



Analysis Part 2

Design Thinking & Innovation
Process

Section: A8, Week 8



D'source Project



Open Design School



MoE's Innovation Cell



**THINK!
DESIGN**

Design Thinking & Innovation (DT&I)

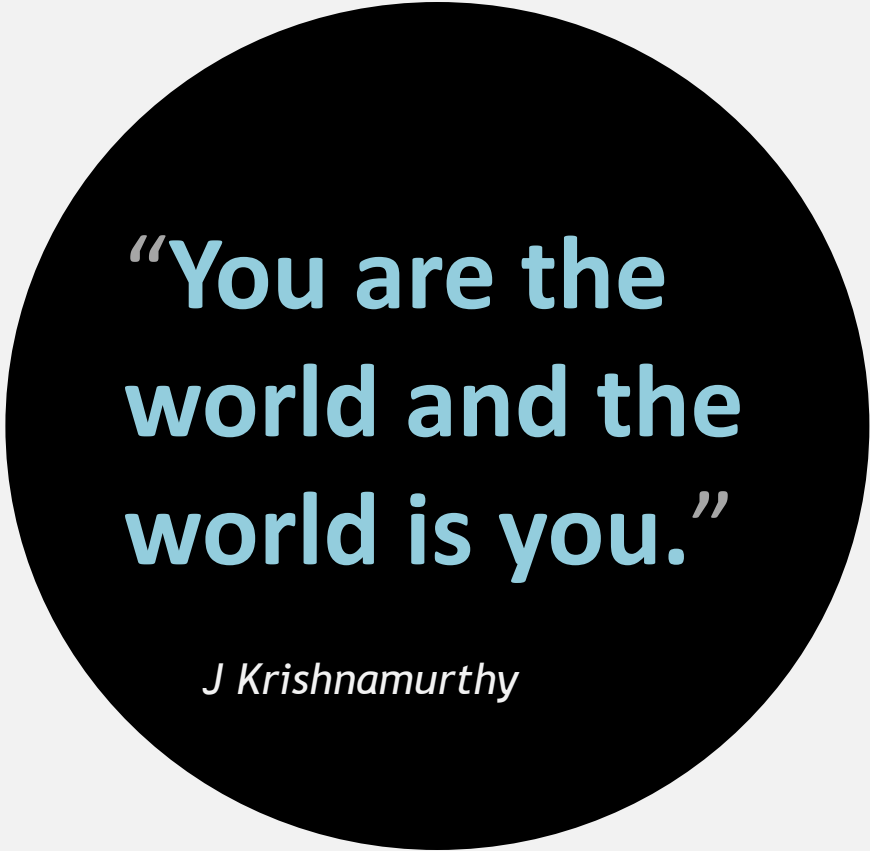
Section: A8
Week 8



**THINK!
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Design Thinking & Innovation (DT&I)

Prof. Ravi Poovaiah
IDC School of Design, IIT Bombay



**“You are the
world and the
world is you.”**

J Krishnamurthy

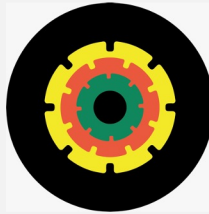
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DT&I Course – Week 8:



DT&I
Process
(20%)

- > Data Analysis Part 2
- > Inferences to Recommendations



DT&I
Tools
(20%)

- > Personas
- > OIOR Table



DT&I
Project
(50%)

- > Data Analysis
- > Creating Personas
- > Making OIOR Table



DT&I
Cast Study
(10%)

- > Case Study Project:
The Indian Medicine System



DT&I Process

A8 Analysis – Part 2

Module A8:



Analysis – Part 2:



Content

- A8.1: Which phase of DT&I process is Analysis Part 2?
- A8.2: What is Analysis Part 2?
- A8.3: What does Analysis Part 2 involve?
- A8.4: Why is Analysis Part 2 important?
- A8.4: Further Study and References

