Overview

ME206/OIT333 is a project course in which graduate students will apply design, engineering and business skills to create comprehensive solutions for a specified challenge faced by the world's poor. Student teams collaboratively design product prototypes, implementation plans, and user experiences for entrepreneurial ventures in developing countries. Each team will brainstorm, research, design, build, and field-test critical aspects of both the product and the business model. Teams will contain members from all three disciplines, as well as other Stanford departments.

ME206/OIT333 is offered jointly by the School of Engineering (as ME206) and the Graduate School of Business (as OIT333). Course subjects include user empathy, design thinking, project management, intellectual property, new venture formation, designing cheap, and design for manufacturability. The course involves two two-hour class sessions per week, one evening design review session per week, and a final course presentation. ME206/OIT333 is an intensive, hands-on, project-based course.

Faculty:
David Kelley, Mechanical Engineering.
Jim Patell, Graduate School of Business.

Locations:
Classes will be held Mon/Wed 1:15-3:05 in Building 160 (Wallenberg Hall), Room 124.
Design Reviews and other Thursday Evening Sessions will be held 7-10pm in GSB room S181.

Course Vision

Purpose
To empower students with design methodology, tools, resources, advisors, and course structure to understand and satisfy an important need faced by the world's poorest households

Core Values
- Student Centric Approach: Helping students develop their personal design process
- Prototyping: Enlightened trial-and-error as a companion to intelligent planning.
- Radical Collaboration: Working in a deeply collaborative way with students and faculty.
- User-Empathy, even from extreme physical and cultural distance.
- Integrated Solutions: Technology, Business, and Human Values.
- Tackling Impossible Problems: Failing early and often is a feasible strategy in a university setting.
Mission
Each team will design a significant improvement that makes the IDE water system more valuable to rural family farmers.

Description
How will this course look, feel, and sound? Students and faculty will have fun engaging in a deeply satisfying endeavor. We will enjoy and value interaction with diverse team members who are getting their hands dirty while increasing their confidence in their prototyping skills. We will assemble working water systems and workable business plans that stimulate an enthusiastic, noisy, collaborative flow of ideas that enriches all course participants.

The class will consist of approximately 40 students, aligned in eight teams of five. Teams will be multi-disciplinary in composition, so each team member may be the sole source of significant knowledge and expertise. The teams will share a common general problem definition, but will be encouraged to take different approaches to design solutions that fit different environments and user-scenarios.

Observable Outputs
- Design Review 1: Class generates a rich set of project proposals.
- Design Review 2: Teams present first prototypes of user experience, system elements, implementation plan.
- Design Review 3: Teams make refined proof of concept presentations.
- Final Presentation: Teams make compelling presentations to a potential funder.
- End of course: Students express peer appreciation for course contributions.

Team Projects
Project Overview
The goal of each team is to design a significant improvement to the IDE single-family water system. A complete improvement package includes three components:

- Product Prototypes, in physical form, CAD/CAM files, blueprints, or video demonstrations.
- User Experience Design, in the form of a storyboard, video, graphics, etc. How will potential users learn about, finance, acquire, and repair your product? How will it specifically add value to their lives?
- Implementation Plan, which takes into account the relevant economic, political, and cultural dimensions of the proposal. The plan will specify both the recommended organizational form and the economic feasibility of the project. The plan should be a how-to-manual for the next phase of your project’s life.

The first three weeks of the course will focus on user-empathy, prototyping, and brainstorming. In week 2, the class will meet twice with Paul Polak, the founder of IDE, to understand his evolving approach to single-family water systems. At the same time, each student will be conducting independent research to become deeply engaged in the world’s water problems. In week 3, we will conduct parallel brainstorming sessions to generate a large and diverse set of possible innovations that would be valuable to the rural family farmer. Teams then will coalesce around specific projects or improvements during the third week.

