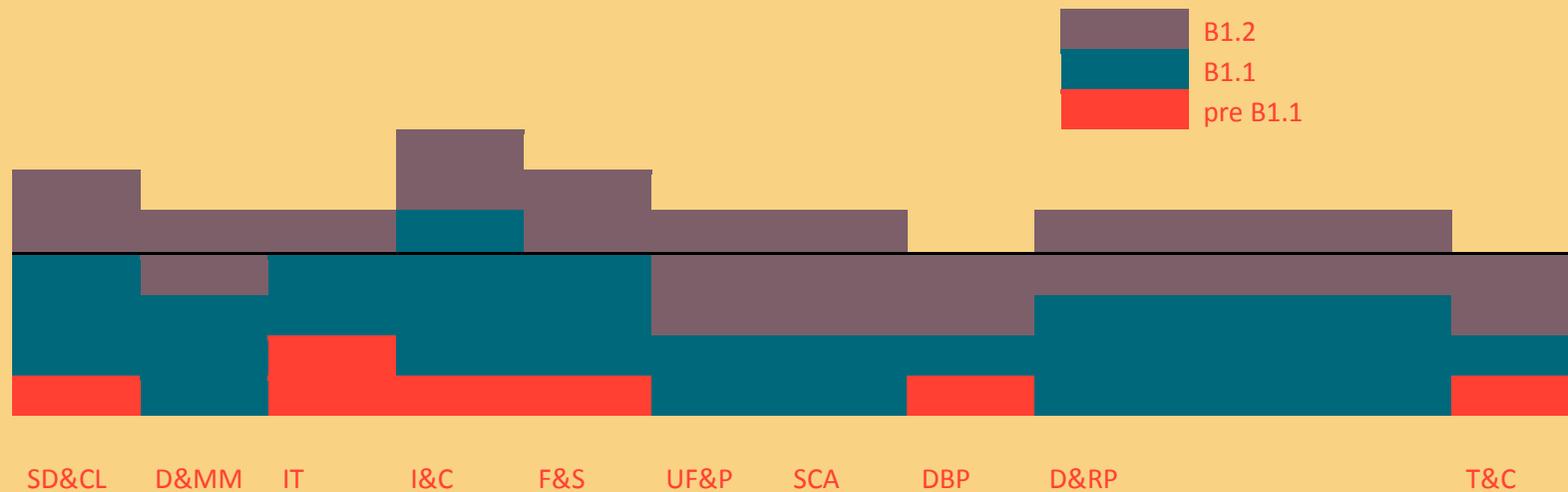


Personal Development Plan Bas Bakx, s123612 B1.2



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.

This competency has gotten a lot of attention the past semester, I consider myself to have awareness in it. Not only bachelor college, but also my project and assignments forced me to train myself in leading my own development. I have developed a better picture of how the faculty works and know where to go when I have a problem. I also have a much easier time describing how activities are relevant for my competency development.

By the end of my semester I want to be able to say all my competencies have reached awareness and explain why. I expect some competencies to considerably raise above awareness.

I will continue to reflect on, write and draw about my activities. To get an even better understanding of how activities support me in becoming a better designer on an abstract level

Descriptive and Mathematical Modeling

Being able to create and apply descriptive and mathematical models by using formal and mathematical tools, in order to justify design decisions and support the design of complex, highly dynamic and intelligent systems.

For this competency I have already done a lot in my B1.1. Calculus and physics were almost entirely devoted to it and even though I find it hard to link them to becoming a designer I see the relevance to this competence.

The basic course modelling will emphasize on this competence even more, maybe even put my past knowledge into practice some more. My goal is to pass modelling first time and calculus by the end of this semester.

Passing modelling will rely on me being able to apply my knowledge to the project I get to make within it. To pass calculus I will have to build a plan for myself on what to do on a week-to-week basis since there are no more classes.

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.

With a background in integrating technology and development in my B1.1 semester I am aware in this competence. I achieved the goal I set in my last PDP by making a working, interactive prototype for my project and integrating cardboard modelling in creating this prototype.