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A8.1

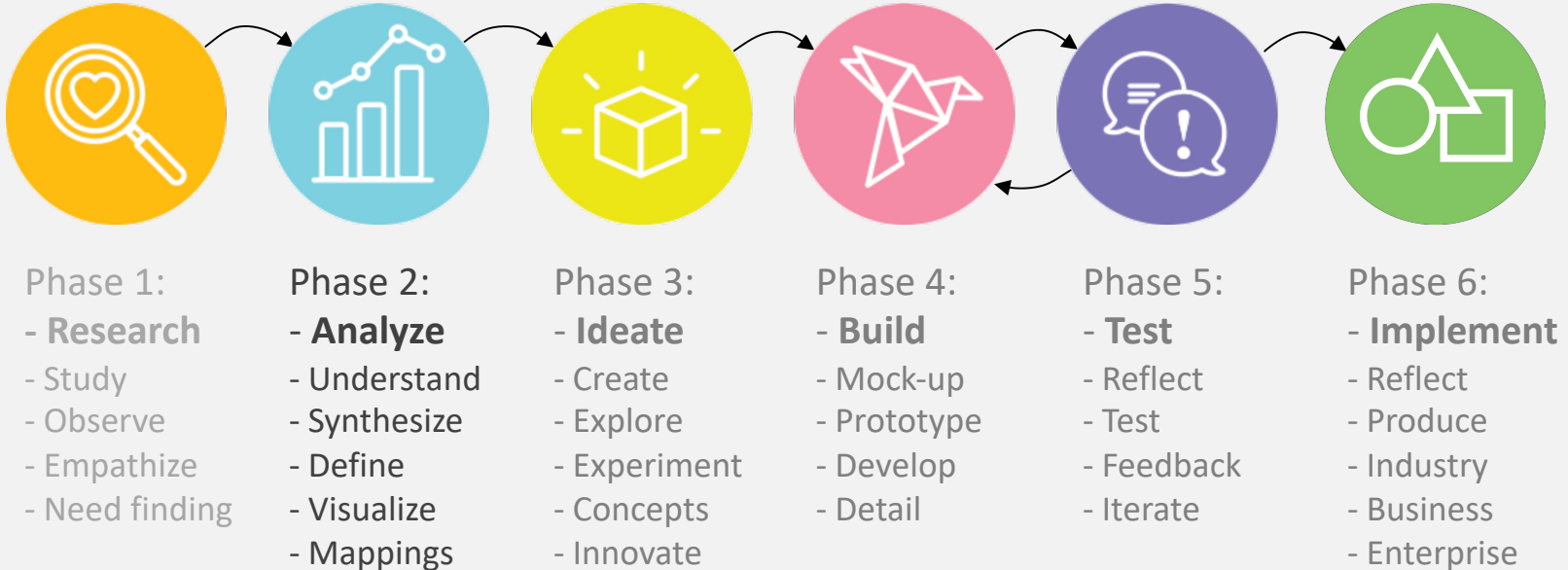
DT&I Process: Analysis - Part 2

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DT&I Process and Analysis:

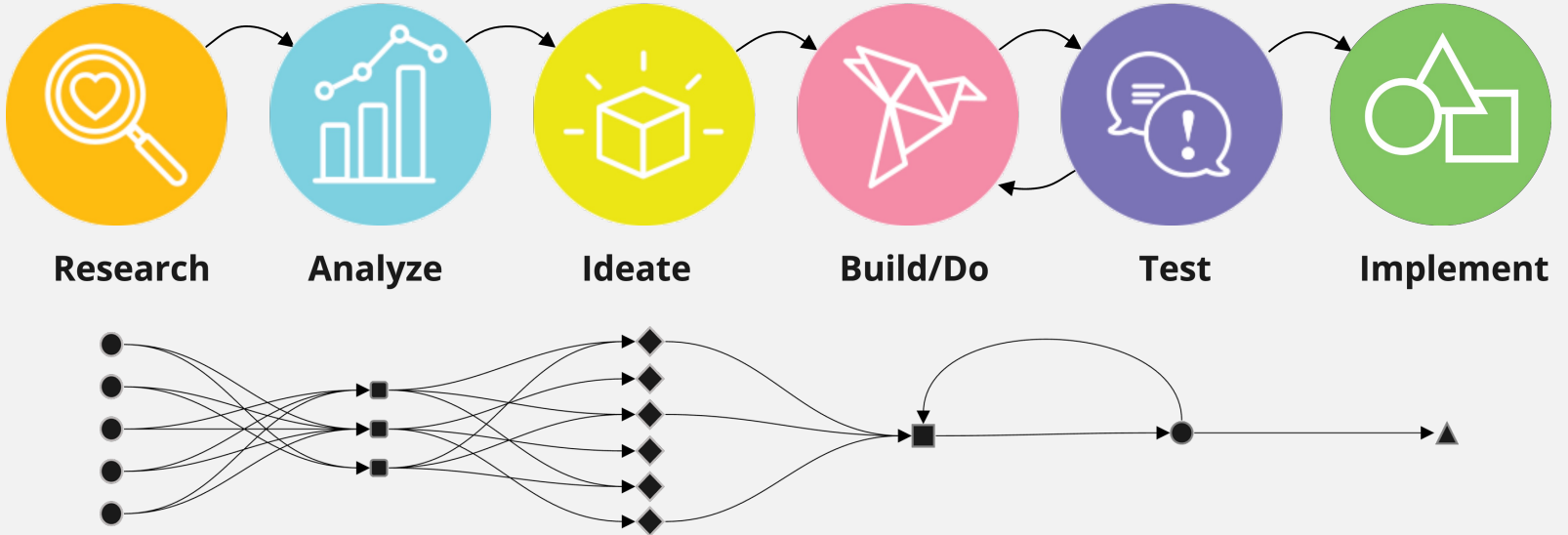
Analysis is the second phase of the DT&I process.





