

VIRTUAL
PROXIMITY:

TECHNO-SAVVY PROFESSIONALS IN A GLOBAL MEDIASCAPE

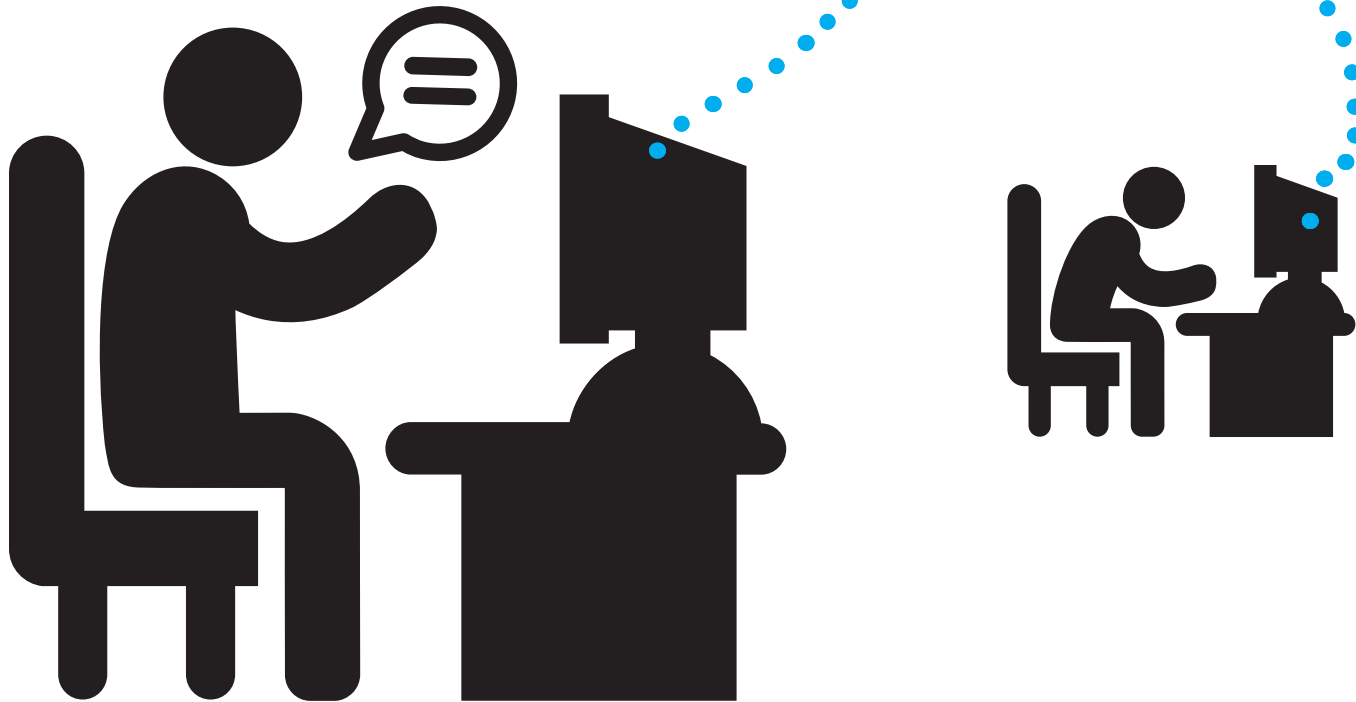
Niberca (Gigi) Polo::

