

CULTIVATING RISK

A Pedagogical Approach to
Learning, Failure, and Experimentation

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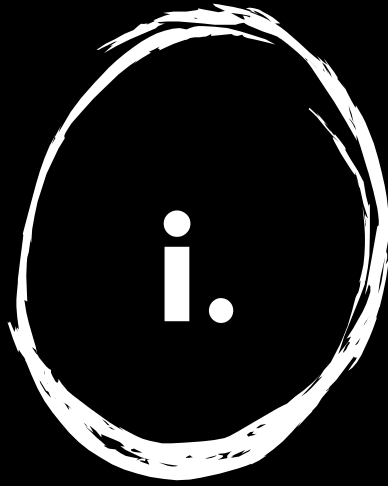
THE DESIGN THINKING INITIATIVE

The experience of risk
make it personal

Emergent perspective
don't talk about risk at all

Insights that provide context
reuse ideas from your first talk

An accounting of the unaccounted for
change your mind



THE EXPERIENCE OF RISK

Explore experiences
that make the visceral feel tangible

RISK



Rio Secreto, Mexico

a situation involving exposure to danger:
all outdoor activities carry an element of risk.

- [*in sing.*] the possibility that something unpleasant or unwelcome will happen:
reduce the risk of heart disease

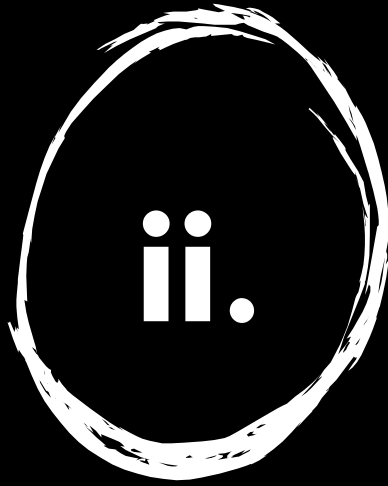
- [*with adj.*] a person or thing regarded as a threat or likely source of danger:
she's a security risk | gloss paint can burn strongly and pose a fire risk.

RISK

What does risk mean to a **TEACHER**?

What does risk mean to a **LEARNER**?

What does risk mean in a classroom?



A NEW FRAMING FOR RISK

What is the relationship between
endangering and enabling?



how deep, how vast, how dark is this danger?

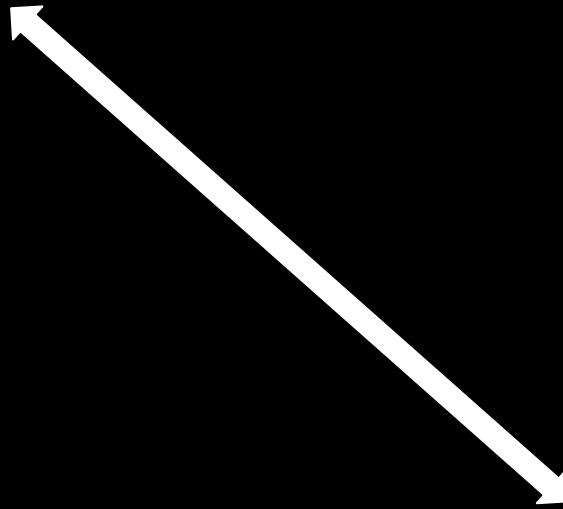
the experience of risk is...



discomfort with

ambiguity

Endangered



Enabled

Dialectical Opposites



Turning Radius

radius putar maksimum hingga
6,2 meter



6.2m



CHEMISTS

CHEMIST

PESA UNIFORMS

LAMBORGHINI

596 ZBF

KAV
934V

MADDSKILZ

2553 ADL

LANGATA1



FORTUNE FAVORS
THE BRAVE

MY SHIP

MAXIMUM SPEEDS
80 KM/H WIDE TIR
60 KM/H OTHER ROADS

POLICE

POLICE







“...squashed like rats in a cage”

- Gertrude (who rides a kombi to work everyday)



Gertrude's Testimony: Story #1

... the experience is not always pleasant, especially when the drivers are driving very fast. And the speeds that they do some days! It's very frightening.

