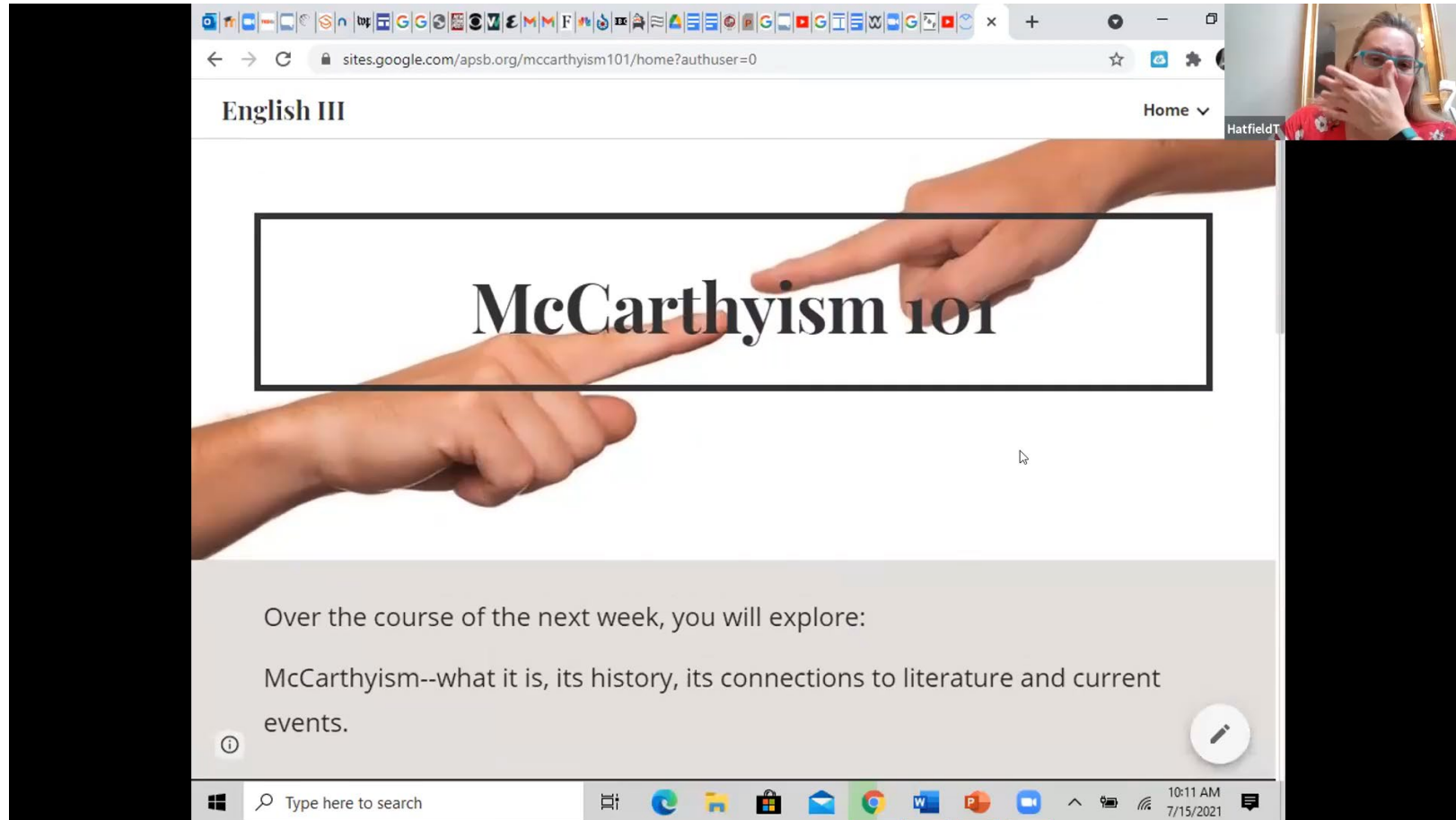
1. Statement of Meaning

What is “meaningful, evocative, interesting, exciting, and/or striking”



The screenshot shows a Google Sites page for an English III course. The page title is "English III" and the URL is "sites.google.com/apsb.org/mccarthyism101/home?authuser=0". The page content includes a section titled "Over the course of the next week, you will explore:" followed by the text "McCarthyism--what it is, its history, its connections to literature and current events." Below this is a "Unit Overview" section with the text: "Throughout our first unit, **Puritanism and *The Crucible***, we will explore what an allegory is and how *The Crucible* is one. By doing so we will dig into the historical background to both Puritan and Post WWII times, observing historical and current events which relate closely to the events which occur in the play." At the bottom of the page, there is a section titled "About Author Miller" with a small profile picture and the text "(The guy who wrote the play)". A video call overlay is visible in the top right corner, showing a participant named "Jake Prest". The Windows taskbar at the bottom shows the time as 10:09 AM on 7/15/2021.