Associate Professor, Parsons The New School for Design

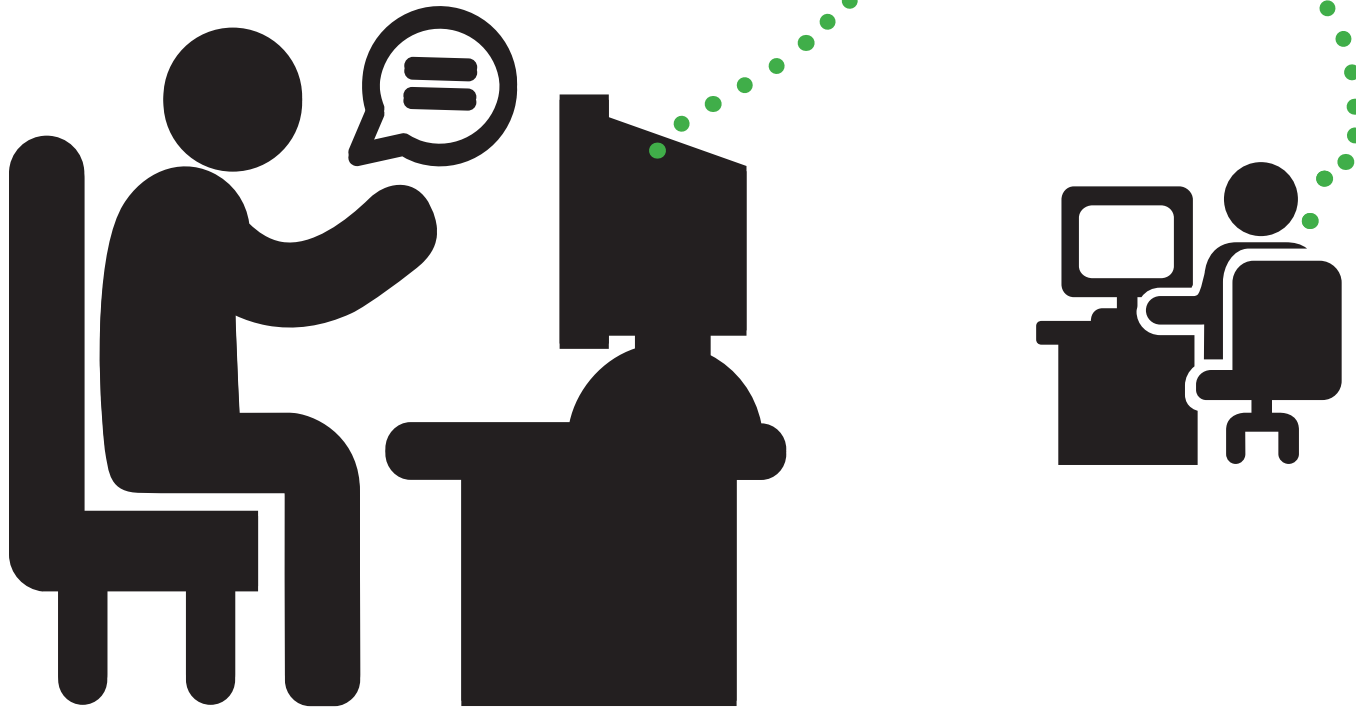
Adjunct Professor, College of Staten Island (CSI)

llubn623@newschool.edu | @niberca | @madlygifted

DE-HUMANIZED INTERACTIONS



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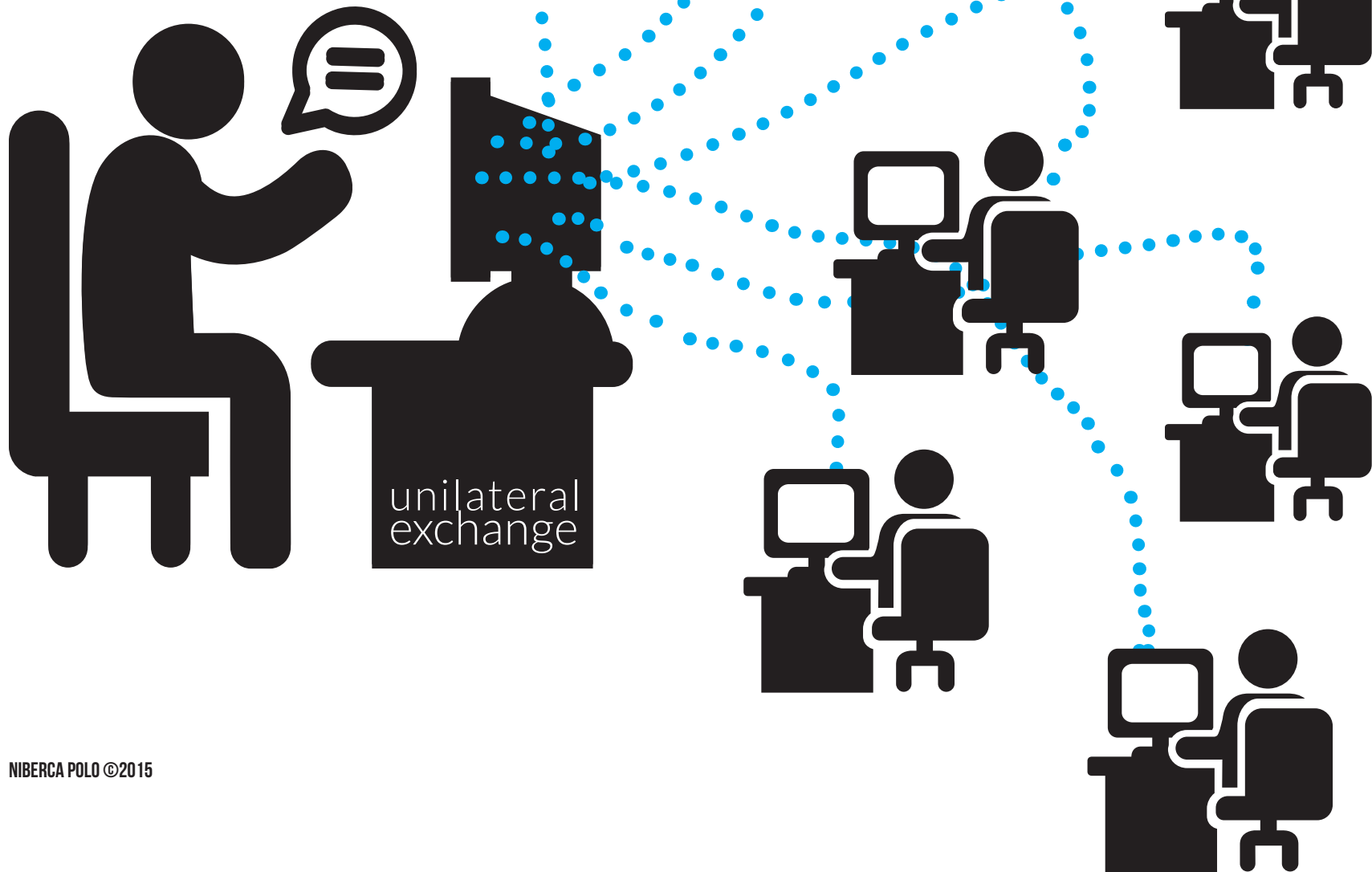