First Design Review, January 20: A Rich Set of Outrageously Good Ideas
Each brainstorming cohort will present their “best” ideas to the class as a whole at the Thursday evening design review. This aggregate set of ideas is “owned by” the class as a whole, and everyone is free to innovate upon any idea. Ideas can be wild, risky, practical, simple, elegant, etc. Successful students will:

- Absorb and leverage what you learn from Paul Polak's visit.
- Incorporate individual research conducted during weeks 2 and 3.
- During the brainstorming session: put many ideas forward, be a good listener, and synthesize others’ ideas into new composites. Your goal is to make a stellar contribution on both the sending and receiving end of the brainstorm.
- During the design review: Express the kernel of the ideas that you find most exciting.
Second Design Review, February 3: Rough Prototyping
Each team will present the foundations of their improvement package. The presentation should include a first pass at the product design, the economic implementation plan, and the user experience. Teams should demonstrate enthusiastic diving-in on every aspect of their project. Presentations will include interactive feedback from design advocates. A successful team will:

- Track down and learn from key players in relevant areas.
- Relentlessly prototype on all dimensions.
- Demonstrate depth of knowledge and idea exploration.

Third Design Review, February 17: Project Refinement
Each team will present their composite project. At this point, clear integration among the product design, implementation plan, and user experience should emerge. Feedback and learning from the second design review and subsequent discussions/research should be incorporated. Successful teams will:

- Interact with key players who can critique their ideas.
- Generate multiple prototypes on all dimensions.
- Fit together the engineering and business considerations to form an articulated, cohesive plan.
- Communicate their plan in a clear, compelling message.

Final Presentation, March 10: The Pitch
Each team’s final presentation should “close the sale” to a potential funder who could support a concentrated development effort to carry their project forward on a larger scale. For example, IDE might continue R&D on an improvement to their current system, or another organization or entrepreneur might launch a new venture. Successful teams will present compelling Physical Prototypes, User Experience Designs, and Implementation Plans. The final presentation may be an oral presentation (which we will video tape), a video presentation shot by the team, or a combination of the two.

Grades
Final grades will reflect the teaching team’s assessment of each student's contribution to his or her team’s success and to the course’s success as a whole. Assessments by fellow class members will be elicited and incorporated in grading. The approximate relative weights are:

- Three Design Reviews (30% in total, 10% each)
- Final Presentation (40%).
- Participation in Class Sessions and Activities (15%)
- Peer Reviews (15%)

Revised February 22, 2005
## Schedule

The course schedule appears below, but understand that some activities may change as the course evolves. Students are expected to attend all classes, all Thursday evening sessions, and the retreat on Saturday Jan. 8th. Please inform the teaching team in advance of any unavoidable conflicts.