2. Artist as Questioner



The image shows a screenshot of a Google Sites page titled "English III" and "McCarthyism 101". The page features a central graphic of two hands pointing towards each other, with the text "McCarthyism 101" overlaid in a black-bordered box. Below the graphic, a text box reads: "Over the course of the next week, you will explore: McCarthyism--what it is, its history, its connections to literature and current events." The page is viewed in a browser window with a taskbar at the bottom showing the time as 10:11 AM on 7/15/2021. A video call overlay in the top right corner shows a woman with glasses and a red shirt, with the name "HatfieldT" visible below her.

3. Neutral Questions

The screenshot shows a web browser window displaying a Google Sites page. The browser's address bar shows the URL: sites.google.com/apsb.org/mccarthyism101/home?authuser=0. The page title is "English III" and there is a "Home" dropdown menu. The main content area features a large image of two hands pointing towards each other, with the text "McCarthyism 101" centered in a black-bordered box. Below this image, the text reads: "Over the course of the next week, you will explore: McCarthyism--what it is, its history, its connections to literature and current events." A video call window in the top right corner shows a participant named "Melissa Warr". The Windows taskbar at the bottom displays the search bar, system tray, and the date/time "10:13 AM 7/15/2021".

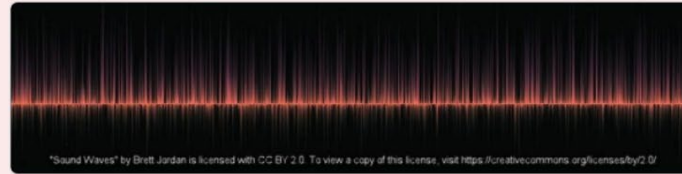
4. Opinions

The screenshot shows a web browser window displaying a Google Sites page. The page title is "English III" and the main heading is "What was it?". Below the heading, there are four navigation links: [Research it](#), [Read About It](#), [StoryBoard It](#), and [Write About It \(Required\)](#). The page is viewed in a browser window with a video call overlay in the top right corner. The browser address bar shows the URL: sites.google.com/apsb.org/mccarthyism101/home/1-what-was-it?authuser=0. The Windows taskbar is visible at the bottom, showing the search bar and various application icons. The system tray shows the time as 10:18 AM on 7/15/2021.

On a discussion board...

10/12/21, 4:16 PM

EDIT5028-81710-Summer 2021: Sound Google Form



"Sound Waves" by Brett Jordan is licensed with CC BY 2.0. To view a copy of this license, visit <https://creativecommons.org/licenses/by/2.0/>

Sound Ranking

Rank each of the sounds from most pleasant (1) to most annoying (5).

* Required

Sound A: <https://freesound.org/s/32852/> *

Choose

1

2

3

4

5

Sound B: <https://freesound.org/s/120963/> *

My questions this week is: "Are there good affordances in this?" and "Do you know what your input means?"

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SOM: I appreciate the simplicity of your Google form. I think it is meaningful to allow users to experience a variety of sounds, both pleasant and unpleasant that relate to your topic.

A: I believe there are good affordances in this. The text is blue creating a good contrast with the white background, which makes it stand out and draws the users' attention. It is obvious that they are links to sounds that need to be clicked to hear them. Also the drop down menu labeled "Choose" is simple to understand and naturally guides users' to the course of action required to select a choice.

NQ: What are you hoping users' take away from completing this Google form? Would you like them to note the different frequencies of the sounds, pitches, volumes, or something else?

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SOM: I think that what stood out to me was the simplicity of the form and how easy it was to navigate through.

A: I think that there are good affordances to this form being the easy to follow nature, the working links attached to the questions, and how when you clicked on the sound, my eyes were following along with my ears as I watched the soundwaves change for each one. I think that the input for this form would give you a quick view as to where most of your students would stand on what they view is annoying and pleasant.

NQ: I know you did not make the free sounds, but looking at the different wavelengths, I wonder what your focus is on? (pitch, wavelength, color, indoor/outdoor sounds, etc.)

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Addressing Crit Challenges

- Designer/student in control → Balanced power
- “Statements of meaning” and questions → Exploration
- Starting with statements of meaning” → Build on strengths
- Neutral questions → Focus on processes

References

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Thank You!

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