DE-HUMANIZED INTERACTIONS

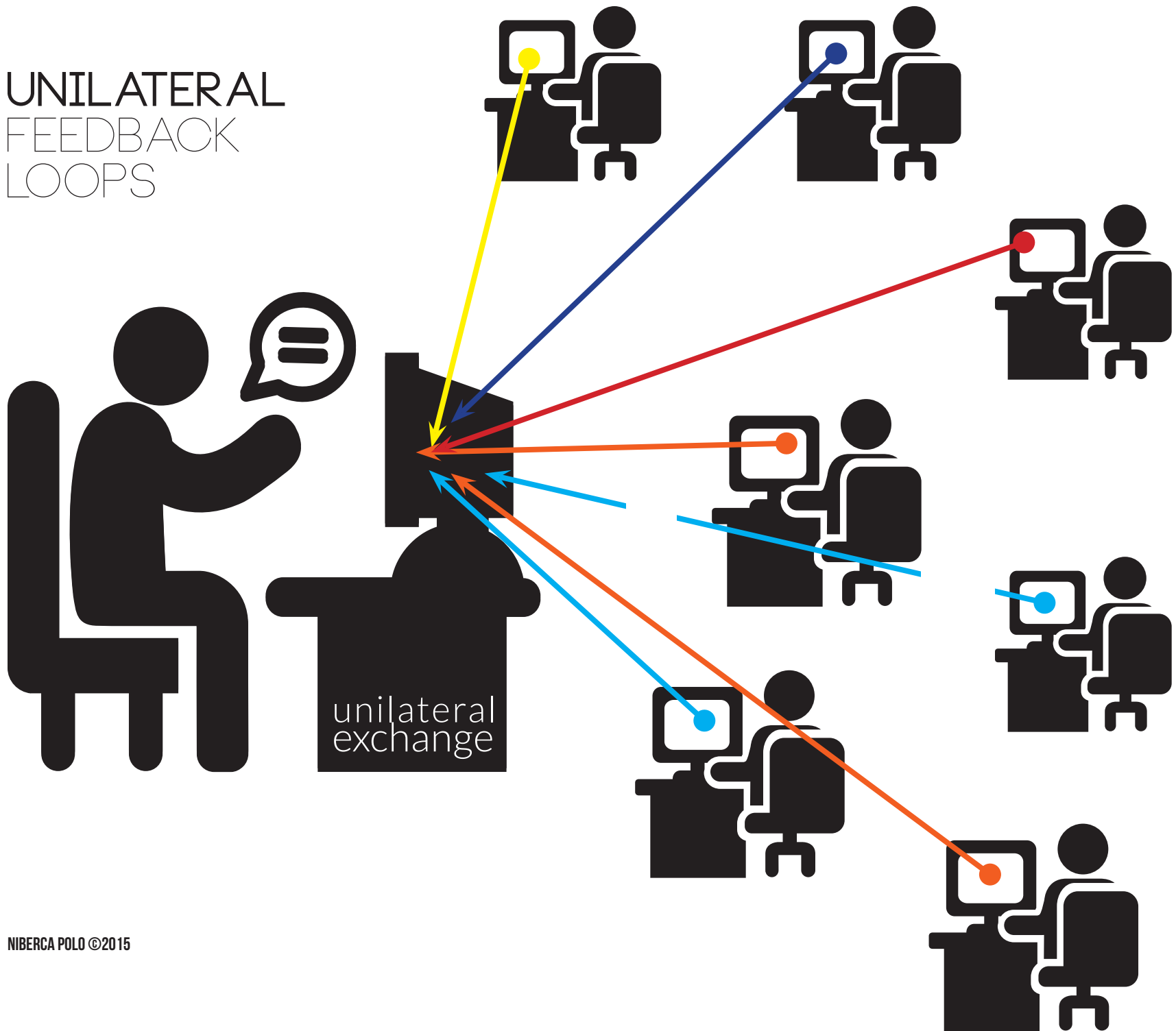


PROBLEMATIC:
CURRENT ONLINE
TEACHING STRUCTURES

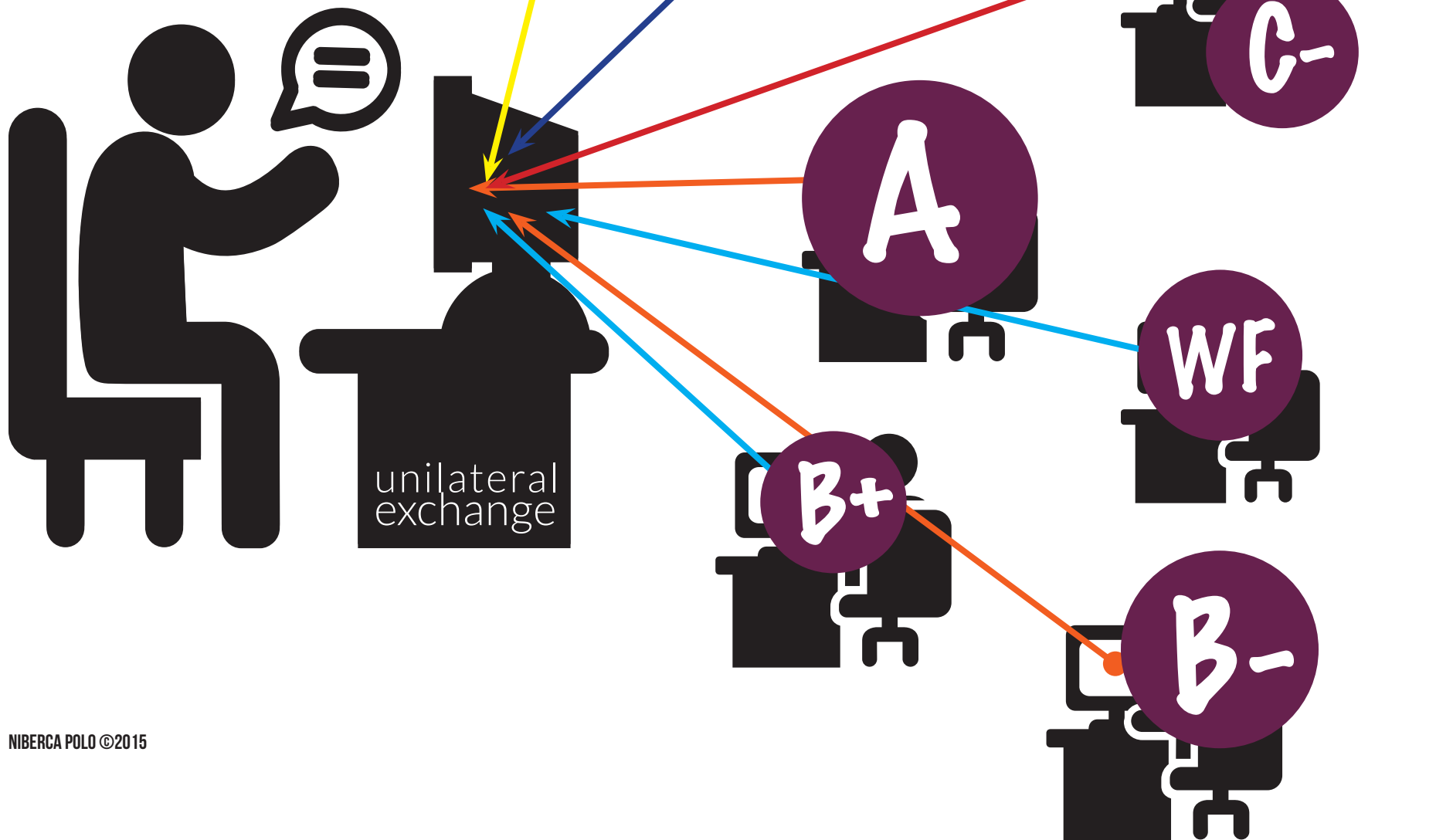
PASSIVE INFORMATION TRANSFERENCE



UNILATERAL FEEDBACK LOOPS



ASSESSMENT: EXTRINSIC MOTIVATORS





MOBILITY

VIRTUAL
PROXIMITY

GOALS:

Interactions:

- Foster *collaboration* and knowledge-sharing
- Build a *community* driven by common interests, in and out of the virtual space, to expand *professional networks*

GOALS:

Everyday Creativity:

- Encourage *wandering* and *serendipitous* exploration as a medium for *knowledge production*
- Use *open-source technology* and *social media* to enrich the learning experience

GOALS:

Assessment:

- *Peer to peer* teaching and learning.
- *Self-reflection*
- *Social Appropriateness* (Amabile, 1982)
as meaningful contributions to the world.