...take for example last week—it's not that me personally I was in an accident, but I witnessed an accident with the commuter omnibus that was just in front—where he was going at a certain speed and another commuter [omnibus] was trying to overtake him and then there was another car coming from the other direction. And well, the commuter omnibus didn't slow down to let the overtaking car come back into the lane and then there was a collision between the two cars. Fortunately for them, the people in the other commuter [omnibus], there were no deceased but there were quite some injuries especially with the two people who were sitting in the front of the commuter omnibus. Obviously, because they don't wear seatbelts, and seeing it's three people it's quite difficult in that situation. So I think they could drive a bit safer and at more decent speeds to reduce accidents.

Commentary from Participants

Lilian: She's observant, she talked about problems of overtaking. She could tell the tale in a very clear way.

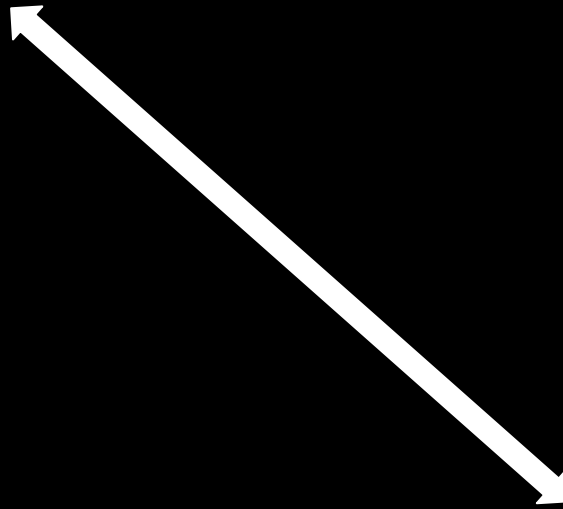
James: **She thinks "something has to be done" and entreaties anyone with greater authority. It's a call for policymakers.**

Steve: She lacks confidence about... she doesn't trust the kombi drivers totally but she has no choice for transport.

Tinashe: **There's no sense of agency, she can't really change things. She hasn't thrown in the towel, she's talking about it, but does she see herself as an advocate? Not really. Is she just whining?**

Will: I thought her conclusion was that there's room for improvement.