DT&I Process and Analysis:

Let's summarize:



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A8.2

What is Data/ Information Analysis Part 2?



What is 'Data/Information Analysis'?

Analysis part 1 involved **Selection, Sorting, Cross-relating, Prioritizing, and visualizing the data/information** that you have collated from Primary and Secondary Research to **make sense** of it and **identifying issues/needs** connected with your chosen **topic**.

Analysis Part 2 helps collate data/information from **Observations-Studies (O)** to making **Inferences (I)** to finding **Opportunities (O)** which leads to outlining the **Recommendations (R)** for **Design (OIOR)**.

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A8.3

What does
Analysis Part 2
involve?



What does 'Data/Information Analysis' Part 2 Involve?

Analysis Part 1 involved:

- 1. Selection**
- 2. Sorting**
- 3. Cross-relating**
- 4. Prioritizing**
- 5. Identifying Uniqueness**
- 6. Mapping and Visualizing**

Analysis Part 2 involves (OIOR):

- 1. Observation**
- 2. Inference**
- 3. Opportunities for Design**
- 4. Recommendations for Design**
- +**
- 5. Redefining the Problem Statement**



Data/Information Analysis part 2:

(Observation > Inference > Opportunities > Recommendations)



1. Observation:

. refers to the **data/information that you gathered** from Primary and Secondary Research



2. Inference:

. refers to the **conclusions reached (synthesis) through critical analysis of the data/information gathered** with reference to your problem space.



3. Opportunities:

. refers to the **recognition and discovery of factors that are helpful for solving issues** connected to your problem space



4. Recommendations:

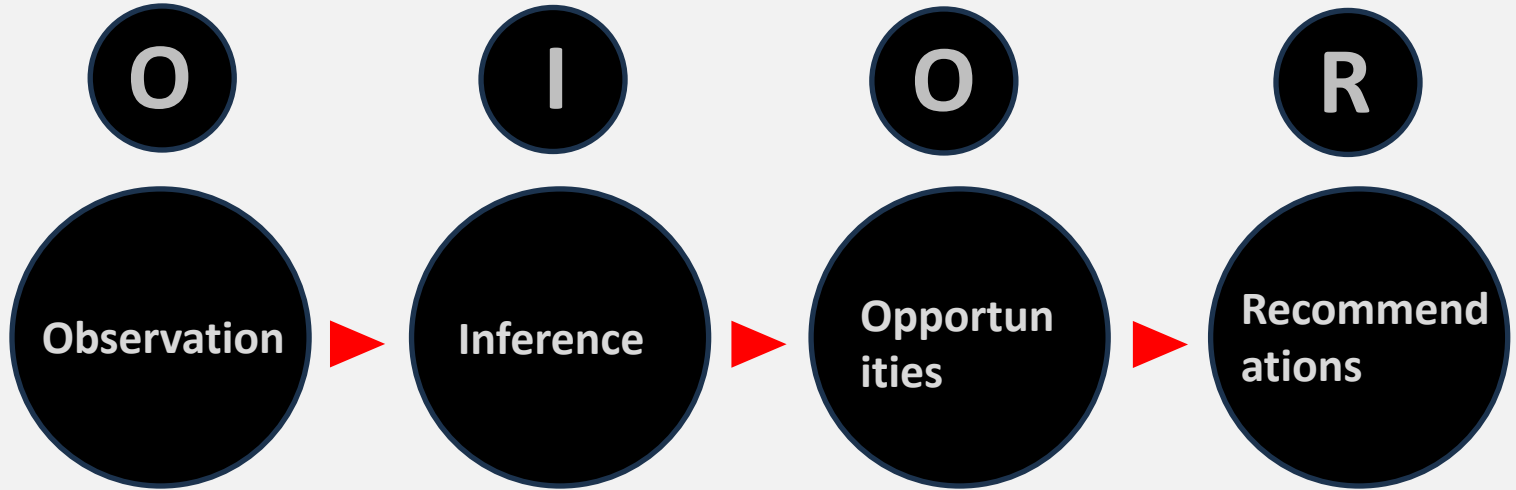
. refers to the **listing of actionable factors that show the way forward towards possible design ideas and solutions.**

