
PDP

Bas Bakx, s123612

B2.2

Identity

I'm Bas Bakx, born in 1994 in Ossendrecht, where I attended the local primary school.

If you were to ask me what I wanted to be when I grow up at the turn of the century, I would have said "inventor", becoming an inventor was put on hold for a few years in favor of learning to read and do maths.

In 2012 I got my Gymnasium degree studying at Het Juvenaat in Bergen op Zoom.

Throughout high school I more and more realised that I had different ideas about what was "right and wrong". There is some basic knowledge everyone should know and I won't claim anything I learned in high-school is abundant, but what about self-development? Isn't being able to educate yourself for whatever will come at least as important as learning current knowledge?

After that I could finally start to realise my dream of becoming an inventor. At this point I had also developed a heavy interest in graphical design. I started studying Industrial Design at the TU/e, where I am developing to become a competent designer.

Vision

As the owner of my favourite shoe brand Floris van Bommel kindly wrote on the sole of my shoes:

"I like to make nice shoes."

I too like to make nice things, what I don't like is explain why they are nice. While it is valuable to discuss design and it's interpretation, I consider a design failed if it doesn't evoke immediate response from its users. This makes it vital for me to keep an open mind to interpretations of my and anyone else's work.

I try to look further than a user's preferences; I design to anticipate and get immediate reaction.

When famous designer Dieter Rams was asked how much consumer research he did at Braun he simply answered:

"Never. We wanted to change the world."

Good design is timeless. If the essential resources and commitment meet a good idea, no matter what the current trend might be, it will be a succes.

When I create I focus on details and context, any design choice should be justified, it should have a reason behind it, an opinion, a story. I design the same way I would write a book, piece by piece, justified and expressive. This makes it impossible for me to separate form and function.

I like to lead a design back to its roots to make it nothing more and nothing

less than it should be. This results in an inherent preference for minimalism and artistic properties, reflected in this very showcase.

basic knowledge, but also a lot of experience in exploring before unknown subjects.

Next semester I have to do an independent project. My goal will be much like last semester: keep contact with other students. Let multiple brains influence my project.

Self-Directed and Continuous Learning

Take responsibility for and give direction to your own personal development, based on a continuous process of self-reflection and out of curiosity for future developments in technology and society.

I consider this competency the centre of everything that happens in Industrial Design. We get a lot of free space which makes it essential to spend a lot of attention to this. We are being trained to work in the future and since we don't know what is going to happen then, we need to learn how to anticipate on anything that could happen. This requires a certain

Analysing Complexity

Design problems generally are complex and ill defined. Analysis and formal modelling can be powerful tools to unravel principle patterns and mechanisms in the complex reality, and to explore the potential impact of design decisions.

This competency mainly got developed in my past semesters, through technical courses such as: Modeling, Calculus and Physics. It has not shown much relevance so far since I prefer trial and error. However that language I learned in physics and calculus allowed me to solve some more complex calculations with international students in DG409 Designing for the Environment. Which I definitely wouldn't have been able to otherwise.

My goal is again, to pass calculus, preferably the 25th of January.

Integrating Technology

Being competent in integrating technology means being able to explore, visualise, create and demonstrate innovative concepts and experiences using technology, as well as analysing the technical and economic feasibility of complex designs in which technology is integrated. Moreover, one needs to understand scientific writings and be able to communicate with engineers and researchers of another discipline.

This competency is getting more and more crucial in my design process. After the conception phase of an idea I realise that it's important to try creating it. This process not only exposes any problems that need to be sorted out and raises ideas, but a visualisation of a concept also allows to get more feedback on it from others, because more brains allow for wider ideas.

My goal for next semester is to have a truly business worthy prototype. No duct tape, no arduino's sticking out, no ugly cabling, no unfinished mdf and the electronics neatly mounted on perfboard (or preferably a PCB).

Ideas and Concepts

Develop visions, innovative ideas and concepts through creativity techniques, experimentations and the translation of research.

I think this is a well-developed competency of mine. I'm all about creating and ideating, in which it is very important to let all rules go. While the best ideas might not always come in an organised setting like a brainstorm, a situation in which crazy ideas come out best can definitely be made and will positively influence the process down the road.