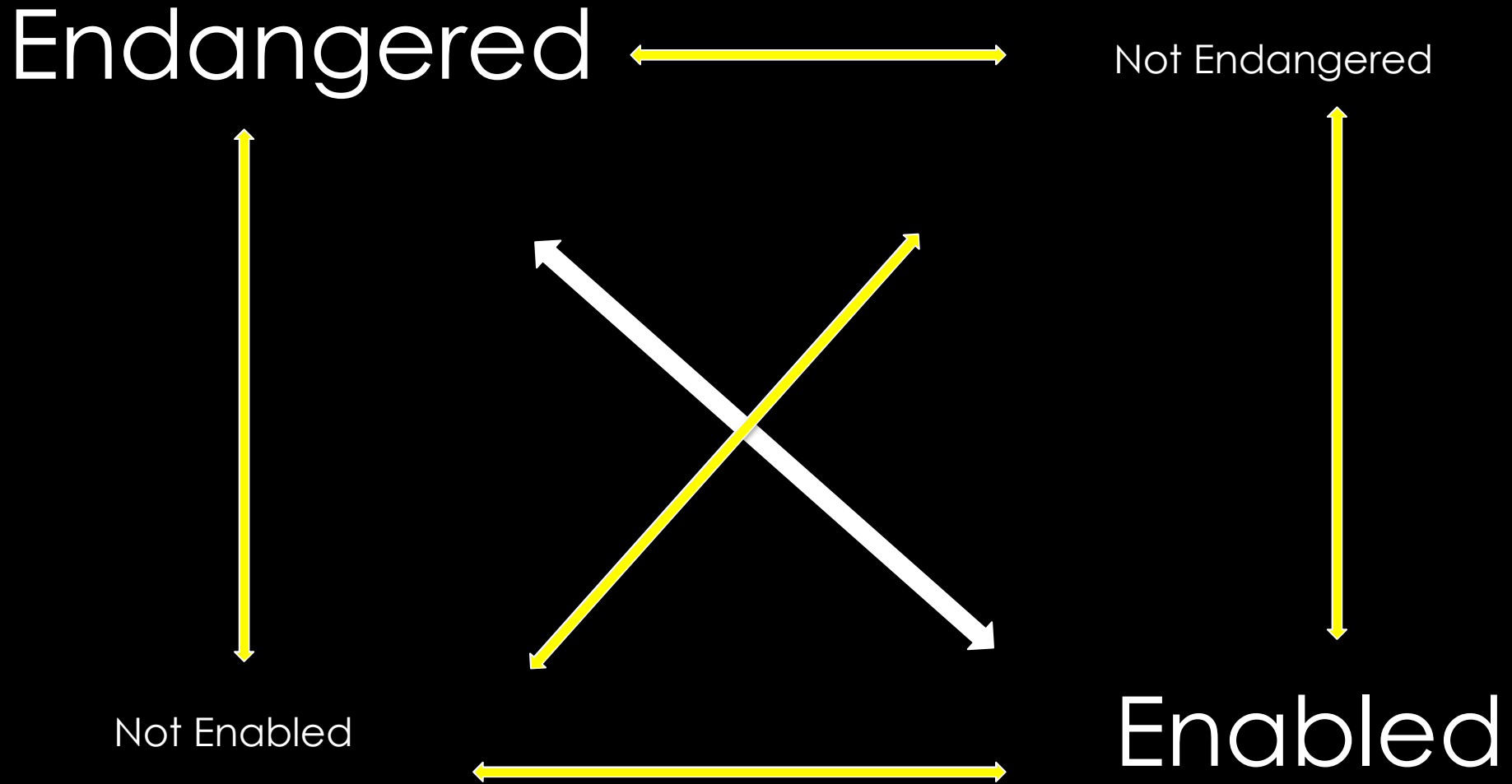
Endangered



Enabled

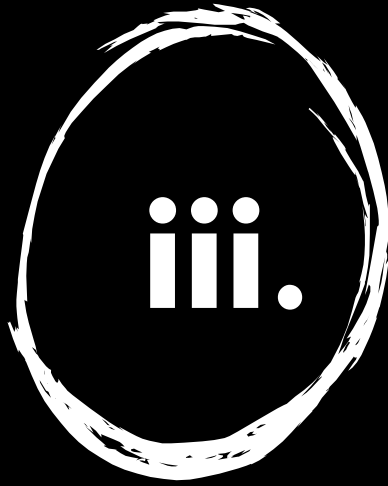
Dialectical Opposites

- this framing does not allow you to explore the spaces between the opposites



Semiotic Square

- creates 10 intermediary or meta-terms out of 2 opposites, and allows deliberation of the nature of “inbetween-ness”



THE LOCUS OF LEARNING

What is the point of being here?
Why this campus? Why this course? Why this program?

What experience do we design
to guide students in arriving at insights about this purpose?



“The human condition” “We refugees”

Hannah Arendt

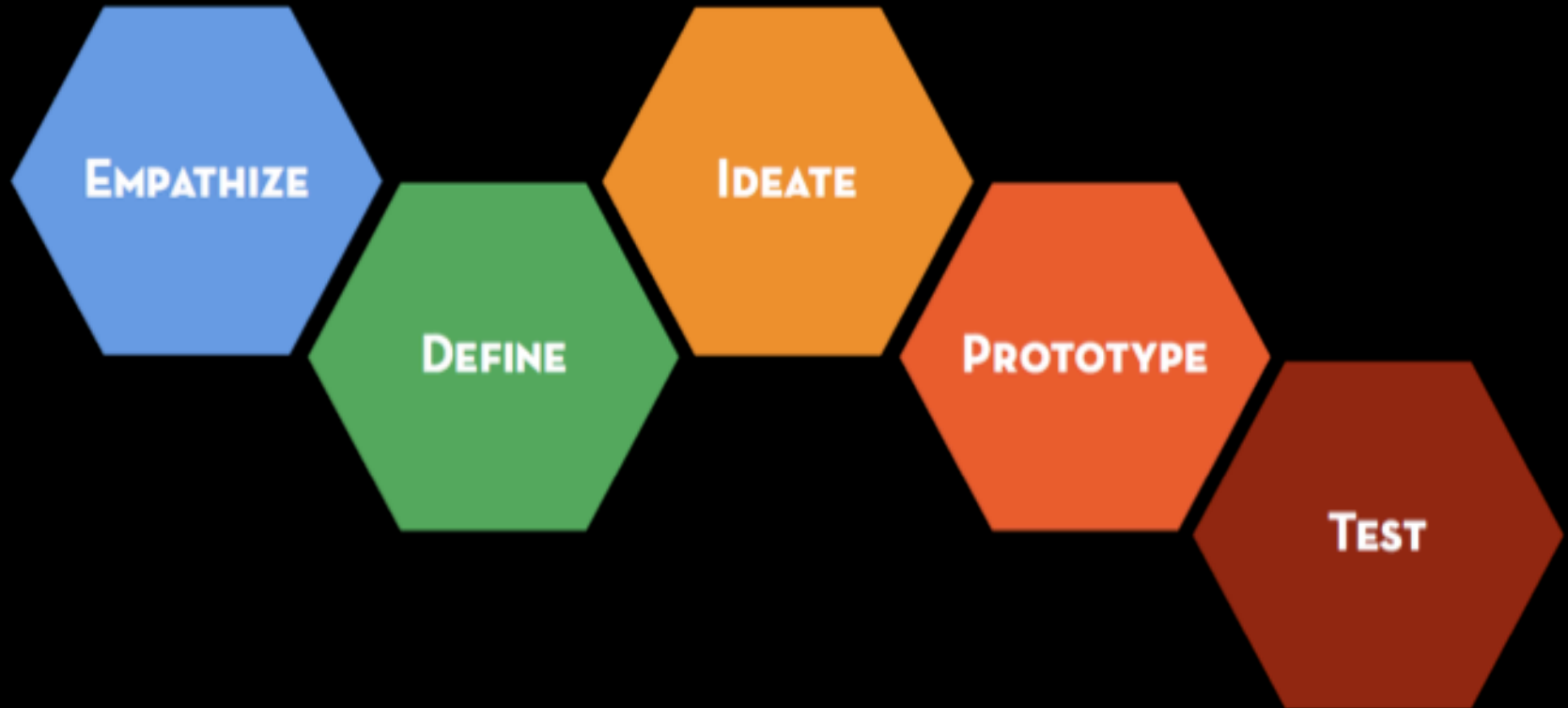
Labor. Work. Action.