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<tr>
<th>SUN</th>
<th>MONDAY</th>
<th>TUES</th>
<th>WEDNESDAY</th>
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<tr>
<td>Jan 2</td>
<td>Jan 3</td>
<td>Jan 4</td>
<td>Jan 5: Class One <strong>Course Intro</strong>&lt;br&gt;Course Mission and logistics Assignment: $20 with your team to build prototypes.</td>
<td>Jan 6</td>
<td>Jan 7:</td>
<td>Jan 8: Offsite Retreat&lt;br&gt;1pm-4pm Location TBA Food and Prototype Competition</td>
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<td>Jan 9</td>
<td>Jan 10: Class Two <strong>Design Thinking</strong>&lt;br&gt;20 min Intro 90 min Design Thinking David Kelley</td>
<td>Jan 11</td>
<td>Jan 12: Class Three <strong>Designing Cheap</strong>&lt;br&gt;20 min Intro 90 min Designing Cheap Paul Polak, IDE</td>
<td>Jan 13: Design Chal. 7-10PM&lt;br&gt;Paul Polak (IDE) Water Design Wishlist&lt;br&gt;Paul Polak &amp; Jim Taylor Meetings</td>
<td>Jan 14</td>
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<td><strong>WEEK2</strong></td>
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<td>Jan 16</td>
<td>Jan 17: NO CLASS</td>
<td>Jan 18</td>
<td>Jan 19: Class Four <strong>Topic Brainstorming</strong>&lt;br&gt;(Lunch at Noon) Simultaneous Brainstorming Sessions</td>
<td>Jan 20: Design Rev 1 7-10PM&lt;br&gt;Lots of protos, skits, brainstorming</td>
<td>Jan 21</td>
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<td>Jan 23</td>
<td>Jan 24: Class Five <strong>Project Management</strong> Jim Patell</td>
<td>Jan 25</td>
<td>Jan 26: Class Six <strong>Team Work</strong>&lt;br&gt;20 min Intro 90 min Team Time</td>
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<td><strong>WEEK4</strong></td>
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<td>Jan 30</td>
<td>Jan 31: Class Seven <strong>Human Factors</strong>&lt;br&gt;20 min Intro 70 min Session Jane Fulton-Suri</td>
<td>Feb 1</td>
<td>Feb 2: Class Eight <strong>Team Work</strong>&lt;br&gt;Faculty Consultation Sessions</td>
<td>Feb3: Design Rev 2 7-10PM&lt;br&gt;First Pass of prototypes, implementation plans.</td>
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<td>Feb 6</td>
<td>Feb 7: Class Nine <strong>Implementation Plan</strong>&lt;br&gt;45 min Jim Patell on Implementation Plans 60 min Team Time</td>
<td>Feb 8</td>
<td>Feb 9: Class Ten <strong>IP and Law</strong>&lt;br&gt;20 min Intro 90 min Session Todd Johnson</td>
<td>Feb 10: Dinner Hang&lt;br&gt;7pm Food and Refresh</td>
<td>Feb 11</td>
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<td>Feb 13</td>
<td>Feb 14: Class Eleven <strong>Design for Manufacturability</strong> Sally Madsen, Ignite</td>
<td>Feb 15</td>
<td>Feb 16: Class Twelve <strong>Team Work</strong>&lt;br&gt;Faculty Consultation Sessions</td>
<td>Feb 17: Design Rev 3 7-10PM&lt;br&gt;Second Pass of prototypes, implementation plans.</td>
<td>Feb 18</td>
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<td>Feb 20</td>
<td>Feb 21: NO CLASS President’s Day</td>
<td>Feb 22</td>
<td>Feb 23: Class Thirteen <strong>Expertise Session</strong>&lt;br&gt;Yasmina Zaidman How an Investor Looks at Implementation Plans</td>
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<td>Feb 27</td>
<td>Feb 28: Class Fourteen <strong>Team Work</strong>&lt;br&gt;Faculty Consultation Sessions</td>
<td>Mar 1</td>
<td>Mar 2: Class Fifteen <strong>Team Work</strong>&lt;br&gt;Faculty Consultation Sessions</td>
<td>Mar 3: Design Rev 4 DRESS REHEARSLS 7-10PM</td>
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<td>Mar 6</td>
<td>Mar 7: Class Sixteen <strong>Team Work</strong>&lt;br&gt;12:30-3:30 Faculty Consultation Sessions</td>
<td>Mar 8</td>
<td>Mar 9: Class Seventeen <strong>Team Work</strong>&lt;br&gt;Faculty Consultation Sessions</td>
<td>Mar 10: Graded Presentations 12-6 pm DESIGN EXPO 7-10PM&lt;br&gt;Place to be announced</td>
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<td><strong>WEEK10</strong></td>
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Revised February 22, 2005
Detailed Instructions

Class Session 1, Course Introduction Wednesday, Jan. 5
Meet in Wallenberg Learning Theater at 1:15. There is no reading assignment, but we encourage you to purchase the course reader promptly and dive into the articles that are new to you. Team composition for the Retreat Design Challenge on Saturday will be announced. You should expect to spend time with your team on Thursday and/or Friday buying materials and roughing out your prototype.

Course Retreat Saturday, Jan. 8
This Saturday afternoon (1:00 pm) session will be an outdoor activity intended to build new friendships, participate in a design prototyping competition, and have fun. Be prepared to be creative, and to get wet and dirty.

