

A close-up photograph of dark, rich brown soil. Numerous thin, light-colored roots are visible, extending across the surface and into the depths of the frame. The texture of the soil is granular and uneven.

DESIGN ACTIVISM

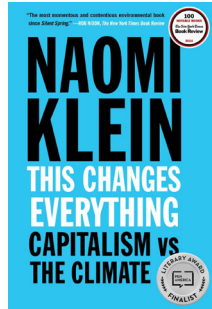
**COLLABORATIVE DESIGN STUDIO
THE OHIO STATE UNIVERSITY**

CONTENTS



PREFACE

Design Activism
Pedagogy
Course Objective
Approach



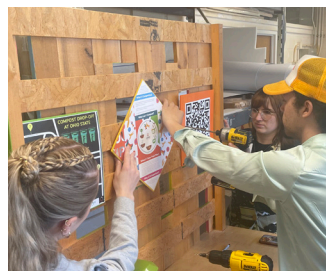
RESEARCH

Climate Change & Carbon Emissions
Capitalism vs. Climate Change
Circular Economy
Anthropocene
Green New Deal



PARTNERSHIPS

Facilities Operations &
Development (FOD)
GreenScope Consulting



VISUAL IDENTITY

Graphics Process
Final Graphics
Zine Process
Final Zine



CART MAKING

Process
Final



ON-SITE ROLLOUT

The Oval
The Union
The RPAC
18th Avenue Courtyard



PAPERMAKING

Process
Final



REFLECTION

Final Thoughts
Design Teams

This book is dedicated to our professor, **Susan Melsop**. Thank you for inspiring us to take action on campus and giving us the platform to spark environmental change.

Preface

Design Activism

This collaborative design studio began with a simple idea: to encourage students to be design activists for a critical cause and demonstrate how they might leverage design as a tool for pro-environmental behavior. Ambitiously, the course set out to challenge how, where, and when design can catalyze positive impacts to address sustainability.

“‘Designer’ might not be the most natural job title for someone who wants a career focused on social change. But design does have enormous power to influence, persuade, and inform” (Scalin and Taute, 2012).

With this as our mantra, we set out... our site for this campaign? The Ohio State University.

With a population of more than 45,000 undergraduate students, campus became the ideal place to launch this experimental teaching approach. Who better to nudge students into pro-environmental behavior —specifically composting— than other students? On-site interactions and student engagement were the impetuses for peer-to-peer learning. The pop-up mobile carts served to visually attract and engage students with curiosity. The zines were developed to inform and educate about composting, while the handmade plantable seed cards were created as gifts to give -a gesture to heal the soil by planting native wildflowers to give back to Mother Earth.

We are grateful to our partnerships in this learning journey. Mary Leciejewski, Zero Waste Manager, FOD, and Dominique Hadad & Zayn Dweik, GreenScope Consulting.

Pedagogy

While students were led through a sequential order of design phases informed by Design Council’s Double Diamond Framework, they were also engaged in critical readings, class discussions, and guest speakers. Each of these contributed to building foundational knowledge about sustainability issues, the climate crisis and local campus initiatives. Lectures presented by Facilities Management & Sustainability and the Byrd Polar Institute complemented readings and discussions on Naomi Klein’s *This Changes Everything* and *The (Burning) Case for a Green New Deal*.

At the beginning of the semester, eco-anxiety presented a real threat to the learning outcomes of the course as students confronted their fear and concerns about the topic.

To alleviate some of this stress, we began each class with a mindful breathing practice to connect to ourselves and calm our minds. This practice enabled us to connect more with each other and collaborate more authentically.

Course Objective

Leaning into Design Activism, this course engaged students in socially-conscious design for environmental climate action in an interdisciplinary and collaborative design way. In this semester-long studio, students worked on a multi-pronged design project to facilitate the Ohio State University's efforts to mitigate carbon emissions by way of education and engagement on waste, specifically food waste. FOD was our campus partner, while Greenscope Consulting was our community partner.