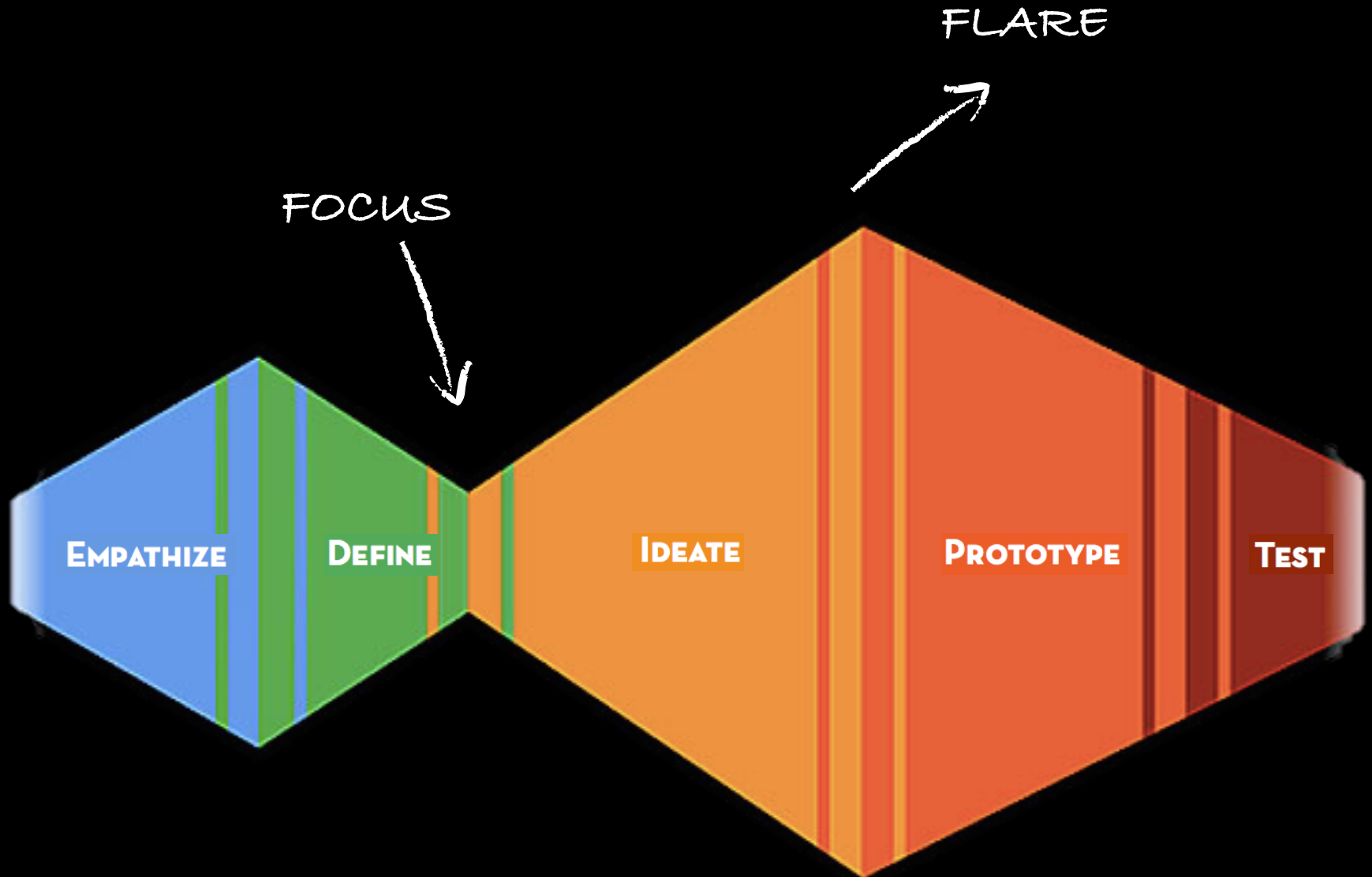
All human activity falls into one of these three categories.

