

BEYOND 15+HIGH

A Co-Design Studio for Graduate Students

Course Number: D6400

Department of Design

Time: Mondays from 2:00 to 6:00

Location: 105 Hayes Hall

Zoom link: <https://osu.zoom.us/j/96307483908?pwd=T09salpkSyt2NWhROVAyOGFjTWdMdz09>

Instructor: Liz Sanders, PhD, Associate Professor

Email: sanders.82@osu.edu

Office Hours: By appointment in 230 Hayes Hall

Background

Campus Partners unveiled a Master Plan in 2015 to create a new “front door” to the OSU campus on the east side of High Street between 14th and 17th Avenues opposite the Wexner Center for the Arts and the Ohio Union. 15 + High is anticipated for completion by the end of 2022.

But what are the plans for the residential areas beyond 15 + High? Who will live there in the future and how do they want to live? These areas include the neighborhoods east of High Street all the way to the railroad tracks, bounded by Hudson Street on the north and 11th Avenue on the south. There is also a residential area north of campus (west of High Street, bounded by Lane Avenue on the south, Hudson Street on the north, with the Olentangy River on the east) that will be explored. Together, we will refer to these areas as “Beyond 15 + High.”

Course Goals

We will work in collaborative teams to explore what life could be like for the people who will live in these neighborhoods in the future (10 to 15 years from now). We will do so by engaging directly with people using a co-design approach. Our co-designers will include current residents as well as others who could imagine living there in the future. We will engage in a participatory exploration of future scenarios of use for people who will live in the residential areas beyond 15th + High.

But what will happen after the course is over? Will our process and/or outcomes have an impact on the future? Will we be able to ensure that the work continues in the hands of the co-designers and other key stakeholders?

Learning Objectives

The graduate students will:

- Learn from academic and practice-based experts in city and regional planning, environmental science, architecture and landscape architecture,
- Engage in exploratory research activities in the front-end of the design process with a participatory mindset,
- Explore and learn to use a range of physical and virtual methods, tools and applications.
- Participate as a team member on a challenge with potential for social impact in the future,
- Explore design concepts together with current and future residents using various means of

generating, and communicating ideas, concepts and/or solutions.

- Learn more about off-campus residential opportunities and community-based activities.

Campus Safety Requirements

“Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.”

Schedule: The outline below shows the overall plan and flow of events for the semester. Since this is a hands-on studio, events may change as we go. More specific information will be posted on Canvas as the plan unfolds.

Dates	What we will do in class
January 10	<ul style="list-style-type: none"> • Introductions and course overview • Co-design: Mindset, approach, methods, tools and materials • Begin to scope the problem/opportunity space • Guest speaker at 4:00: Keith Myers is Vice President, Planning, Architecture and Real Estate at OSU and Chair of the Campus Partners Board. He will talk about the design and development of the 15+HIGH • Tools for discovery: ArcGIS, Dovetail, SocialPinpoint, etc. • <i>Homework for the January 24: Neighborhood Walks</i> • <i>Homework for January 31: Read “A City is not a Computer”</i>
January 17	Martin Luther King Day: No class
January 24	<ul style="list-style-type: none"> • Guest speaker at 2:00: Jason Reece is an Assistant Professor of City and Regional Planning at the Knowlton School and a faculty affiliate at The Kirwan Institute for the Study of Race & Ethnicity. • Partner teams present their Neighborhood Walks • Generate and collect ideas for the team projects
January 31	<ul style="list-style-type: none"> • Discuss <i>A City is not a Computer</i> • Guest speaker at 3:00: Lily Mank is a licensed Landscape Architect and current doctoral fellow studying Environmental Sciences at OSU. • Discuss and prioritize ideas for the team projects • Form 4 to 5 teams around the prioritized project topics
February 7	<ul style="list-style-type: none"> • Teams present objective, focus and scope for their topic • Discuss opportunities for the final summary documentation • Guest speaker at 5:00: Josh Tomey is Director of Design at MKC Architects
February 14	<ul style="list-style-type: none"> • Teams present progress to date and share challenges • Teams work on their projects
February 21	<ul style="list-style-type: none"> • Teams present progress to date and share challenges • Teams work on their projects