The collaborative design studio had three primary goals:

- 1) Engage students in team-based collaborative projects that address real-world challenges.
- 2) Provide design service(s) to campus institutes to facilitate climate action through peer-to-peer learning (via physical object(s) including a full-scale construction for public participation).
- 3) Expand University students' design thinking to design doing for activism through practical place-based, experiential learning).

The course emphasized:

- 1) Collaborative and creative problem-solving through ideation, iteration, making and "testing" of design 'tools'.
- 2) Peer-to-peer learning through engagement with student-designed objects and/or tools.
- 3) Learning from and alongside non-profit environmentally- oriented organizations to address their design needs.

Approach

Our approach began with developing a broad and overarching understanding of the interrelated social, cultural, economic, and environmental issues within our contemporary context of sustainability. In our efforts to lean into 'Design Activism for Sustainability', we aimed to engage with each other and the public in a meaningful and effective way. We must not assume that we have full knowledge of the issues and challenges. Engaged design professionals need to develop a capacity for empathy and to see the issues from the perspectives of the community or population. The process also requires the ability to engage the public and the community in social learning to share, co-create, and expand knowledge and perspectives.

We began by studying five broad topic areas:

1. Climate Change & Carbon Emissions
2. Capitalism vs. the Climate
3. Anthropocene
4. Circular Economy
5. The Green New Deal