Labor is continuously striving to make do.

Work is making a contribution to the human-made environment.

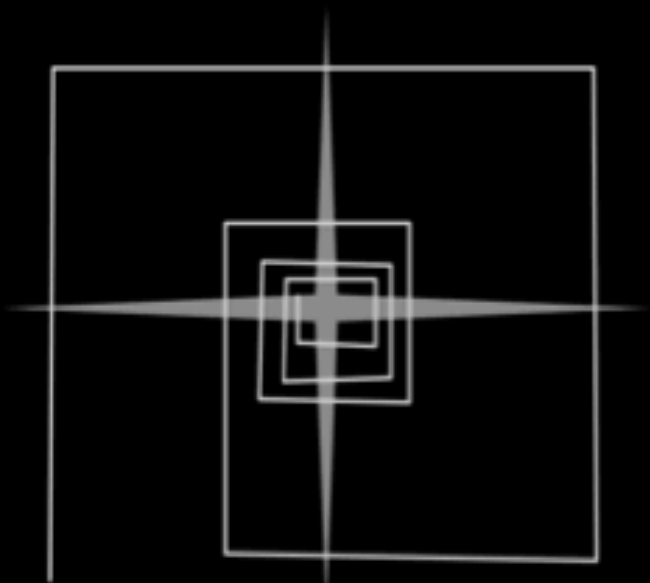
Action is have an impact or influence that endures beyond your life time.