February 28	<ul style="list-style-type: none"> • Teams present progress to date and share challenges • Teams work on their projects
March 7	<ul style="list-style-type: none"> • Teams present progress to date and share challenges • Teams work on their projects
March 14	Spring Break: No class
March 21	<ul style="list-style-type: none"> • Preliminary team presentations • Discuss opportunities for the final summary documentation and decide on an approach • Teams work on their projects
March 28	<ul style="list-style-type: none"> • Teams present progress to date and share challenges • Teams work on their projects
April 4	<ul style="list-style-type: none"> • Individual project presentations from 2:00 to 4:00 • Teams work on their projects
April 11	<ul style="list-style-type: none"> • Individual project presentations from 2:00 to 4:15 • Teams work on their projects • Individual project documents are due April 11
April 18	<ul style="list-style-type: none"> • Discuss progress and next steps on the final summary documentation • Teams work on their projects
April 25	<ul style="list-style-type: none"> • Final team project presentations in 105 Hayes Hall. • Team project documentation is due April 29 • Final summary documentation is due April 29

Required Book

Mattern, Shannon (2021) *A city is not a computer: Other urban intelligences*, Princeton University Press, Princeton NJ.

Required Reading

Note: This paper can be found on Canvas. Others may be posted as they become relevant to the topics of the team projects.

Alexander, C. (1965) A city is not a tree. *Architectural Forum*, Vol 122, No 1, April 1965, pp 58-62. (*Alexander_1965*)

Recommended Books

Alexander, C. et al., 2015, *A city is not a tree*. Portland: Sustasis Press.

Alexander, C., Ishikawa, S., & Silverstein, M. (1977). *A pattern language: Towns, buildings, construction*. New York: Oxford University Press.

de la Peña, D., Allen, D.J., Hester R.T. Jr, Hou, J., Lawson, L.J. and McNally, M.J. (edited by) (2017), *Design as democracy: Techniques for collective creativity*, Washington, DC, Island Press.

Recommended Readings

Note: The papers listed below can be found on Canvas. Others will be posted as they become relevant to the topics of the team projects.

Alexander, Christopher (2003) "New concepts in complexity theory arising from studies in the field of architecture: A response by Christopher Alexander." *Katarxis Nº 3: New Science, New Urbanism, New Architecture?* 3, No. 3. (*Alexander_2003_New_Concepts*)

Ajayakumar, J., Curtis A., Smith, S. and Jacqueline Curtis, J. (2019) The use of geonarratives to add context to fine scale geospatial research, *International Journal of Environmental Research and Public Health*, 16, 515. (*Ajayakumar_Curtis_Smith_Curtis_2019*)

Bjögvinsson, E., Ehn, P. and Hillgren, P (2012) Design things and design thinking: Contemporary participatory design challenges, *Design Issues: Volume 28, Number 3*. (*Bjögvinsson_Ehn_Hillgren_2012*)

Calvo, M. and De Rosa, A. (2017) Design for social sustainability. A reflection on the role of the physical realm in facilitating community co-design. *Design for Next, 12th EAD Conference*, Sapienza University of Rome, 12-14 April 2017. (*Calvo_DeRosa_2017*)

Fassi, D., Laura Galluzzo, L. and Rogel, L. (2016) Hidden public spaces: When a university campus becomes a place for communities. *2016 Design Research Society 50th Anniversary Conference*, 27-30 June 2016, Brighton UK. (*Fassi_Galluzzo_Rogel_2016*)

Jamonnak, S., Zhao, Y., Curtis, A., Al-Dohuki, S., Ye, X., Kamw, F. and Yang, J. (2020) GeoVisuals: A visual analytics approach to leverage the potential of spatial videos and associated geonarratives, *International Journal of Geographical Information Science*, Vol. 34, No. 11, 2115–2135. (*Jamommak_etal_2020*)

Selloni, D. and Cantu, D. (2013) From engaging to empowering people: A set of co-design experiments with a service design perspective, Uploaded by Nesta on Dec 16, 2013. (*Selloni_Cantu_2013*)

Van Waart, P., De Bont, C. and Mulder, I. (2015) Participatory prototyping for future cities, *Participatory Innovation Conference 2015*, The Hague, The Netherlands. (*VanWaart_DeBont_Mulder_2015*)

Other Useful and Inspirational Resources

Note: The documents listed below can be found on Canvas. Others will be posted as they become relevant to the topics of the team projects.