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Data/Information Analysis part 2:

(Observation > Inference > Opportunities > Recommendations)



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A8.4

Why is Analysis Important?



Why is 'Analysis' important?

- Analysis **involves critically examining** the gather data/information that has been collated
- Analysis involves **making sense of the data/information in a systematic organized manner** such that it is useful in **identifying the needs** for solving issues connected with your topic.
- from **Observations** to making **Inferences** to finding **opportunities** to outlining the **recommendations** from the analysis will **help in redefining the problem statement.**

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A8.5

Redefining the Problem Statement



Redefining the Problem Statement:



- You started this project by picking up a topic and then did **research on finding issues to be solved.**
- Analysis helped you further in **identifying the needs** for solving issues connected with your topic.
- with these new findings, you could now **redefine the problem statement.**



Example of Problem Statement:

- Initial Topic:

Design an engaging Toy for Children.

- Redefined problem statement:

Design an engaging 'Play and Learn' Constructive Toy for Children in the age group of 3 to 6 with features of Collaboration, Sharing and Storytelling using Sustainable Materials.

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A8.6

Further Study and References



Further Study and References:

- www.dsource.in
DT&I, Case Studies, Courses, Tools, and Resources
<https://dsource.in/dti>
<https://dsource.in/case-study>
<https://dsource.in/course>
<https://dsource.in/tools>
<https://dsource.in/resource>
- Design Thinking: Understanding How Designers Think and Work.
by Nigel Cross, Bloomsbury Visual Arts, 2019
- 101 Design Methods: A Structured Approach for Driving Innovation
in Your Organization
by Vijay Kumar, Wiley, 2012

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Design Quote:

“Design is to design
a design to produce
a design”

John Heskett





**Thanks for
Listening**

DT&I Process
Section: A8
Week 8

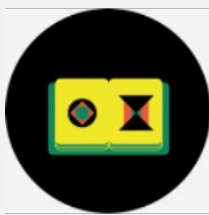
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DT&I Process – Week 1-8:



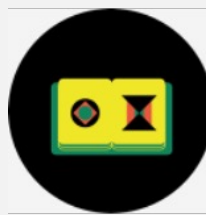
Week 1

- > Course Structure
- > Intro to DT&I



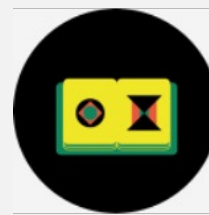
Week 2

- > What, Who, Why
- > Models of DT&I



Week 3

- > Sec. Research 1
- > Documentation



Week 4

- > Sec. Research 2
- > User and Envir.

Week 5

- > Primary Research Part 1
- > Interacting with Users

Week 6

- > Primary Research Part 2
- > User Studies

Week 7

- > Analysis Part 1
- > Information/Data Analysis

Week 8

- > Data Analysis Part 2
- > Inferences to Recommendations

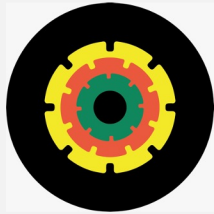
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Supporting Organizations:



D'source Project



Open Design School



MoE's Innovation Cell



Credits:

Presented by:
Prof. Ravi Poovaiah



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Credits:

Camera & Editing:
Santosh Sonawane



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Credits:

Think Design Animation:
Rajiv Sarkar



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Credits:

Graphic Icons:
Shweta Pathare



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Credits:

End Title Music:
C P Narayan



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