Class Session 2, Design Thinking Monday, Jan. 10
In preparation for David Kelley’s presentation, read “IDEO Product Development” and “The Art of Innovation,” both in the course reader. During this session, David will discuss, among other things, the need for deep understanding. Begin your independent search for knowledge, and post useful entries to BaseCamp.

Class Session 3, Designing Cheap Wednesday, Jan. 12
Paul Polak’s chapter entitled “Designing Cheap” (distributed in session 1) is the assigned reading for this session. Paul has asked for feedback on this document, so each student should prepare a short (typed) set of suggested improvements to be given to Paul today. Note the five final items in the course reader, under the heading “Product Design and Marketing in the Developing World.” These are background references you should read during the first three weeks of the course.

Design Briefing Thursday, Jan. 13
This is the first of our Thursday evening sessions, to be held in GSB S181, not Wallenberg Hall. Paul Polak has sent you the document entitled “OIT333/ME206 Design Opportunities,” (distributed in session 1), which contains 21 ideas for improvements. The purpose of this session is to conduct an open-ended dialogue with Paul, in which students obtain a concentrated dose of deep understanding of the needs to be addressed by a rural family water system, as well as the problems Paul is encountering in meeting those needs. We have allocated three hours for this session, so the format will be somewhat informal and flexible.

No Class Session, Martin Luther King Day Monday, Jan. 17
Following the Thursday evening session with Paul Polak, students have five days until the brainstorming sessions on January 19. We expect students to use this time to scour the Internet, the library, the phone book, and their personal networks to uncover a rich set of knowledge and expertise on rural water systems. The more you learn in advance, the richer the brainstorming sessions will become. Record the improvement ideas that you want to contribute on Wednesday.

Class Session 4, Brainstorming Cohorts Wednesday, Jan. 19
Today we will divide into three or four brainstorming cohorts, to conduct a deep dive into possible projects. Each cohort will be facilitated by a member of the teaching team, and will work to generate a large number of possible IDE system improvement projects. At the end of each session, the cohort will nominate N (approximately 6 to 10) Great Ideas to share with the class tomorrow evening. The cohort will be responsible for producing a one-paragraph description of each idea, to be distributed at Thursday’s design review, and for making a presentation (approximately ten minutes) of their ideas.

Revised February 22, 2005
Design Review 1  Thursday, Jan. 20

Each brainstorming cohort will distribute its “Idea Sheet” and make a 10-minute presentation of their Great Ideas. We encourage visual aids of any sort; your goal is to make a compelling case for each idea. Then we will have an open-discussion Q&A segment, to allow students to examine proposals that they find attractive. Our goal for the session is to compile a set of “Project Headers,” or groups of ideas that, perhaps in composite form, represent attractive team projects. We will post these Headers on the course web site by midnight. Then students will submit a rank-order list of the projects that they find compelling. This electronic submission must be made by 3:00 pm on Friday, January 21. The teaching team will use these lists, together with any accompanying comments, to form project teams over the weekend, and post the results by 8:00 am, Monday, Jan. 24.

Class Session 5, Project Management  Monday, Jan. 24

In preparation for Jim Patell’s session, please read “Managing the Design Factory” in the course reader. (We will use “Discovery Driven Planning” and “What is Strategy” when we discuss the implementation plans in more detail.) We will have formed project teams by this morning, and we will save at least 30 minutes at the end of this session for teams to begin laying out their plan of attack.

Class Session 6, Team Work Session  Wednesday, Jan. 26

This will be our first time slot devoted primarily to team meetings. Please assemble in Wallenberg Hall at 1:15 for a brief initial discussion, and then the rest of the time slot will be devoted to each team’s internal work. Each team should prepare: (1) a two-minute (maximum) oral description of their “Team Launch” event, (2) their Team Name, (3) their Team Mission Statement, in bumper sticker format, and (4) a brief wish list of tools, materials, and space (in the Community Garden), so that we can be purchasing these items and arranging for secure storage.