Because I now have a project that can more easily be tested effectively and relatively quick, I aim to build at least 2 functional interactive prototypes before the end of B1.2; one for the theme days and an improved one for the final exhibition.

All in all I want to develop this competence by making more, and practicing with making functional prototypes as much as possible within my project.

Ideas and Concepts

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

I have developed this competence a lot in my B1.1. By brainstorming in my project group, sound sketching, exploratory cardboard sketching and some small brainstorms I attended. Panamarenko and perhaps discreet interaction design will also add to it to some extent.

I aim to develop a great concept with my project group and an interesting project in Panamarenko, to prove I have reached awareness (and maybe even more) in this competence. At the start of B1.2 I realised I have some lacking knowledge in ideation techniques. To remedy this I will create a report on efficient ideation techniques and organise an expert meeting based on that.

To do this I will continue to reflect on the ideation process. Starting with the “pressure cooker” at the beginning of B1.2.

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.

A competence that received a lot of attention in both my assignments in B1.1 and project. I learned a lot about how to communicate the properties of a design, and how to give shape to an idea. Like I hoped to do last semester I used cardboard modelling in my project.

Next semester I want to use cardboard modelling again, to make sure my knowledge in it doesn't go to waste. I also want to train it by making at least two (form) explorations during the testing and conception period.

I will develop myself in this competency by creating form explorations, the prototypes specified under IT will also contribute.

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

A competency that I gave less attention to last semester than I wanted to. Even though we did a short survey in the Efteling there was no usertest.

In this semester I aim to do at least two comprehensive usertests. And process the results in a useful way. I aim to collect data from at least 5 serious testers. When the data is collected it should be processed accordingly.

To develop this competence I will rely on usertesting within the project. I will also rely on my second assignment this semester, Discreet interaction design.

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

During my first semester (especially the SDL weeks), I learned a lot about design, more than I could imagine. Even being passionate about design before starting the study, there are far more aspects and far more depth to it than I ever expected.

A lot of this competence will be developed in Milano, where I will spend a week at the Milano design fair. Besides this my assignment Panamarenko will focus for a big part on it. I will create a photo series of objects and situations that interested me in Milano, each photo will be accompanied by a short description of what I saw in it, and what they mean to me.

I will spend a lot of time developing this competence this semester, B1.1 really piqued my interest in the background of design and B1.2 will give me time to discover more about it.

Designing Business Processes

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

A competency that received more attention in the end than I expected. I was a bit suspicious of this competency at first, but soon realised that keeping a client in mind is very important for a final design. A client can be a company, but also a charity and should be kept in mind.

As a goal I would like to develop a product that would actually be interesting for Philips. It should be viable to be sold and fit Philips as a client, while retaining its most important values.

Philips will get a more central position in this project, as they would be actually marketing the project and will, in the end, decide whether a product is viable. This will be tested by delivering our final report to Philips and processing the response.

Design and Research Processes

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

While I consider researching is very important (the problem at hand should be carefully noted and understood), I don't think the best way to go about it is grabbing a book or turning on google scholar and read a lot about the problem. I think the best way is to gather the knowledge needed to advance in a process and work from there. I prefer experiencing the problem to having someone tell me about it (or reading about it.).

By the end of Q3 I want to have a clear knowledge about the area of sleep we chose to focus on. I want to be able to communicate why our design will work on a more scientific (biological)

To do this I will have to talk to more knowledgeable people on subject of design. The TU/e library also contains some books about sleep and, if relevant, I will gather information from them. Research methods will be recorded, and discussed in the "process" part of the final report of my project.

Teamwork and Communication

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

I have had very positive experiences around this competency from my B1.1 semester and hope to continue them in my B1.2. being able to effectively create ideas and boil them down to concepts is very important, and best done in an inspiring environment.

My goal for developing good teamwork skills is being in a testing stage two to three weeks into the project. Not to get stuck in a researching phase

I want to work together with my project group I a way that doesn't require us to orientate too much by reading literature, but by creating and trying out.