RESEARCH

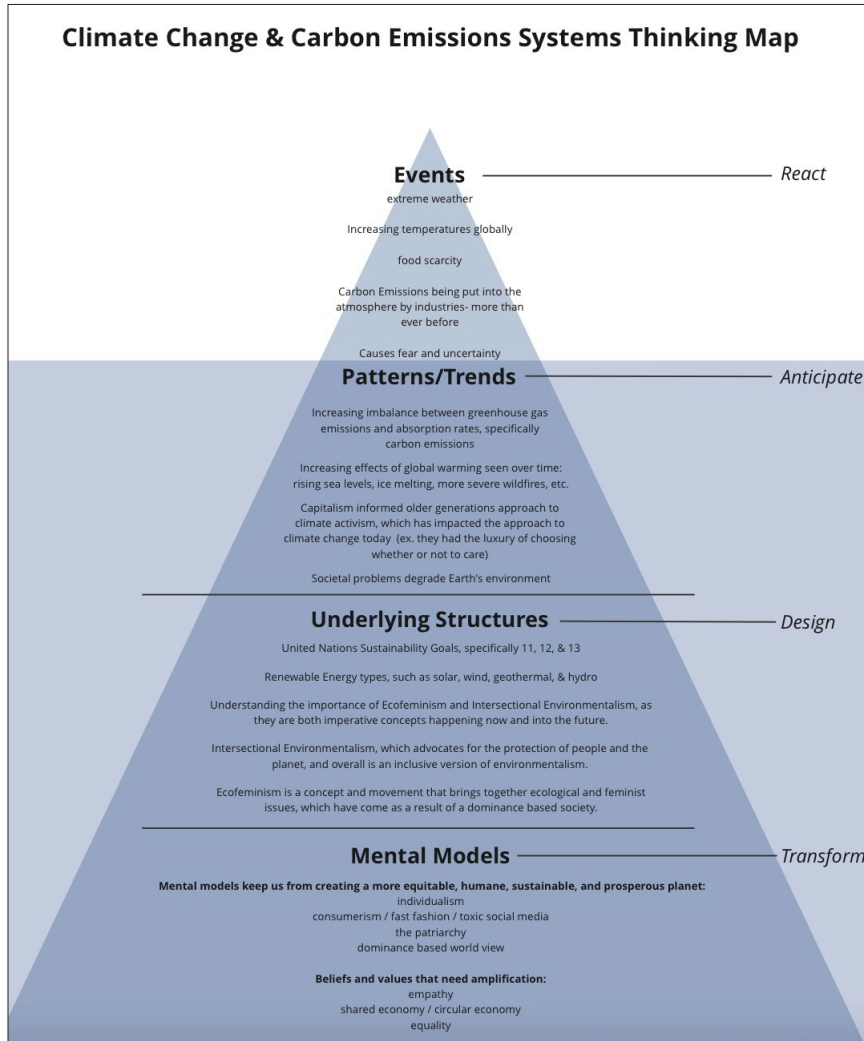
**Climate Change &
Carbon Emissions**

**Capitalism vs.
Climate Change**

Circular Economy

Anthropocene

The Green New Deal



Student Team: Dani Koehler, Kortney Allen, Erika Strazinsky, Giulia Blake

Climate Change & Carbon Emissions

Carbon emissions are the release of carbon compounds into the atmosphere that are then trapping heat into the atmosphere. The natural carbon cycle is regulated by the environment with animals releasing CO2 and exchanging it between plants and the ocean. This cycle keeps the carbon in the environment in check and prevents it from having too much or too little.

The problem with carbon emissions happens when man-made carbon emissions become unchecked by nature. Man-made carbon emissions come from the burning of fossil fuels, electricity, agriculture, transportation, and other industries. Carbon dioxide

is the primary greenhouse gas contributing to trapping heat in our environment. The greenhouse effect is a process that occurs when gases in the earth's atmosphere trap the sun's heat. The greenhouse effect is what makes the earth a livable temperature for life, but with the excess of carbon emissions- temperatures are rising.

Climate change specifically refers to the increased changes in the measures of climate over a long period- including precipitation, temperature, and wind patterns. Some examples of climate change are rising sea levels, glaciers melting, and shifts in plant-blooming times.

