Main Research Question and Sub Questions
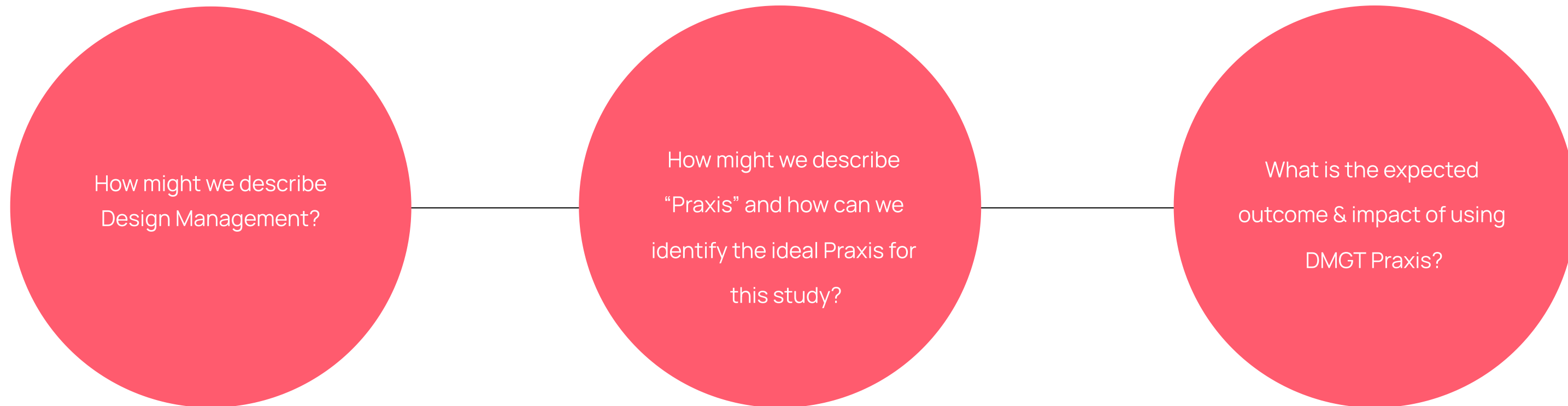
"How might we use design management praxis to incorporate practice-based training in ethical decision-making for graduate-level design education?"

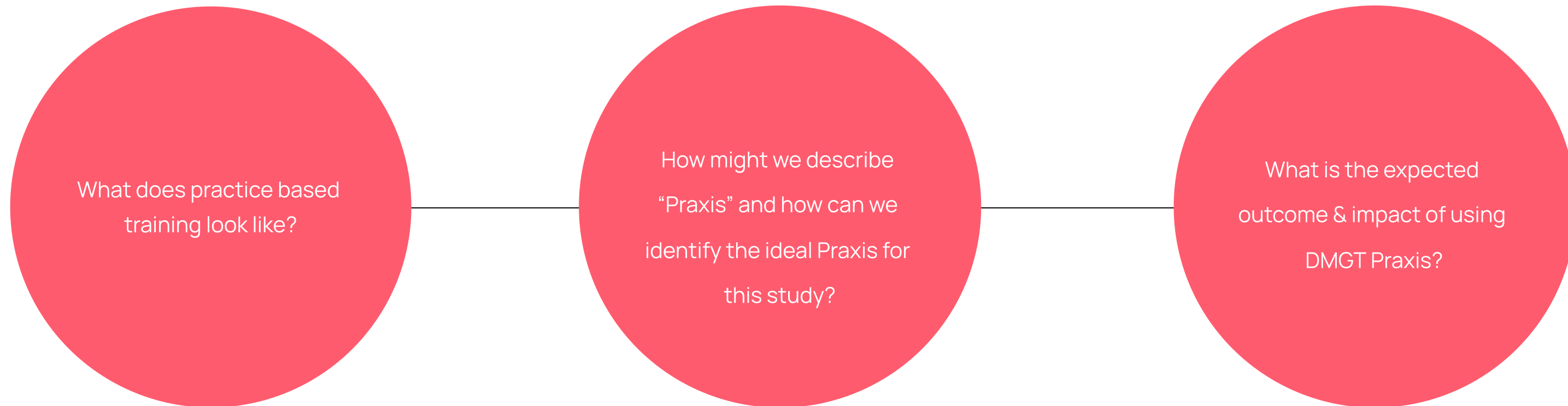"How might we define Design Management Praxis?"

"How might we define practice-based training in ethical decision-making?"

"How might we define "graduate-level design education?"

Try Pitch

1

Sub Question
and Sub-Sub Questions

"How might we define Design Management Praxis?"

How might we describe Design Management?