Informal Meetings with Jack Keller  Friday, Jan. 28

Jack Keller was honored as one of Scientific American’s 2004 Fifty Research Leaders for his work on small-scale irrigation and water conservation systems. He is an emeritus professor at Utah State University, a member of IDE’s Board of Directors, and the person you saw in the IDE video pumping water from the storage bag to the drip irrigation system. Jack serves on a California Water Conservation Board that meets in Sacramento this week, and he will be able to spend Friday with us. We have reserved conference Room L243 in the Littlefield Center from 10:00 am to 3:00 pm, for class members to hold informal conversations with Jack. Jack may be the Buzz of this project, so every team should consider having one or more representatives attend. The Littlefield Center is the U-shaped building next to the Business School on the El Camino Real side. Enter the building at the interior corners of the U-shape, and take the elevator to the second floor. L243 is in the center of the hallway on the bottom bar of the U. Class members are welcome to drop in or out during any portion of the reserved time. We probably will eat lunch in this room, so you are welcome to bring your lunch.

Class Session 7, Human Factors  Monday, Jan. 31

Jane Fulton Suri of IDEO will join us today to discuss methods for establishing empathy with the ultimate users of your designs. Jane participated in the first version of this course, so she understands what you are trying to accomplish. We have included two articles in the course reader that you should read in preparation for this session: “Experience Prototyping” and “Scenario Building as an Ergonomics Method in Consumer Product Design.”

Class Session 8, Team Work Session  Wednesday, Feb. 02

Design Review 2 is tomorrow evening, so we have reserved this class session solely for teams to put all their energy into knock-out presentations. Faculty members will be available in Wallenberg Hall for consultation if needed, and the room is available for your meetings if you wish, but teams may meet elsewhere if that will help you be more productive.
Design Review 2 Thursday, Feb. 03

Each team will present the foundations of their improvement package. The presentation should include a first pass at the product design, the economic implementation plan, and the user experience. Teams should demonstrate enthusiastic diving-in on every aspect of their project, especially empathy for their target users. A successful team will learn from key players in relevant areas, relentlessly prototype on all dimensions, and demonstrate depth of knowledge and idea exploration. Each team should prepare a fifteen-minute presentation. Please meet in GSB Room 181 (our normal Thursday evening spot) at 7:00. To accommodate nine teams, we will work out a parallel processing approach involving simultaneous presentations in two separate rooms, with audience teams divided between the two presentations so that every team is knowledgeable about all the projects.

Class Session 9, Team Work Session Monday, Feb. 07

For today's team work session, let's all meet in Wallenberg at 1:15 to compare notes, and then divide into teams as needed, as you launch a second round of prototyping in response to the feedback from the Design Review. In particular, we will use the communal time to compare teams’ implementation plans, and jointly reach an ideal structure, i.e., topics to be included, level of detail, creative approaches to financing, alternative organizational structures, etc. Then each team should revisit the fundamental assumptions about your project, revise your project schedule, and refine your prototyping plans for the next Review.

Class Session 10, Design and Intellectual Property Rights Wednesday, Feb. 09

Todd Johnson founded and heads the Northern California corporate legal practice of Jones Day. Todd has counseled and represented many Silicon Valley public and private ventures in all phases of their operations: new venture formation, public offerings or equity or debt, intangible asset valuation, and mergers and acquisitions. Todd has special expertise in international transactions, and he has been an absolutely invaluable advisor to Ignite Innovations. You should read two items in the course reader to prepare for Todd’s session: “Legal Aspects of Entrepreneurship: A Conceptual Framework,” and “Intellectual Property and Strategy.”

Mid-quarter Decompression Stop Thursday evening, Feb. 10

We will reserve space at one or two local eateries and invite everyone to share a meal and relax. Course-based conversations are okay, but this is intended as a social event for our design community.

Class Session 11, Design for Manufacturability Monday, Feb. 14

Sally Madsen is a Founder of Ignite Innovations, a graduate of the Mechanical Engineering Department, and a veteran of the first offering of this course. Sally has participated in the entire process of designing a product and implementation plan at Stanford, founding a firm, creating a joint-venture manufacturing arm in India, training a manufacturing staff, and re-designing her product in response to field-testing results. Sally has special expertise on design-for-manufacturing issues, but we have asked Sally to reflect on the entire experience, especially those aspects that were not anticipated as the team formulated Ignite Innovation’s implementation plan.