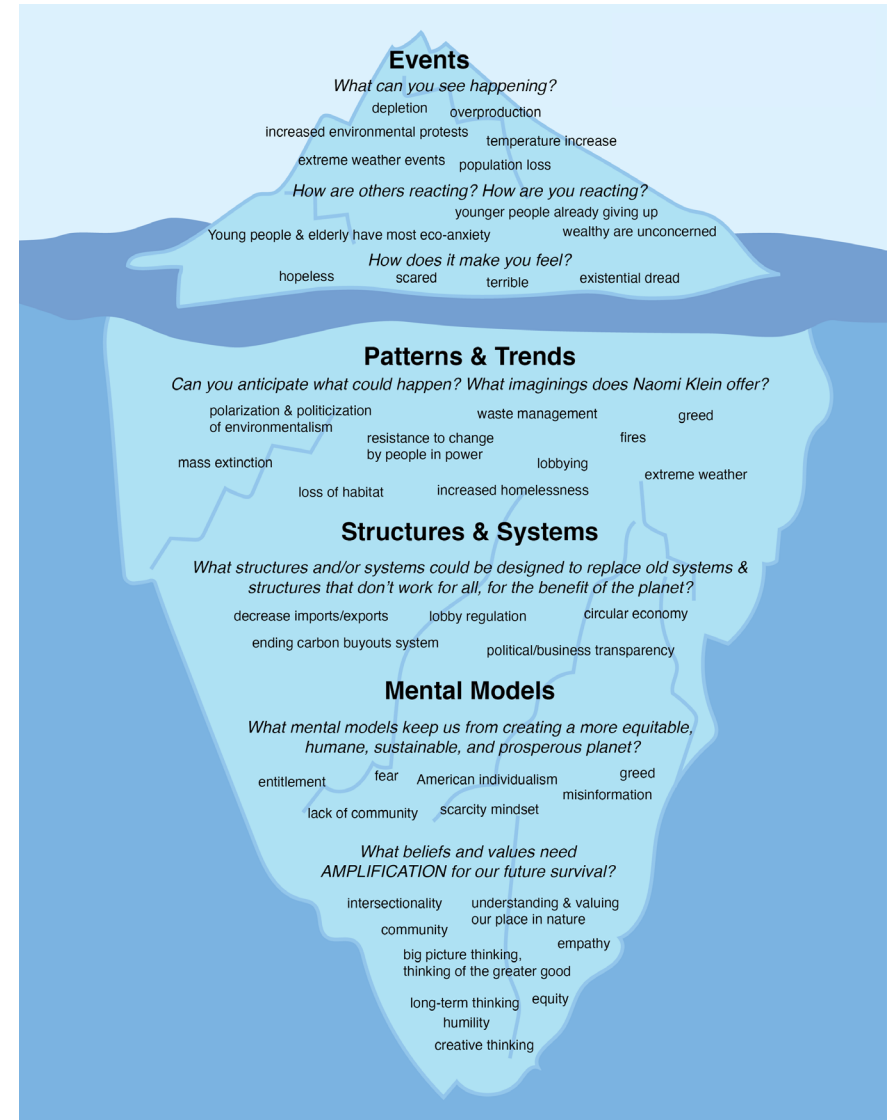
Capitalism vs. Climate Change

Capitalism is a large dictator of the climate issues we are currently experiencing. There are three main barriers causing these issues:

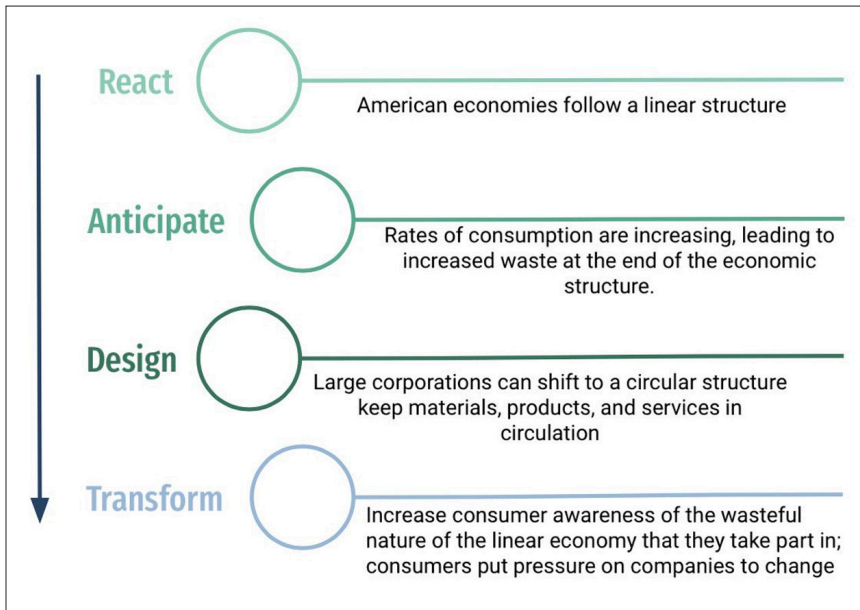
First, business and government relations, where the US government and politicians currently rely on and/or accept money from big fossil fuel companies and other businesses that worsen the climate crisis. A way to fix this issue would be to have political reforms such as requiring transparency on funding and research.

The second barrier is legislation. Current and past legislation allows and creates ease for practices that are harmful to the environment. Future beneficial legislation could be something similar to the Green New Deal or putting more government funds into green businesses and projects rather than other industries that drive pollution.

Last issue is the current economic systems and practices we have in place. The businesses and governments alike are limited by social and market factors, locking us in a linear economy. This system produces waste pollution and sends products to the landfill. Creating a circular economy that ideally creates zero waste is the start to fixing this issue.



