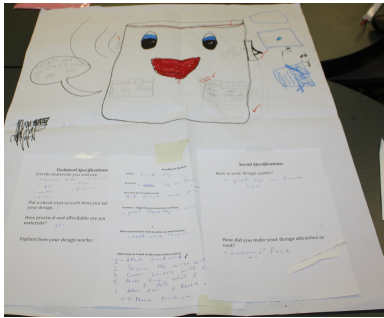




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Community Dialogues

Engineering design solutions for sustainable communities relies on iterative decision-making that includes problems and perspectives of community stakeholders. This iterative process changes as new social and technological dimensions are (re)defined when collecting ethnographic data and during the analysis process.



Students will change their designs based on feedback. This is important to help students create designs that work. Emphasize that the designs do not have to be beautiful, but they do need to be detailed. This means that they should include any or all the changes they think are necessary in the same sketch up.

Consider the following steps:

1. Whose perspectives matter? Ask students: “Who should we get feedback from to optimize our design? Brainstorm a list with your students.

Examples could include classmates, teachers, staff members, parents, engineers and so forth.

2. Review the difference between technical and social aspects of design projects.

For example: “Do you think the woot wall’s circuit will allow it to light up?” is a technical specification question and “Who would use this engineering design?” is a social specification question.

3. Have students generate technical and social specification questions that align with their design goals and with the groups they have identified for feedback.

Have your students write 4 questions that they would like to ask their community members.

- *Two questions must be social aspect questions.*
- *Two questions must be technical aspect questions.*

4. Have students write down who will ask each question.

This will support all youth in having a role in the interview, and will help them to get started in the interview.



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