

Good Designers

do "X"

Good Designers

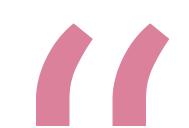
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Understand that every
design decision impacts a
person's life, even if they
can't witness the impact
themselves



Laura Murphy



Lead with humility,
curiosity, and empathy
that each human life is
worth understanding and
accounting for



Laura Murphy



Manage and integrate mindsets, knowledge sets, skill sets, and tool sets



Harold Nelson



Break apart a problem to figure out what is at the very core



Eli Patten



Push for radical change
while also recognizing
that our lives are the
culmination of small
moments



Laura Murphy



Seek to build a more inclusive, joyful, and equitable future



Laura Murphy



Know how to intentionally balance optimism and pessimism in the design process to get a better design than just realism itself



Eli Patten



Intentionally decide how
to decide - what design
decisions need to be
made, in what order,
based on what
information, with what
level of confidence, and
how much consensus



Eli Patten

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Ask a lot of questions of people obviously and not Connect ideas and Engage stakeholders with Do not fall in love with obviously "stakeholder" concepts not obviously prototypes during fronttheir own ideas and/or knowledgeable end design work connected about the situation (and the questions get beyond the surface) Sheri Sheppard Kathleen Sienko Sheri Sheppard Sheri Sheppard Question how/where/if Base design decisions on Use a variety of Are continuous and quantitative and/or design is the appropriate approaches for feedback curious learners about the tool for the situation at qualitative data rather and engagement world than anecdotal evidence hand Sheri Sheppard Sheri Sheppard Kathleen Sienko Sheri Sheppard

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Are intentional about their use of prototypes; they consider the design question(s) that they are asking, the stakeholders, and the setting prior to developing their prototype(s)

Kathleen Sienko

Consider the broader context of design throughout a design process

Kathleen Sienko

Are servants for greater good

David Socha

Understand the responsibility of being a designer, and thus are humble and curious about what they don't know and seek out diverse and contradictory perspectives in order to avoid confirmation bias

David Socha

Use multiple, diverse sources of information to develop requirements and specifications

Kathleen Sienko

Consider their positionality when engaging in design work

Kathleen Sienko

Privilege observing over asking, showing over telling, prototyping over guessing, and acting over delaying

David Socha

Focus on satisficing and abduction, rather than optimizing and proving/induction, since most of design is about complex systems where there is not sufficient stability of causal relationships to merit the effort to optimize or prove

David Socha

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Deeply engage with the communities of use in order to best understand not only what might be useful for the producers of X but more importantly what might be beneficial to the people of the community for which the product/service is being designed

David Socha



Use iterative and adaptive processes to collaboratively explore and make sense of complex adaptive systems in order to reveal new patterns and insights (a.k.a. new knowledge) that can help the community answer questions about the desirability, feasibility, and viability of an existing or proposed system



David Socha



Always try to be aware of their own existing design thinking/philosophy



Erik Stolterman Bergqvist



Intentionally and reflectively develop their ability to make design judgements



Erik Stolterman Bergqvist



Take advantage of sensemaking systems like the Cynefin framework to take different types of actions in different contexts



David Socha



For software-enabled systems, consciously attend to the three interacting complex adaptive systems (CAS) that comprise a software-enabled system: 1) the CAS of the people in an organization that is creating/evolving the system of use, 2) the CAS of the people who use the resulting system being created, and 3) the CAS of the system being created



David Socha



Have a developed understanding of the complexity and richness of the design process



Erik Stolterman Bergqvist



Have a deep sense of quality, without a preset notion of what is good or bad design