Student Team: Mackie Herrlinger, Jaclyn Vulcano, Ben Drake



Student Team: Levi Gaidos, Katie Bush, Madison Hildebrand, Cori Seifert

Circular Economy

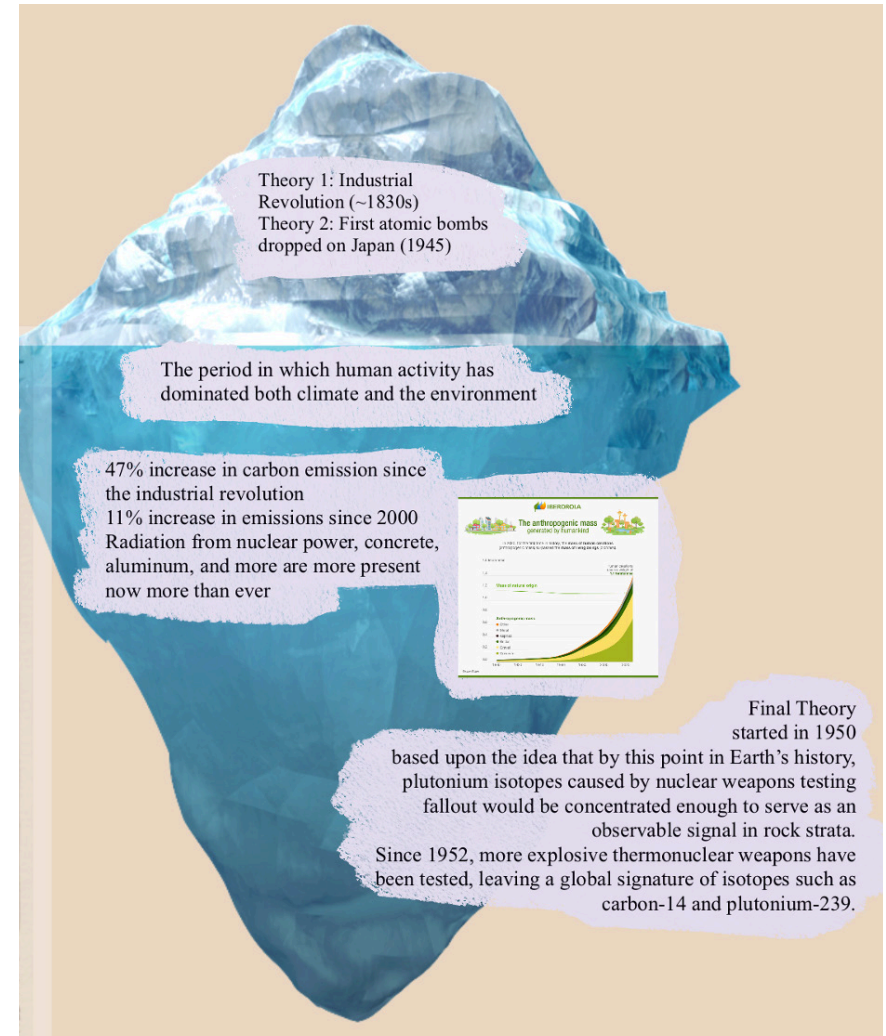
In a linear system, products are designed to go out of date or break within a time period and guarantee that consumers will seek replacements in the future, thus increasing demand. Perceived obsolescence happens when an old item is seen as obsolete when it is not. An example of this is when someone is persuaded to replace an item before the old one has lost its functionality.

A circular economy is an economic system based on the reuse and regeneration of materials of products, especially as a means of continuing production in a sustainable or environmentally-friendly way. This type of economy keeps materials, products, and services in circulation for as long as possible. Moving towards a circular economy has the potential to protect the environment, improve economics, and elevate social justice, and is an important part of slowing climate change.