Next semester I want to try individually brainstorming. When working in a company I won't always be able to get everyone together to throw ideas around since this is incredibly expensive.

Form and Senses

Experience and develop through doing and abstraction, aesthetical (physical) languages that connect thought and interactive form, in order to communicate specific properties of the design concept.

This competency is always relevant. Whether it is graphic design, conveying a concept through a prototype or thinking about a way to produce a product. This study forces me to use what is around me to give form to ideas a lot, which I think is very positive.

Whatever I produce next semester I want to explore how the prototype could become a product, combining this with DBP. The design should work both visually and functionally, but there also has to be a plan how to feasibly and effectively produce it.

User Focus and Perspective

Understand human characteristics, goals and needs, the context of use, and create empathy with users throughout the design process. Design user-system interaction for user experiences

Last year I did a very usertesting-heavy project so this year I decided to put my vision into movement some more. I think the job of a designer is to go further than creating a solution to a problem. A designer can look at the overall process and look where something can be optimized or bring an entirely new idea into the world, something others wouldn't dare to think about. Innovation is the keyword here.

I want to present do a usertest with the final or near-final prototype of this project and make it into a professional video which can be presented alongside my final project.

Social Cultural Awareness

The focus of our education at ID is on designing intelligent systems, products and related services for social and societal transformation. Therefore, you need to learn to drive the design process from an awareness and understanding of developments in society, envision your designs in society, place the development of systems in a broader perspective, and take position in and evaluate the impact and mediating role of a system, product or service on society

I have come to love giving attention to this competency. I love visiting exhibitions and spot designs where you wouldn't expect it. I think it's important and even necessary for a designer to see and understand the design around them in everyday life like my assignments DG123 Making/materials and DG409 Designing for the Environment focussed on a lot.

I'm going to create a portfolio this semester. This portfolio has to contain extensively who I am and how I became this. I want to clearly be able to position myself in the design world in my portfolio. In a way that also enables me to profile myself in potential internship-interviews.

Designing Business Processes

Bringing new products to users in a global market of a dynamic international industrial context requires knowledge of industrial business processes.

This competency got some more critical attention last semester. Because I chose to do the USE learning line Technology Entrepreneurship. Which I really looked up against, since I don't like to deal with it. I did get to analyse business ideas and even perform an original business idea with my group which can be seen to the right.

To develop this competency I am continuing my USE learning line in Technology Entrepreneurship, the next course is called: "1ZSUB0 Open innovation"

Combining this competency with F&S, I want to at least create a plan to optimise my design for production.

Design and Research Processes

Master the design process and the research process, and adjust these processes to the demands of the task at hand.

The most dangerous thing that this competency is very close to is stretching out the research or ideation process for too long. You can get stuck on these subjects for entire semesters if you'd like, but the job of a designer is to choose a point to start from after a set time (for example a week, like I did in my project this semester).

Last semester this competency didn't get a lot of attention in the project. In my individual project in B2.2 I won't get as much information from my teammembers, so I want to increase the amount of research done and document it well.

Multidisciplinary teamwork & communication

Work together towards a common goal using all strengths within a team and communicate opinions, ideas, information and results clearly and convincingly.

While this is a new competence it has already received a lot of attention. Bachelor college basically forces this competence upon ID students. I get to work with a lot of students, also from different studies and sometimes even people not even studying, like a bronze caster.

In my next, individual, project I want to keep including others. But this competency will mainly be developed in my assignments when working together and my USE learning line, which allows me to work together with students all across the TUE.

Study Contract

I did not pass all my bachelor college courses, specifically I did not pass Calculus. It was a very hectic start of a new study and I underestimated the workload of it which caused me to get behind. Even though I had 100% scores on all online tests and good scores on the homework that had to be handed in I ultimately did not get a passing grade on the final exam. Because of this I believe I do have the skills to pass calculus, just not the ability to apply all of them in an exam.

The only thing I can do is try again, retake calculus and relearn all material. I have a lot of motivation to finish calculus, mainly because it might otherwise interfere with the internship I want to do next year.