Erik Stolterman Bergqvist

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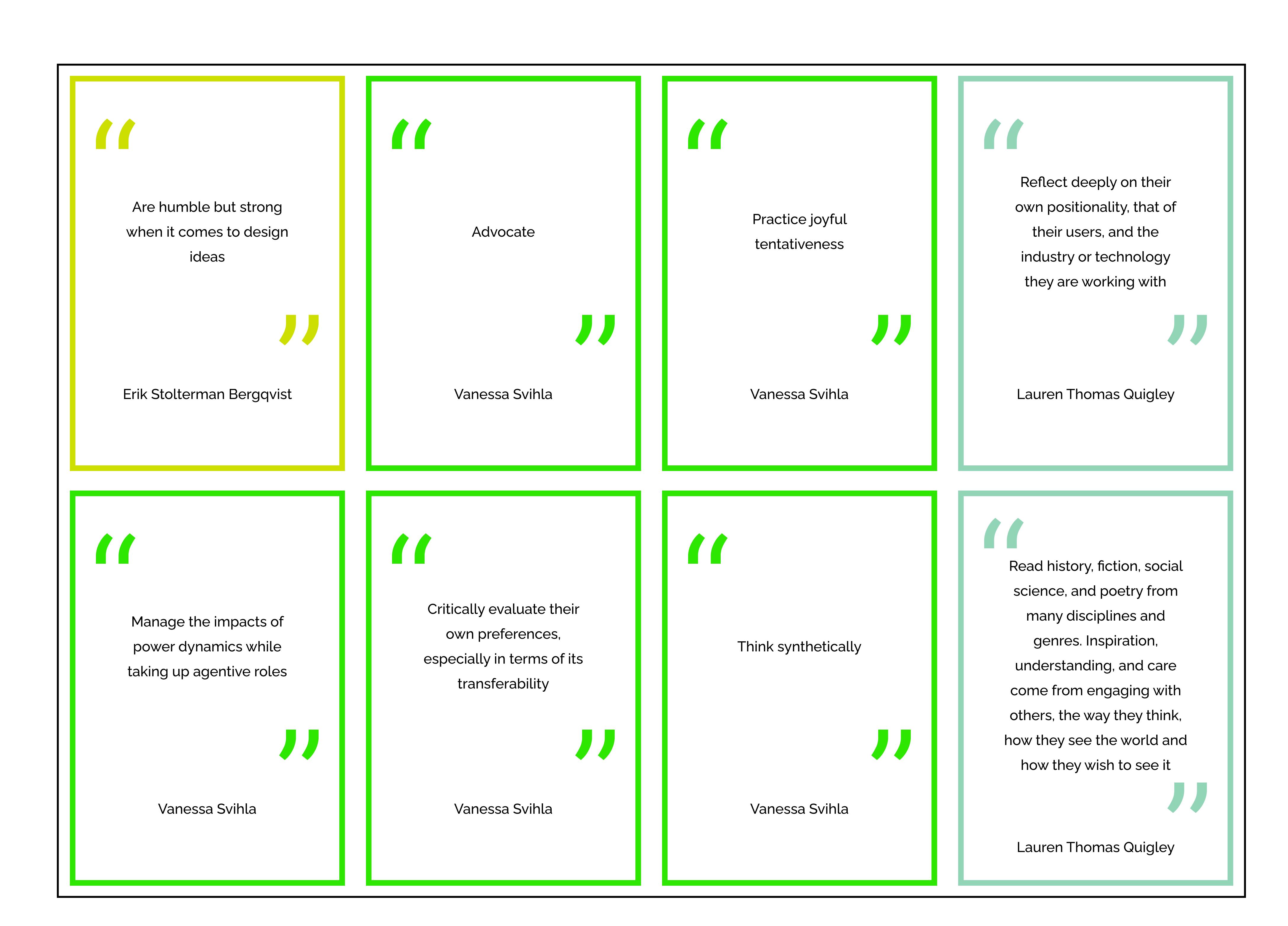
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Explore the social implications of their products and designs and ensure that those implications align with their own value system

Lauren Thomas Quigley

Take time to understand and engage with the culture, needs, and wants of their user groups and related constituents

Lauren Thomas Quigley

Have a learning
orientation—they collect
lots of information by
asking questions,
deploying prototypes, etc.

Jennifer Turns

Ideate not just solutions
but also ways of defining
the problem, ways of
configuring the design
process, etc.

Jennifer Turns

Realize that the existence of any artifact affects everything around it

Lauren Thomas Quigley

Are oriented toward action, and seek to not get stuck; to keep the process moving along

Jennifer Turns

Find ways to try out (a.k.a. prototype) their ideas as soon as possible and continually with a goal of getting information that will make it possible to iterate