How might we describe "Praxis" and how can we identify the ideal Praxis for this study?

What is the expected outcome & impact of using DMGT Praxis?

Try Pitch

Sub Question
and Sub-Sub Questions

"How might we define practice-based training in ethical decision-making?"

What does practice based training look like?

How might we describe "Praxis" and how can we identify the ideal Praxis for this study?

What is the expected outcome & impact of using DMGT Praxis?

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3

Sub Question
and Sub-Sub Questions

"How might we define graduate-level design education?"

What are current curriculum offerings in ethics for Grad level design education?

What areas of Graduate-level design education require ethical coaching?

What is the current standing of graduate-level students in ethical decision-making?

Try Pitch

4

"How might we use design management praxis to incorporate practice-based training in ethical decision-making for graduate-level design education?"

How might we define Design Management Praxis?	What does the design manager need to know?	Why is this information needed?	What type of data will answer this?	Where can this data be found?	What type of research and data collection methods are needed?	Who can the design manager contact for collecting this data?	When does this data need to be collected?	What will the design manager learn from this data?	What might be missing? How might it be wrong?
How might we define Design Management?	Description of design management as a field of study	To understand this field & it's relevance in the context of this study	Qualitative information about the discipline by subject matter experts, studying the works of industry professionals	Secondary research- SCAD Library, Books, Journals Primary, Thesis Research, DMGT Professors Primary Research- Subject matter experts	Research methods- Qualitative Data collection- Literature Reviews, Professional Interviews, Journals, DMGT Periodicals	Subject matter experts, DMGT Professors, Professors at SCAD, DMGT SCAD Alumni	Spring 2022	A holistic understanding of the field and an approach to weaving the discipline in the context of this study	Design management is a relatively new field & there is no universal definition or official information
How might we describe "Praxis" and how can we identify the ideal Praxis for this study?	Detailed Description of the term "Praxis" in context to DMGT	For an understanding of various tools in order to apply them in the context of this study	Qualitative data about DMGT-based tools, their application, opinion of DMGT Professors, subject matter expert	Secondary Research- Case studies, Books, Journals, Research papers. Primary Research- DMGT Professors	Research methods- Qualitative Data collection- Literature Reviews, Professional Interviews, Publication Research	DMGT Professors, Professors at SCAD, DMGT SCAD Alumni	Spring 2022	In-depth knowledge of the various DMGT Praxis tools in order to identify the tools best suited for this study	Not being able to explore all the available tools/practice methods
What is the expected outcome & impact of using DMGT Praxis?	Identifying strategies that would be most effective in this study by leveraging the tools and knowledge of this field	To be able to justify the benefit of using DMGT methods in accelerating innovation/solution in such a study	Case studies on DMGT projects, details about the process and tools used and opinions of subject matter expert	Secondary Research- SCAD Library to study published journals and DMGT Thesis, Professors, subject matter experts	Research methods- Qualitative Data collection- Publication research, DMGT Thesis reviews & Primary Research	SCAD Libraria, Subject matter experts, DMGT SCAD Alumni, DMGT Professors, Professors at SCAD	Spring 2022	Understanding the correct application and measuring the level of impact by these methods in the context of this study	Personal and research bias could influence the way one may perceive the impact

"How might we use design management praxis to incorporate practice-based training in ethical decision-making for graduate-level design education?"

How might we define practice-based training in ethical decision-making?	What does the design manager need to know?	Why is this information needed?	What type of data will answer this?	Where can this data be found?	What type of research and data collection methods are needed?	Who can the design manager contact for collecting this data?	When does this data need to be collected?	What will the design manager learn from this data?	What might be missing? How might it be wrong?
What does practice based training look like?	Description of the term at the academic level along with examples	To explore various methods and to demonstrate it's significance as opposed to theory-based learning	Qualitative Data on various teaching practices in design curricula to compare and contrast their benefit	Secondary Research- Websites of various design institutes, Articles on teaching methods, Professors	Research methods- Qualitative Data collection- Case Studies, Professional Interviews	Professors from various universities, DMGT Professors	Spring 2022	Various approaches to practice-based training & their impact on the context of study	Answers could vary from Professor to Professor leading to confusion in defining it clearly for the topic of study
How might we define ethical decision making?	Definition of ethics, its components and description of ethical decision making in design	To understand the relationship of ethics and decision making and the framework of ethics in the context of this study	Qualitative data about ethics, various ethical frameworks and case studies on ethical decision making	Secondary research- data from websites like ethics. harvard.edu, National Ethics project,ethics.org.au Primary – Interviews with subject matter experts	Research methods- Qualitative Data collection- Professional Interviews Case Studies, Research Papers,	Subject matter experts, professors from various universities, Design Managers, Ethical trainers	Spring 2022	Understanding the significance and outcome of crossover between the two topics - ethics and decision making	Ethics is a very broad topic and has multiple layers and sublayers. It might be tough to study all theories in the short timeline for research
In what ways can we provide practice-based training in ethical decision-making?	Various tangible and intangible tools and methods that can prove to be effective for a practical training	To effectively build strategies to create a design intervention for training the design students	Qualitative data about ethics, various ethical frameworks and case studies on ethical decision making	Secondary research- Books on decision making, Primary – Interviews with subject matter experts & Professors	Research methods- Qualitative Data collection- Book & Paper reviews, Professional Interviews	Design professionals, SCAD Professors, Ethics Institutions, Design Organizations	Spring 2022	The strategies and frameworks necessary for creating ethical guidelines for designers	Ethics is often considered subjective hence it might be hard to collect & synthesize data