SOCIAL
APPROPRIATENESS:
PEER LEARNING
CREATIVITY
IN CONTEXT

“If experts from a domain come to a consensus, it means the product is appropriate in that domain....Appropriateness is defined by social groups, and it’s culturally and historically determined”

Amabile, 1982, p.1010

KEITH SAWYER

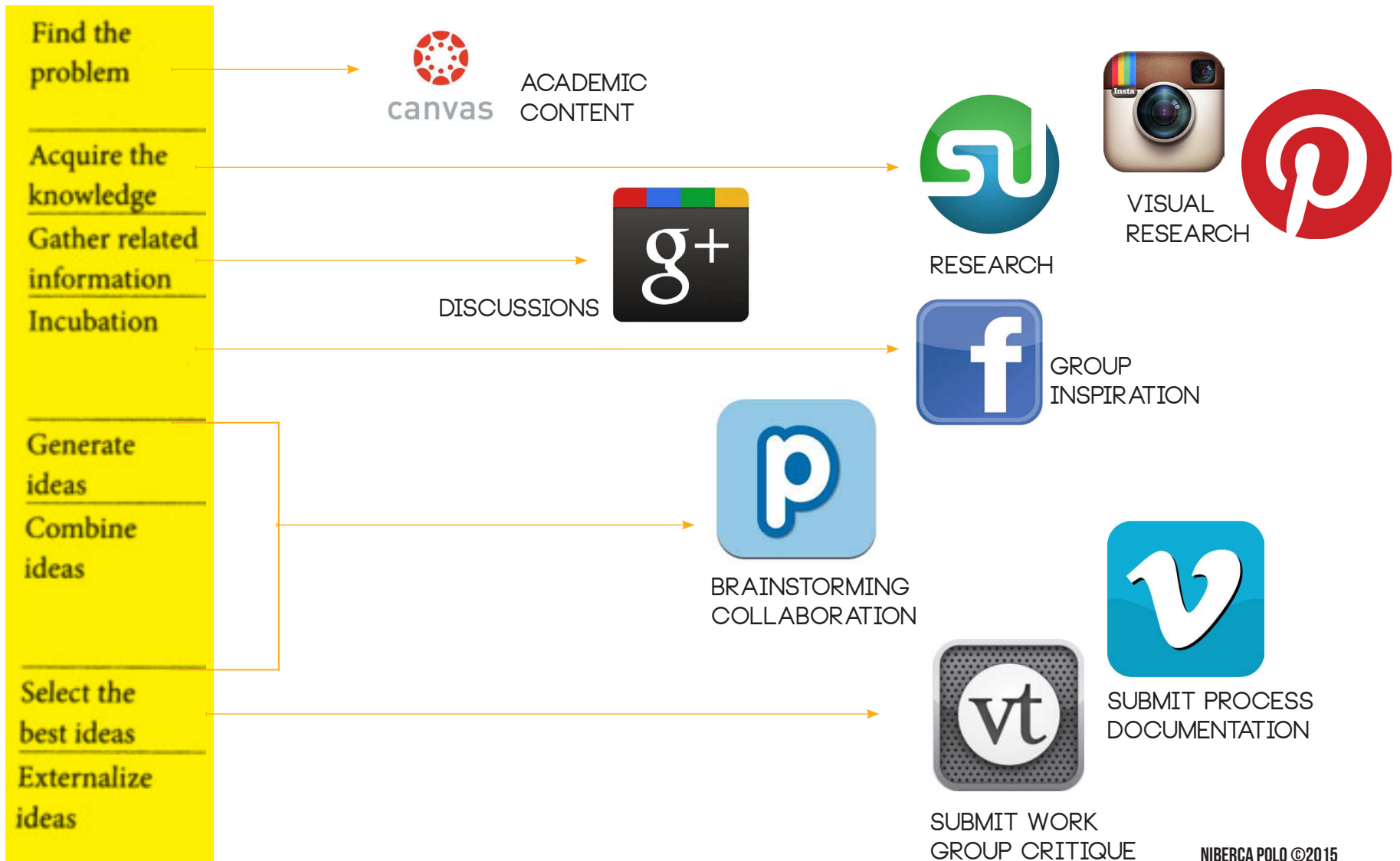
8 STAGES OF THE CREATIVE PROCESS

Table 5.1: Sawyer's Eight Stages of the Creative Process, and How They Correspond to Other Process Models

	Wallas (1926)	Creative Problem Solving (Isaksen, Dorval, & Treffinger, 2000)	IDEAL cycle (Bransford & Stein, 1984)	Robert Sternberg (2006)	Possibility thinking (Burnard, Craft, & Grainger, 2006)	UK QCA (QCA, 2005)	Synectics (Gordon, 1961)	Mumford's group (Scott et al., 2004)	IDEO (Kelley, 2001)
Find the problem		Framing problems	Identify problems, define goals	Redefine problems	Posing questions	Questioning and challenging		Problem finding	
Acquire the knowledge	Preparation	Exploring data	Learn	Know the domain			Groundwork	Information gathering	
Gather related information			Look		Immersion	Envisaging what might be	Immersion		Observation
Incubation	Incubation	Constructing opportunities	Explore possible strategies	Take time off	Play	Keeping options open		Concept search	
Generate ideas	Insight	Generating ideas		Generate ideas	Being imaginative	Exploring ideas	Divergent exploration	Idea generation	Brainstorming
Combine ideas		Developing solutions		Cross- fertilize ideas		Making connections and seeing relationships		Conceptual combination	
Select the best ideas	Verification			Judging ideas		Reflecting critically on ideas	Selection	Idea evaluation	
Externalize ideas	Elaboration	Building acceptance	Act and anticipate outcomes	Sell the idea, persevere	Self- determination		Articulation of solution, development and transformation, implementation	Implementation planning and action monitoring	Rapid prototyping, refining, implementation