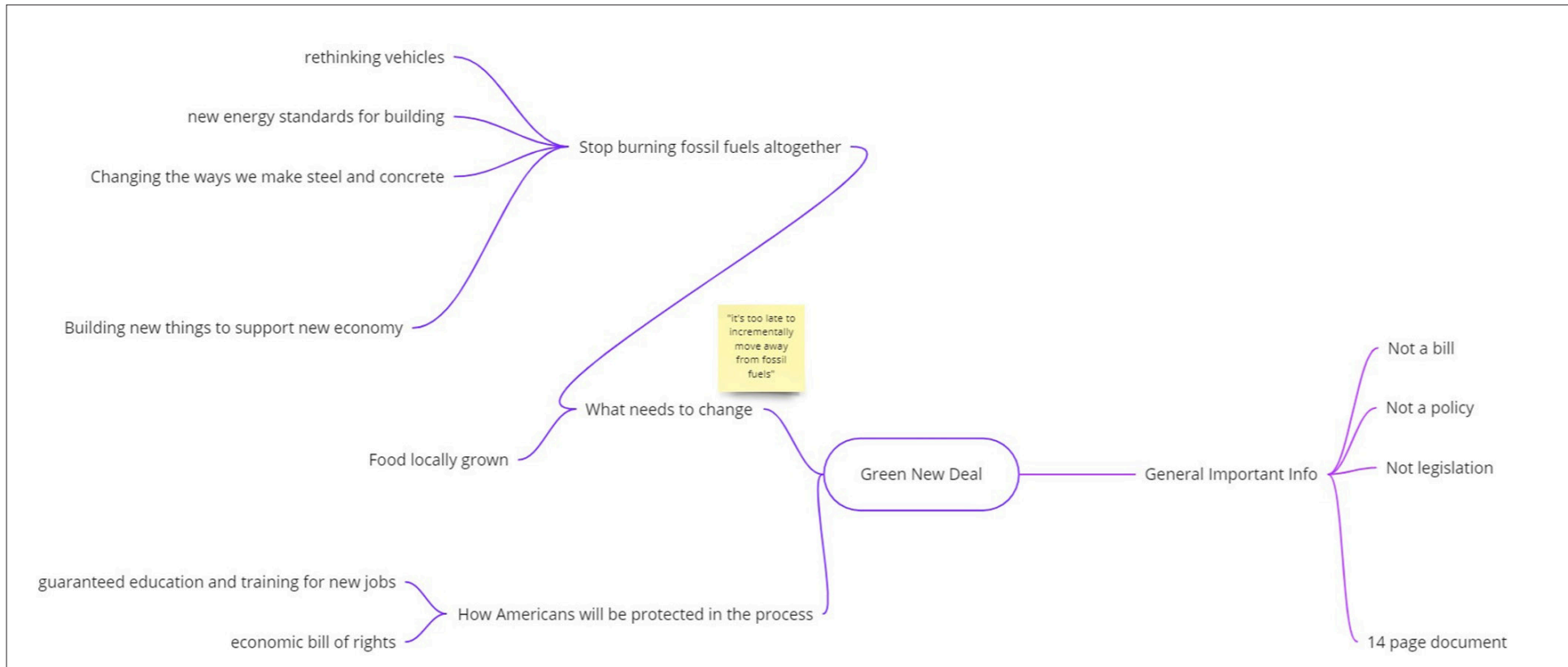
Anthropocene

The "Anthropocene" is the current geological age, viewed as the period during which human activity has been the dominant influence on climate and the environment. The Anthropocene is something that many people disagree on. Some arguments declare the Anthropocene began during the Industrial Revolution and could have begun when the first atomic bomb was dropped. Some arguments are based on the idea that by this point in Earth's history, plutonium isotopes caused by nuclear weapons testing fallout could be concentrated enough to be observable in rock strata. Since 1952, more explosive thermonuclear weapons have been tested, leaving a global signature of isotopes such as carbon-14 and plutonium-239.

On the other hand, people that do not agree with the existence of the Anthropocene argue that humans think too highly of themselves in having an impact on a planet that has existed for much longer than us, and that nature is self-healing. Also, most epochs are millions of years old, so to claim humans have made as much of an impact on Earth just through the Industrial Revolution is believed to be outlandish. Arguments about the Anthropocene within the conversation of climate change mainly serve to show the huge impact humans continue to make on the natural world as we consume more and create more waste.