Class Session 12, Team Work Session Wednesday, Feb. 16

Design Review 3 is tomorrow evening, so we again have reserved a class session solely for teams to focus entirely on their presentations. Faculty members will be available in Wallenberg Hall for consultation if needed, and the room is available for your meetings if you wish, but teams may meet elsewhere if that will help you be more productive.
Design Review 3  
Thursday, Feb. 17

Each team will present their composite project. At this point, clear integration among the product design, implementation plan, and user experience should emerge. Feedback and learning from the second design review and subsequent discussions/research should be incorporated. A successful team will have interacted with experts who can critique their ideas, generated multiple prototypes on all dimensions, and fit together the engineering, business, and cultural considerations to form an articulated, cohesive plan. Each team should prepare a fifteen-minute presentation. Please meet in GSB Room 181 (our normal Thursday evening spot) at 7:00. To accommodate nine teams, we will work out a parallel processing approach involving simultaneous presentations in two separate rooms, with audience teams divided between the two presentations so that every team is knowledgeable about all the projects.

No Class Session, Presidents' Day  
Monday, Feb. 21

Following Thursday’s Design review, we expect that every team will have plenty to do over this long weekend. We will have the Manager of the Acumen Fund’s Water Innovations portfolio with us on Wednesday, so you may wish to revise your presentation in response to last Thursday’s comments, and then try out the new portions on Wednesday.

Class Session 13, Expertise Session  
Wednesday, Feb. 23

Today we will be joined by Ms. Yasmina Zaidman, who is Portfolio Manager for the Water Innovations portfolio at the Acumen Fund. Yasmina also is a Board Member of IDEX, a San Francisco-based international development organization, and a graduate of the GSB. Yasmina has been an advisor to the faculty in designing this course, and as her job title implies, she is the Acumen Fund’s expert on investments in water projects. She will be stopping here on her way back from a month in India, so she has a wealth of on-the-ground information, as well as being a Buzz of the financial backing world. Yasmina will make a short presentation on how she evaluates projects, and then she would like to serve as a resource for our teams, in terms of responding to and commenting on your implementation plans from the perspective of a real investor. We have the two-hour class session period, and we can set up meetings with Yasmina after class, for teams that would like her feedback on a rehearsal of your presentation. A sign-up sheet for next week’s consultation sessions will be available today, and we will introduce Mr. Jonathan Bilderbeck, a presentation coach who will be available by appointment to work with teams on their final pitch.

Class Session 14, Team Work Session and Faculty Consultation  
Monday, Feb. 28

We have reserved today’s and Wednesday’s class sessions for teams to put all their energy into their projects. George, Scott, and Jim will be available in Wallenberg Hall to meet with teams who would like input on their projects, with a special emphasis on implementation plans. A sign-up sheet will be available in the preceding class, for teams to reserve a slot for consultation. The room also is available for team meetings if you wish, but teams may meet elsewhere if that will help you be more productive.

Class Session 15, Team Work Session and Faculty Consultation  
Wednesday, March 2

We again have reserved today’s class session for teams to put all their energy into their projects. George, Scott, and Jim will be available in Wallenberg Hall to meet with teams who would like input on their projects, with a special emphasis on implementation plans. A sign-up sheet will be available on Wednesday, Feb 23 (or by sending an email to Scott), for teams to reserve a slot for consultation. The room also is available for team meetings if you wish, but teams may meet elsewhere if that will help you be more productive.

Dress Rehearsals  
Thursday, March 3

Tonight teams should exhibit a clear focus, and have well-articulated/tested drafts of their final deliverables. Each team will have fifteen minutes to present their project, live or via video. Teams who plan to produce their own video are encouraged to show it in its entirety or in segments. We will videotape all presentations, so that teams who plan to make their final presentations live can see their rehearsal. We will conduct the entire session in Room S181, so that all students can contribute comments on all projects. We will hold three 15-minute presentations, followed by a 15-minute “comment delivery conversation” each hour, from 7:00 to 10:00. We must start on time and stay on time to execute this plan, so do not be late. We encourage you to provide a printed draft of your implementation plan to the teaching team, so that we can read them and provide feedback by midnight Saturday.