Jennifer Turns

Include as many people in the process as possible; they make design social

Jennifer Turns

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Listen

Linda Vanasupa



Decenter themselves



Linda Vanasupa



Wonder about what they don't know



Linda Vanasupa



Are humble



Linda Vanasupa

When you talk to someone and say,

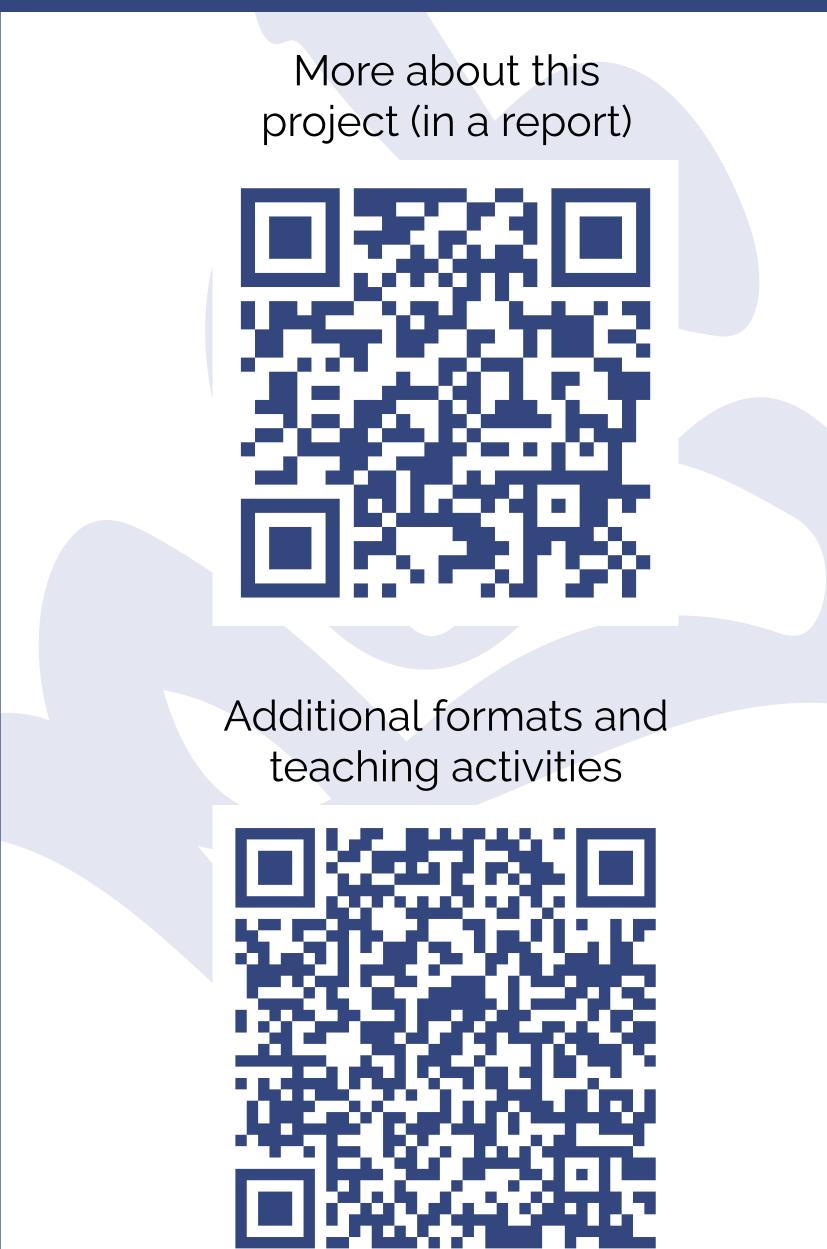
"Good Designers do 'X',"

what are the top things you list?

This card deck features responses provided by 35 scholars and educators from the design and engineering design education research communities. The 180 shortened statements on these cards were derived from full responses provided by each respondent.

When using or quoting the statements in the collection, we ask that you keep the author name with each of their statements so that the work is attributed to the appropriate person.

For more information, see DesignSignatures.org or contact Cindy Atman at atman@uw.edu.



Robin Adams Cindy Atman Reid Bailey Adam Carberry Nigel Cross Dharma Dailey Shanna Daly Andy Dong Liz Gerber John Gabriela Goldschmidt Gero Colin M. Gray Mark Guzdial David Hendry Susannah Howe Daria Kotys-Schwartz Gordon Krauss Micah Lande Peter Lloyd Mabogunje Janet Ade McDonnell Laura Murphy Harold Nelson Eli Patten Şenay Purzer Shneiderman Sheri Ben Kathleen Sienko Sheppard David Socha Erik Stolterman Bergqvist Vanessa Svihla Lauren Thomas Quigley Jennifer Turns Barbara **Tversky** Linda **Vanasupa**

CONTRIBUTORS

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