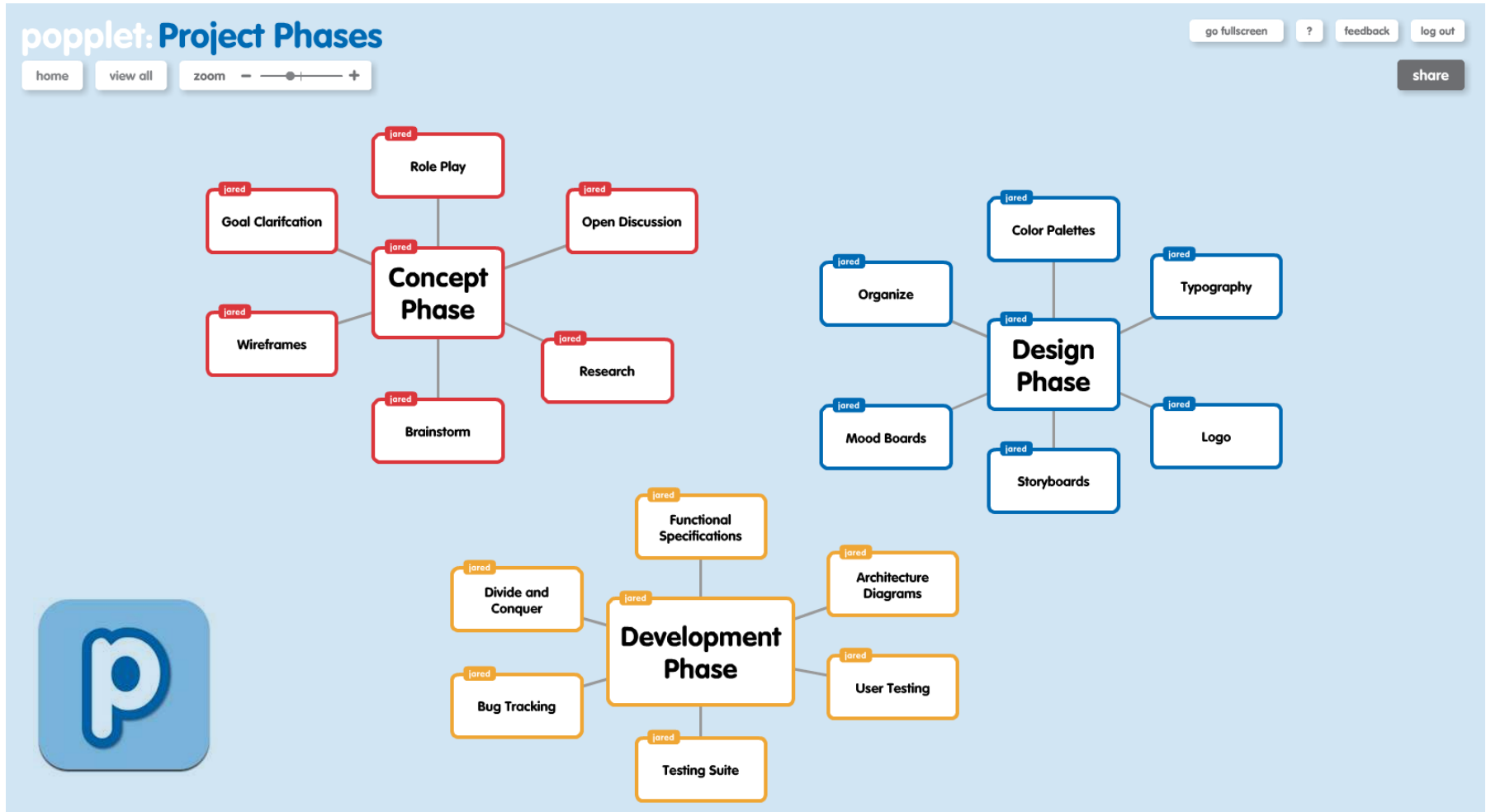
KEITH SAWYER

8 STAGES OF THE CREATIVE PROCESS



POPPLET

OPEN SOURCE MINDMAPS



100



Map

Week 5: Generating ideas

MAP

Each marker on the map represents a participating student in this course. When clicking a marker, a text box opens containing the student's answer to the selected question. Browse through the map to explore!