Revised February 22, 2005
We have reserved this week’s class sessions to allow teams to make the big push for their final presentations. However, to make sure that teams have access to the teaching team if they so desire, we will divide the three-hour period from 12:30 through 3:30 into nine 30-minute slots, and assign each team a slot for exclusive access to the teaching team. The assignment sheet will be posted on Basecamp. Teams who wish to swap slots can do so offline, and simply show up for the slot they ultimately hold. These meetings will be held in Wallenberg Hall.

**Assignment:** By midnight tonight (Monday), each team must post on Basecamp an executive summary (no more than 300 words) of your project. We will assemble these into a handout brochure for the audience on Thursday evening.

### Class Session 17, Team Work Session

**Wednesday, March 9**

Tomorrow is D-Day. Faculty members will be available in Wallenberg Hall for consultation if needed, and the room is available for your teams.

### Final Presentations (Teaching Team & Classmates)

**Thursday, March 10, Noon – 6pm**

To facilitate student and Design Advocate attendance, we will conduct the final Design Expo this evening in our regular 7:00 to 10:00 slot. To allow a concentrated, carefully orchestrated presentation to the teaching team, we will hold nine 20-minute presentation sessions during the day, before the evening Expo. This is the grading session. Teams will have 15 minutes to deliver presentations to the teaching team about their design, implementation plan, and user experience. The teaching team will ask follow up questions immediately after the formal presentation, and at the evening Design Expo. These will be followed by a celebratory Design Expo in the evening, and by team debriefing sessions on Friday or Saturday. We will post the schedule of Thursday afternoon presentations to allow teams to work around other commitments, and to allow other students to attend these presentations if they wish.

**NOTE:** Presentations can be made in either of (or a combination of) two forms: oral presentation (we will videotape), or video presentation (you make the videotape).

### Design Expo (Open to the Public)

**Thursday, March 10, 7-10pm**

Location TBA. During this evening session, you will showcase your work to the design advocates, the teaching team, and the greater public. We will provide an email invitation that we encourage you to send to your friends and anyone else who you think would like to attend. From 7:00 – 8:00 pm, each team will deliver a brief (3-5 minute) pitch of their big idea to the entire audience. From 8:00 – 10:00 pm, teams will assemble in exhibit stations, where they can give a more detailed overview to visitors. Each team’s exhibit should present their work in a compelling fashion. We encourage you to employ working prototypes, videos or photos looping on a laptop, posters, spokesmodels, copies of the implementation plan etc. We will provide one 4’x6’ table for each team.

### Teaching Team Debriefing

**Friday and Saturday, March 11 & 12**

Each team will meet with the teaching team for approximately 20 minutes to discuss their work over the quarter. Our intent is to allow you to tell us more about your projects, to provide our feedback in a relaxed setting after the final push for the Design Expo, and to solicit your advice on improving the course. Ideas from this session can be incorporated into your final implementation plans.

### Final Implementation Plan Documentation Due

**Wednesday, March 16, 5pm**

Written implementation plans, including detailed design documentation, should be submitted on Basecamp in Adobe pdf format by 5pm. The underlying document can be in Word, PowerPoint, or any other medium, but please check to ensure that the pdf conversion is correct. If you prepared your own video, please deliver a copy to the teaching team on a CD (Basecamp will not accept files larger than 10 MB).

### Peer Evaluations Due

**Wednesday, March 16, 5pm**

Each student will provide feedback on the contributions of the other members of their team, and on any other class members who have been particularly helpful. This information will determine the peer evaluation component of the final grade. We will provide a standard form, which must be emailed back to Scott. **NO EXTENSIONS WILL BE GIVEN FOR LATE PEER EVALUATION FORMS.**