Try Pitch

"How might we use design management praxis to incorporate practice-based training in ethical decision-making for graduate-level design education?"

How might we define practice-based training in ethical decision-making?	What does the design manager need to know?	Why is this information needed?	What type of data will answer this?	Where can this data be found?	What type of research and data collection methods are needed?	Who can the design manager contact for collecting this data?	When does this data need to be collected?	What will the design manager learn from this data?	What might be missing? How might it be wrong?
What are current curriculum offerings in ethics for Grad level design education?	Current curriculum offerings and course structures of Grad level design education in US	In order to identify the gaps and shortcomings in context to ethics and develop a new approach	Qualitative data - about current offerings in grad-level education institutions Quantitative Data - on current curriculum	Secondary research- University websites, Primary Research- University Professors, Students	Research Methods; Mixed Methods Quantitative - Survey Qualitative - User Interviews, Focus Groups	Subject matter professionals, Professors, SCAD Alumni, SCAD Students	Spring 2022	Gaps in the current offering in design education in the US with respect to ethics training	Design faculty might be biased when asked about their efforts in incorporating ethics training as a part of teaching practice
What areas of Graduate-level design education require ethical coaching?	Various forms of grad-level design courses that are available and their structure & prospective impact on the society as a Profession	To understand various courses and offerings in grad-level design education to identify areas of focus and implementation	Qualitative data- about various design disciplines & their ethical considerations. Quantitative data about the student awareness	Secondary research- University websites, published work from academics, SCAD Primary Research- University Professors, Students	Research Methods; Mixed Methods Quantitative - Survey Qualitative - User Interviews, Card Sorting, POEMS	Subject matter professionals, Professors, SCAD Alumni, SCAD Students	Spring 2022	Opportunity spaces to infuse ethics training and areas that would prove to be most effective	It could be tough to create criteria or strategy to come down to a focus point
What is the current standing of graduate-level students in ethical decision-making?	Current knowledge and understanding of grad-level design students in the subject matter of study	In order to trace their mental models around ethics and create strategies to effectively fill the gaps	Qualitative data- about how students perceive this subject, & how do they apply their knowledge Quantitative Data- Scale of awareness and painpoints	Secondary research- University, Students work online, Journals published by students Primary research- Talking to students & Alumni	Research Methods; Mixed Methods Quantitative - Survey Qualitative - User Interviews, Diary Studies, Cultural Probe	Design students across universities, SCAD Alumni, SCAD Students, Professors	Spring 2022	Conceptualizing the map of need and scope with respect to the current understanding of students in the subject matter	It could be tough to form a general conclusion as the information can be very subjective and personal

Try Pitch

Ecosystem Map

Rogerson, M. D., Gottlieb, M. C., Handelsman, M. M., Knapp, S., & Younggren, J. (2011)

Mattison, M. (2000)

Ford, R. C., & Richardson, W. D. (1994

Forester-Miller, H., & Davis, T. E. (1995)

Trevino, L. K. (1986)

McDevitt, R., Giapponi, C., & Tromley, C. (2007)

d'Anjou, P. (2011)

Loe, T. W (2000).

Ethical Decision Making

Penn Jr, W. Y. (1990)

Kirkman, R., Fu, K., & Lee, B. (2017)

Andresen, L., Boud, D., & Cohen, R. (2000)

Friedman, B., & Kahn Jr, P. H. (2003)

Gherardi, S. (2009)

Strati, A. (2007)

Practice based training

Design Management Praxis

Cooper, R., Junginger, S., & Lockwood, T. (2009)

Graduate Level Design Education

Davis, M. (2004)

Findeli, A. (2001)

McArthur, I. (1833)

Brass, C., & Mazzarella, F. (2015)

H. Dianne (2014)

Davis, M. (2012)

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