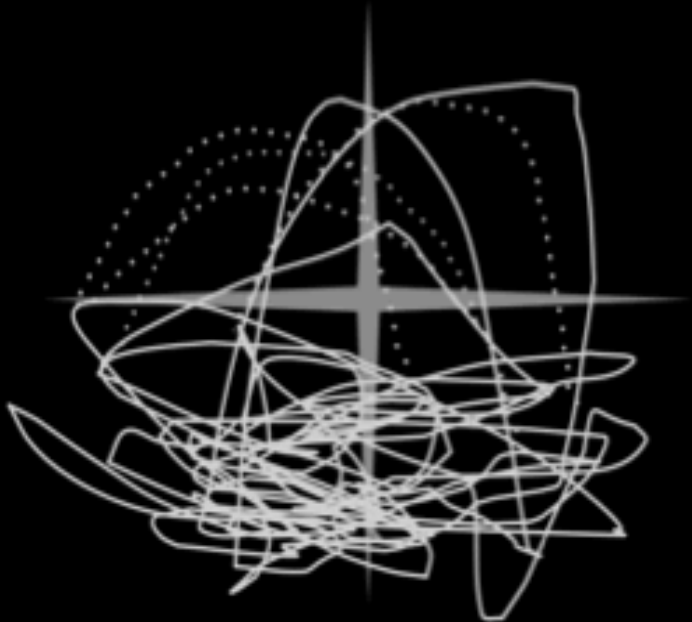


knowing when to narrow and broaden focus

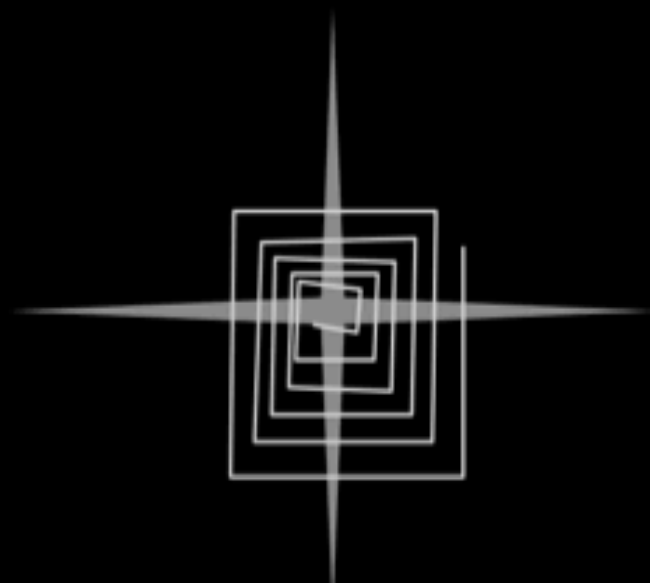
Design Thinking & Scientific Method



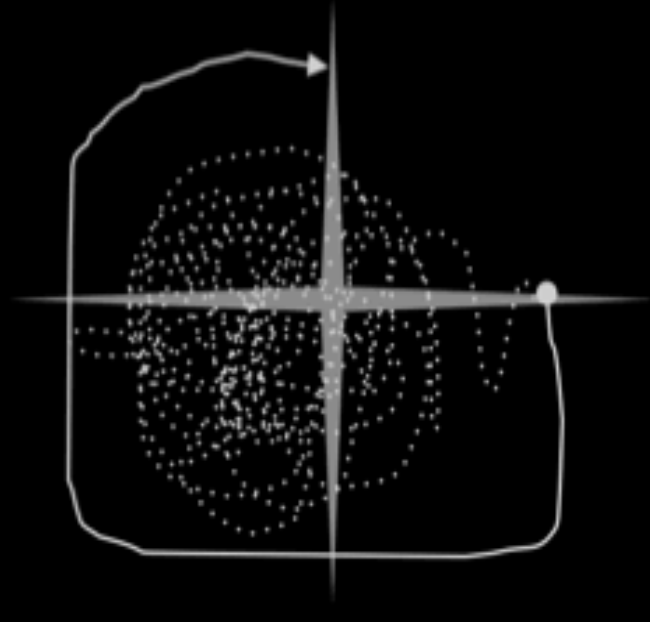
Most “tinkerers”



Lean Startup Cycle



“Accidents” & “sudden genius”





FOCUS ON
HUMAN VALUES



SHOW
DON'T TELL



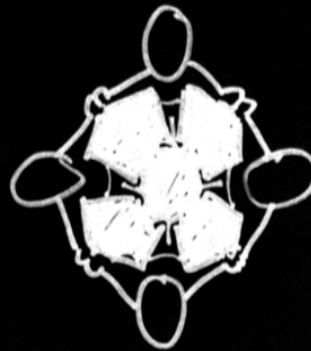
EMBRACE
EXPERIMENTATION



BE MINDFUL
OF PROCESS



BIAS TOWARD
ACTION



RADICAL
COLLABORATION



CRAFT CLARITY

EMBRACE FAILURE.

critique: we need to go beyond “growth mindset”
because learning doesn’t just happen in your head

Growth Mindset



Zone of Proximal Development

we need a decentered view of the locus and
meaning of learning

- Jean Lave (she meant to say this)

LEGITIMATE PERIPHERAL PARTICIPATION

overly simple boundaries between the individual (the "cognitive") and the a world "out there,"

learning, is neither wholly subjective nor fully encompassed in social interaction and it is not constituted separately from the social world

the process of changing knowledgeable skill is subsumed in processes of changing identity in and through membership in a community of practitioners.

mastery is an organizational, relational characteristic of communities of practice.

- Jean Lave (she really did say this)

~~LEGITIMATE~~ LEGITIMIZED PERIPHERAL PARTICIPATION

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Labor. Work. Action.

How do we, in our teaching, prompt our students to approach their work in this field from just getting by to make the grade (labor) to making a contribution to the field (work) and to pushing the boundaries of what is possible and have lasting impact (action)?