McKercher, K.A. (2020) *Mindsets for Co-Design*. BeyondStickyNotes.com. (*McKercher_2020*)

NESTA: The Collective Intelligence Design Playbook. Tools, tactics and methods to harness the power of people, data and technology to solve global challenges CREATED BY Nesta's Centre for Collective Intelligence Design. (*NESTA_Playbook.pdf*)

MKSK with Campus Partners (date?) *15th Avenue & High Street Urban Framework Plan*. (*15th+&+High+Urban+Framework+Plan.pdf*)

Undergraduate Student Government's Student Affairs Committee, *The Ohio State University Renter's Guide*, 2019-2020 version. (*OSU_USG_Renting_Guide_2019.pdf*)

Course Evaluation

Students will be evaluated based on one individual assignment, the team project, and class participation. Since this is a hands-on project course, class time will primarily be devoted to team meetings and/or co-design sessions. Students are expected to attend and participate in every class. Please let me know ahead of time if you have to miss a class. Assignments must be submitted on the day they are due. Assignments turned in late will be marked down an entire grade (e.g., B to C) for each day they are late.

There will be 100 possible grade points distributed as follows:

- Individual assignment: 20
- Team project presentation and documentation: 70
- Class participation: 10

Academic misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slids@osu.edu; 614-292-3307; slids.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Sexual misconduct

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity and expression, and nationalities. Class rosters are provided to the instructor and may include the student's legal name unless changed via the University Name Change policy. I will gladly honor your request to address you by another name or gender pronoun. Please advise me of this early in the semester so that I may make appropriate changes to my records.

BEYOND 15+HIGH The team project

Overview

The course is built around the team projects. Students will generate ideas for the projects and 4 to 5 teams will be formed around the topics with the most collective interest. We will work to ensure that the selected set of topics represent a broad coverage of the environmental landscape and the connected social fabric. Once the teams are decided upon, there will be ample class time devoted to team collaboration.

We will have weekly progress presentations by each team. These short, informal presentations will provide the teams with useful feedback and support. The iterative sharing will also help in the planning and coordination of the final summary documentation across all teams.

Each co-design team will make a preliminary presentation of their progress on March 21 and a final presentation of their project on April 25. The audience for the final presentation may include key stakeholders and co-designers who took part in the projects. The guest lecturers will also be invited to attend.

The content for the final presentation for each team should include:

- Objective(s)
- Background about the topic
- Overview of the process (including challenges and changes to the original plan)
- The role of co-design in the process
- Reflection on the co-design process
- Deliverables
- Team members and their contributions

The content for the final documentation for each team should include:

- Table of contents or another form of navigation
- The final presentation
- All working materials (e.g., raw data, interview guides, consent forms, photos, videos, etc.) organized in such a way that someone not involved in this course could tell what you did at each step of the process. Your document could be on MIRO or GoogleDocs or some other platform.

Final summary documentation

- The form and format of the final summary documentation that integrates all projects onto one “platform” will be determined collaboratively.
- All teams are expected to contribute to the final summary and, if relevant, the individual projects will also be included.

BEYOND 15+HIGH The individual project

Overview

The individual project will give students the opportunity to explore a topic, tool, method or emerging concept in more detail. The individual project content must be related to the course goal, i.e., exploration of future scenarios of use for those who will live in the residential areas beyond 15th Ave. and High Street.

This course goal is very broad and so the opportunities for the individual project are endless. You may want to choose a project that has a connection to your thesis or dissertation research. Or you may want to choose a project that relates directly to your team's project and serves to enrich it. Since there is so much latitude in the individual project, please meet with me to talk about your ideas before you get started.

The individual project counts for 20% of your grade for the course.

Deliverables

You are encouraged to explore alternative means of communicating and sharing your project with the class. Here are some ideas but other formats can be discussed as well:

- A story about how people will use the idea/concept you have explored
- A sketch or set of sketches to communicate the project process and deliverables
- A storyboard of an experience, event or process
- A video sketch
- A low-fidelity 2D or 3D prototype
- A provotype (provocative prototype)
- An enactment or performance (live or video-taped)
- Facilitation of an event
- Etc.

Presentation and Documentation

You will make a short (10 to 15 minutes) presentation to the class of your individual project on either April 4 or 11. You will also produce documentation for your individual project that is due on April 11. The form of documentation will vary based on your project content and the type of deliverable you choose to work with.

We will also want to incorporate your individual project results in the final summary documentation, as relevant.