Week 5: Generating ideas

Rijk

Assignment 5

3: Your best ideas

- 1. Provide & Share your goals**
 - Envision your future
 - future search, be inspired by others
 - get hopeful pictures of possible futures
 - experience the Results of choice
- 2. Daily Progress**
 - What can you do today?
 - What did you do yesterday?
 - share what step is today
 - see what others do to enlighten their day
- 3. Help Decide**
 - provide possible actions, suggest solutions
 - inspire to take action

Idea 1

What is your idea? *Basket List Social & Daily*

Description: An App which challenges you to work 5-30 minutes on your strategic goals.

Why this idea solves your design challenge: A game can be extended with respect to functionality and experience to challenge kids to be proactive and get their mind off bad thoughts.

Empower

bring new thoughts and worldviews

Map data ©2015 GeoBasis-DE/BKG (©2009), Google

RELATIONAL DESIGN

Source: <http://www.relationaldesign.org>



How to apply

The maximum number of students forming the master's class is 50.

Three steps must be taken for admission:

1/ online candidature to relationaldesign@abadir.net attaching:

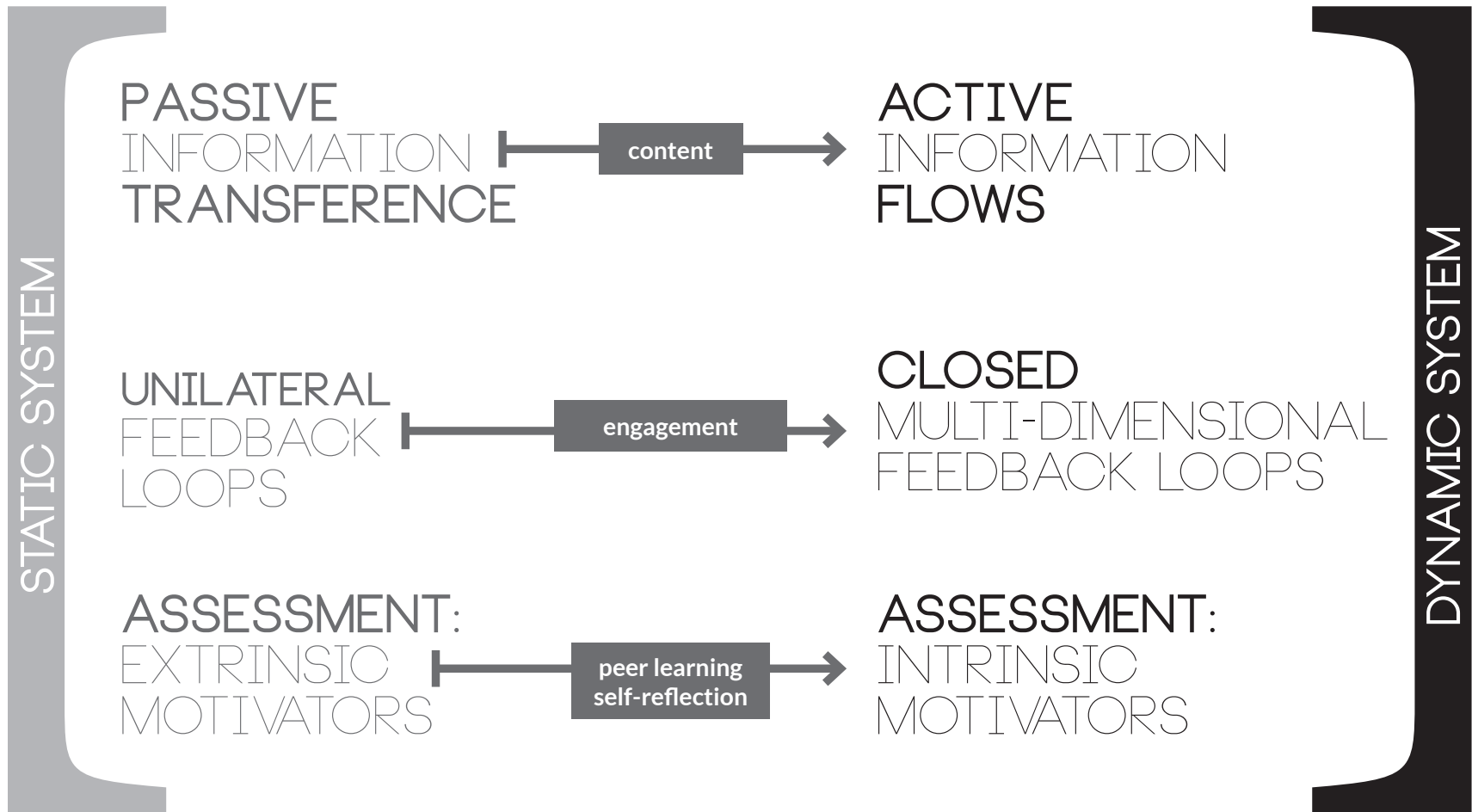
- [id] your information: name, surname, telephone number, academic qualification (received diplomas)
- [txt] 10 lines describing who you are
- [img] 3 images describing what you do
- [www] 3 links representing you or your interests

2/ skype interview: after sending your online candidature (1/), you will receive an email containing the date of your skype interview.