How can we give them a taste of what action, the highest order of activity, means?

from mindset to

mind **SHIFT**



**SO FINE...THEN HOW DO WE
CULTIVATE MINDSHIFTS?**

In my class, I use the door as a starting point. The door of Capen Annex.

that door is a metaphor.

We use the door to introduce human-centered design = badly designed doors.
Watch “It’s not you. Bad doors are everywhere.” by Vox on YouTube

that door is liminal.

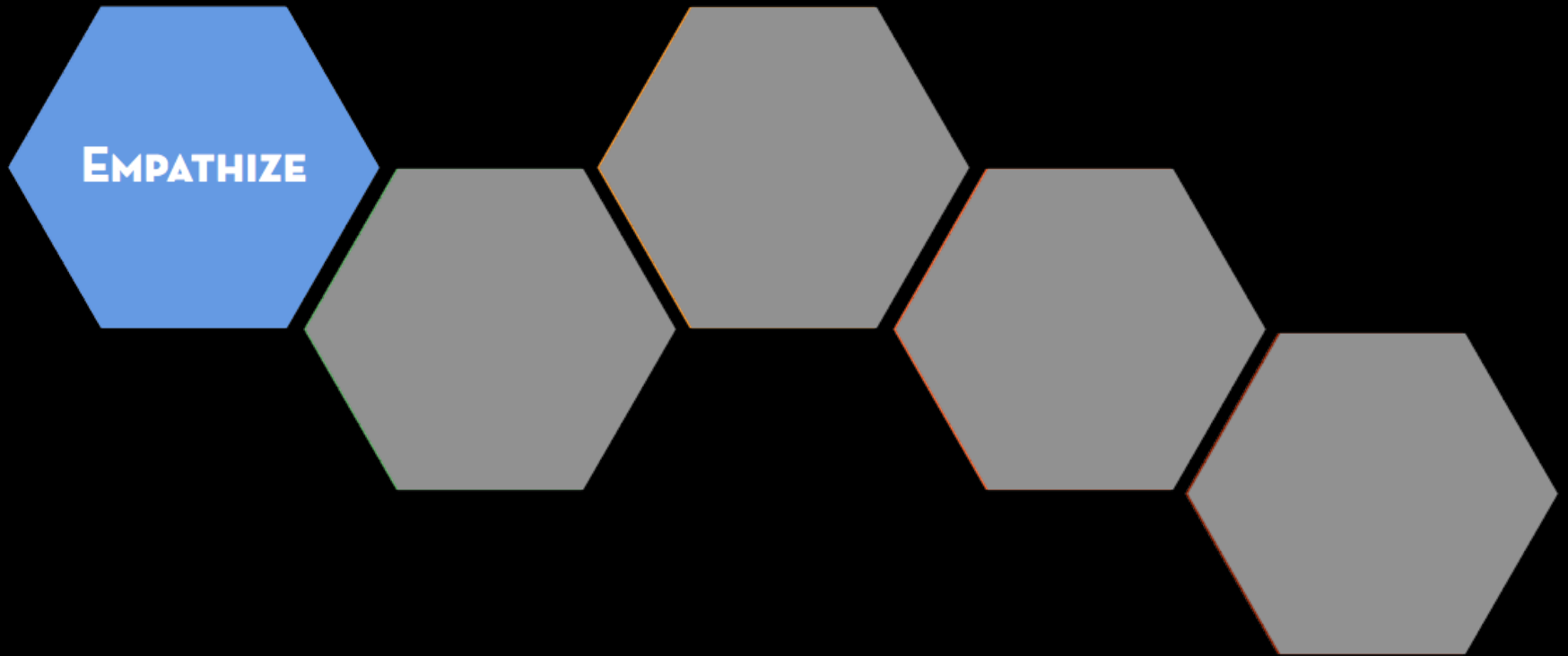
Come into this classroom and treat it as a liminal space where you can try on a new identity. If you’re “not a creative person,” try being creative when you are here.

that door shouldn’t be a barrier.

Think about and try new way to take what you do in here out into the world.



FOCUS ON
HUMAN VALUES



Putting a human-face to the problem

IMMERSE.
OBSERVE.
ENGAGE.
CAPTURE.



A photograph of an airport security checkpoint. In the foreground, a male TSA officer in a blue uniform is inspecting a black bag on a conveyor belt. Another officer is visible in the background. A passenger is also present, handling a white box labeled 'A77'. The machine is a Rapiscan model. The image is dimmed to serve as a background for text.

what is the experience?

what is the mood?

what are you curious about?

what are you concerned about?