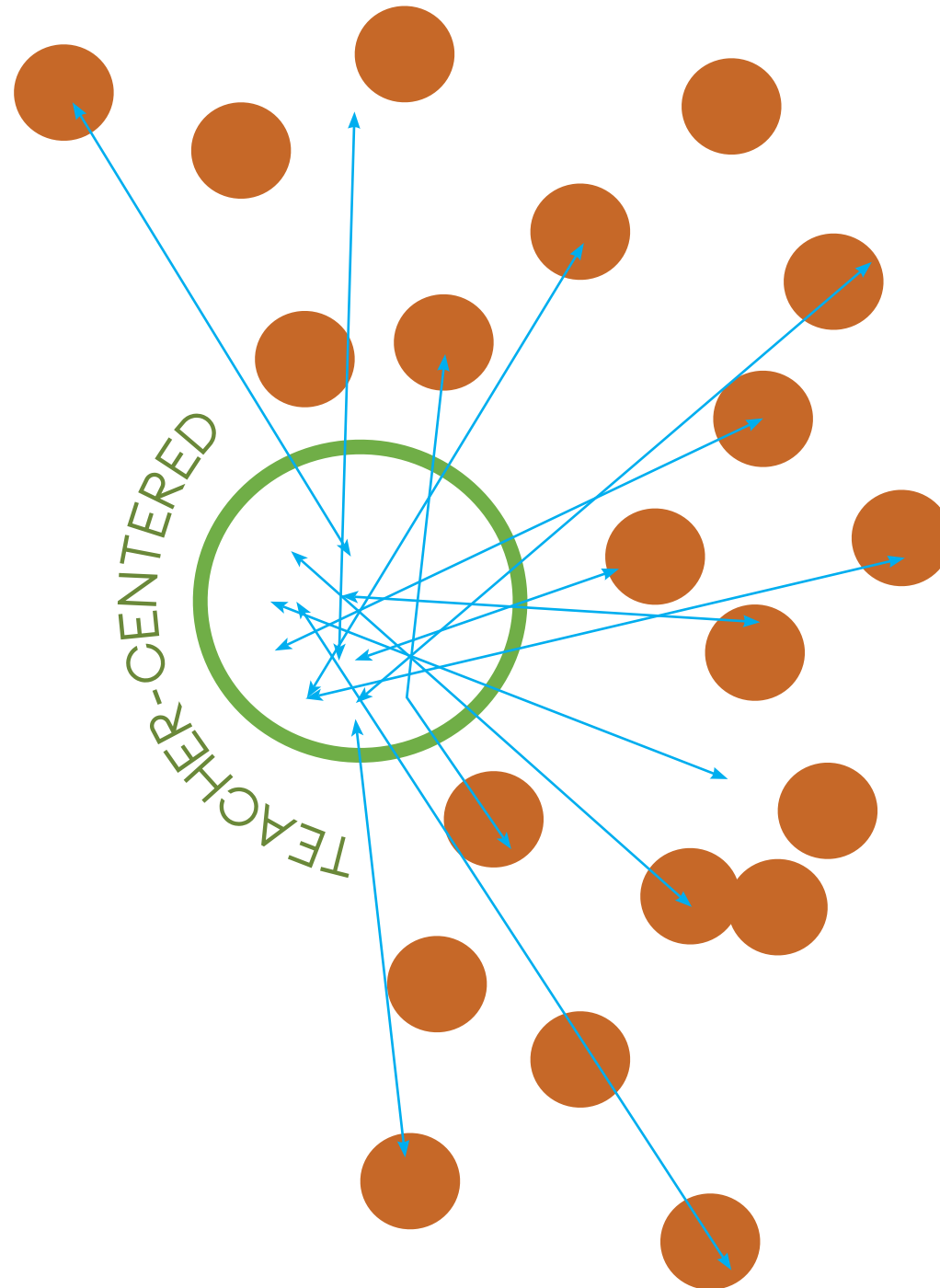
3/ after the interview, you will formalize your registration according to the procedures that will be provided.

A composite image showing the website and social media presence of Relational Design. The top left shows the website header with a logo and navigation links: 'Master Relational Design', 'Admissions', 'Courses', 'Faculty'. Below this is a large abstract graphic with the words 'relational design' in a wireframe font. To the right is a screenshot of a Google+ page for 'Relational Design'. The page shows a post by Silvana Carbone about a design challenge involving 5 colors. The Google+ interface includes a search bar, a list of posts, and a sidebar with social media links for Facebook, Twitter, Instagram, and YouTube. At the bottom right, there is a small Google+ logo and the text 'NIBERCA POLO ©2015'.

PARADIGM SHIFT:



PARADIGM SHIFT: FROM UNILATERAL



PARADIGM
SHIFT: TO
MULTI-
DIMENSIONAL

CANVAS

STUDENT-
CENTERED

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