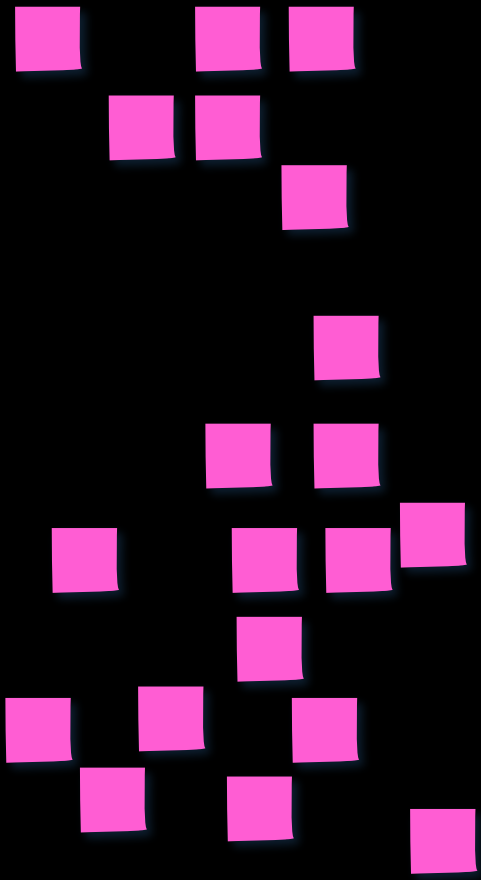
what is hidden?

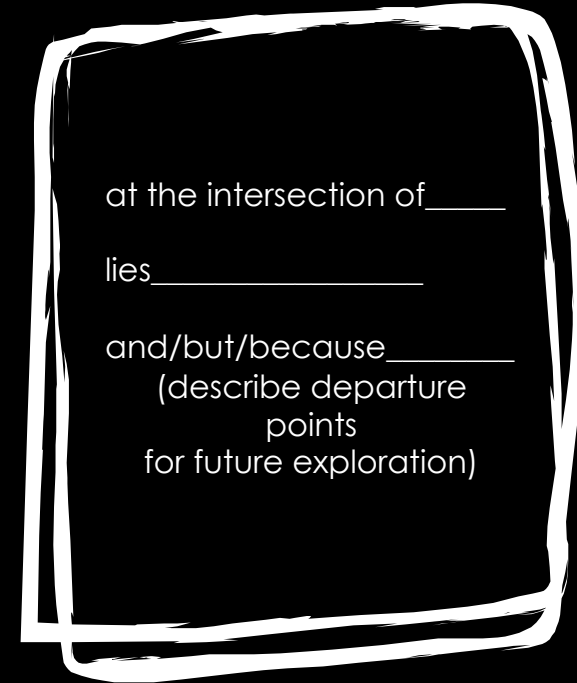
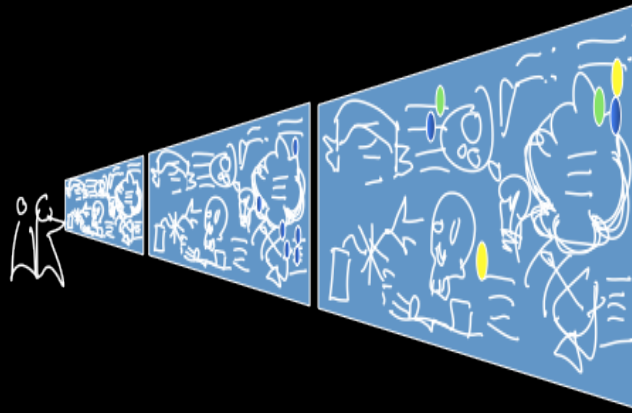


CRAFT CLARITY



Use simple tools to clarify your thinking. Put single ideas or observations on post-its and move them around to organize your thinking and engage others for feedback. Organize the post-its in to spatial arrangements that correspond to the conceptual synthesis you are doing.





recap
and
capture



synthesize
and
map



define
a
focal
point



RADICAL
COLLABORATION

“On this team I’m working on...”

Rewrite what we understand
as group work.

Radical because it is opening oneself
up to the world.

“This is the most important thing
that has happened to me at Smith”

Iterative methods:
prototype to learn, prototype to inspire,
then prototype an aggregate

Mindsets influence evaluation:
Deep dive metaphor. 20% for a risk