Student Team: Kaytlin Bullock, Emma Peters, Annie Waugh, Madyson Webb



Student Team: Sarah Bonnett, Madison Keyse, Shaylee Shepherd

The Green New Deal

The Green New Deal got its name after the New Deal – enacted in the years following the Great Depression (1933–1939). It was created under President Franklin Delano Roosevelt’s government with the goal to revive the economy and to get people back into jobs that they desperately needed. The Green New Deal is slightly different in the simple fact that it addresses what we need to do to combat the effects of

climate change. Some of the issues dealing with climate change are rising yearly temperatures, lack of clean water, access to healthy food, equal opportunities for education, and stagnant hourly wages.

The Green New Deal calls for complete elimination of fossil fuels - that is a huge task to ask of the American population, but it is extremely necessary for meaningful and long-lasting

climate action. This would completely restructure our economy and the businesses that are a part of that.

The next part of the Green New Deal discusses how these new industries to decarbonize will create new jobs (3.4 million). The deal, which failed to pass in the Senate, emphasizes environmental and social justice while calling for the creation of new jobs.

PARTNERSHIPS

Facilities Operations and Development (FOD)

About
Strategic Vision
Resource Stewardship Goals

OSUxGreenScope Consulting

About
Volunteering

Facilities Operations and Development (FOD)



Mary Leciejewski (Zero Waste Manager, FOD) speaks with design students

About

The Facilities Operations and Development (FOD) supports Ohio State's academic facility's needs through design and construction, environmental health & safety, energy services and sustainability, operations, and utilities.

Strategic Vision

Ohio State is a recognized leader in developing durable solutions to the pressing challenges of sustainability and in evolving a culture of sustainability through collaborative teaching, pioneering research, comprehensive outreach, and innovative operations, practices, and policies.

Resource Stewardship Goals

FOD's Strategic Services and Sustainability is committed to supporting and implementing the Resource Stewardship Goals, a subset of Ohio State Sustainability Goal 7, below:

- | | |
|--------------------------------------|---|
| 7a. Achieve Carbon Neutrality | 7b. Increase Building Energy Efficiency |
| 7c. Reduce Potable Water Consumption | 7d. Increase Ecosystem Service |
| 7e. Reduce Fleet Carbon Footprint | 7f. Achieve Zero Waste |



"I learned how design could be a tool for sustainability."
—Mary Leciejewski

OSUxGreenScope Consulting



Dominique Hadad
Founder & CEO

Zayn Dweik
Operations Manager



About

GreenScope Consulting was founded by Dominique Hadad, a Columbus native with a passion for our planet.

Powered by an engineering background and professional experience in consulting and operations, she is on a mission to build systems designed to balance people, planet, and profit.



Students at bin guarding

To gain a better understanding of what GreenScope was doing with OSU, students joined the founders and volunteered on campus.

Volunteering

Bin guarding consisted of standing by larger waste stations like those at the RPAC and encouraging students to use the trash, recycling, and compost correctly. Along with this, the students handed out postcards and stickers that had more information about OSU's zero waste initiative.

Another group of students went to tabling, which is typically done in the dining halls. At tabling, student volunteers talked with other students about composting and encouraged them to get a compost bin for their dorm.

VISUAL IDENTITY

Graphics Process

Inspiration & Ideation
Visuals
Process Description

Final Graphics

Color Palette
Typeface
Supergraphics

Zine Process

Ideation & Iteration
Process Description
Mockups of Layout
Mockups of Graphics

Final Zine

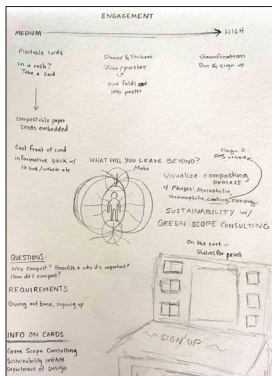
Back Covers
Inside

Graphics Process

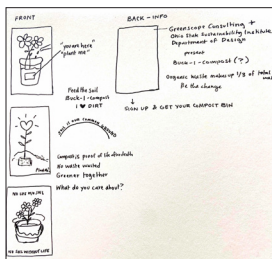
Inspiration & Ideation



Identity moodboards created before implementing Ohio State's brand guidelines



Notes & sketches



Seed card sketches

Slogan Concepts:

- Buck-I-Compost
- Rot and Reap the Rewards
- Grow With the Flow
- Composting is A-Peeling
- Turn Your Waste Into Taste
- Going Green Is a Buckeye Thing
- Let's Get to the Root of Composting
- Dig Into Composting
- Let's Get Down and Earthy

Low-Ink Options:

- Ryman Eco
- Century
- Century Gothic
- Times New Roman
- Calibri
- Verdana
- Garamond

Process Description

The Identity team aimed to incorporate compost-related imagery, such as soil, post-consumed food scraps, compost bins, a continuous cycle, engagement, and composted food itself. To achieve this, they utilized icons such as an apple core and a banana peel, presented in vivid colors and arranged in playful angles to communicate the quotidian nature of food scrap. The “Buck-I-Composted” sticker icons featured in the pattern were used to visually engage and identify the purpose. Additionally, the team incorporated two posters featuring real images of food being composted to connect this information back to reality and encourage action.

The team wanted to create a fun and engaging theme and color scheme that would appeal to college students, particularly Gen-Z students, while also ensuring that the design decisions would fit in with Ohio State University's campus. To achieve this, we consulted with Ohio State's Sustainability Institute and decided to use colors from Ohio State's secondary color palette, which also aligned with GreenScope's branding, resulting in a cohesive look.

The team also opted to use the Buckeye Sans font instead of the original font they had selected, Ryman Eco. In terms of the theme, we worked with Greenscope and Ohio State's Sustainability Institute to develop stylized and simple graphics of the composting cycle and composted food, avoiding making it appear too unpleasant.

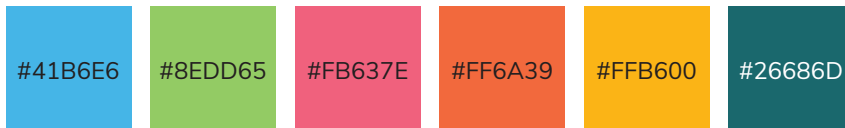
Primarily Adobe Illustrator was used by the team to design patterns and organize all parts of the zine. For formatting the final zine with crop marks and bleeds before sending it to print, Adobe InDesign was used. Initial sketches were done on iPads with Procreate and Notability. The team encountered a significant challenge when working with OSU branding guidelines. Adhering to these guidelines and aligning our design with OSU's branding limited our ability to use a diverse range of typefaces and colors that we would have preferred. The team developed slogans to visually lure and stimulate conversation; these include “Going Green is a Buckeye Thing” and “What will you compost?” to encourage student engagement.

Final Graphics



Final moodboard

Color Palette



Typeface

Buckeye Sans Regular
 abcdefghijklmno
 pqrstuvwxyz
 0123456789

Buckeye Sans Bold
 abcdefghijklmn
 opqrstuvwxyz
 0123456789

Supergraphics



Supergraphic #1

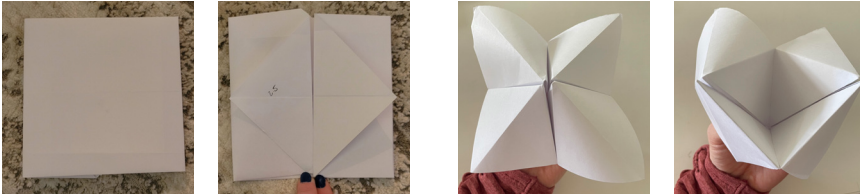


Supergraphic #2

The design team considered the role of the super graphics, initially discussing how people would engage with them. However, they ultimately decided that the graphics were simply meant to draw people in and provide an overview of what they would be interacting with. The team aimed for the supergraphics to be bright and eye-catching, providing enough information about the carts' purpose while also sparking curiosity in viewers. A challenge arose with the supergraphics due to the unexpected appearance of holes, added to allow wind to pass through without toppling the cart. This forced the design team to rework their designs to accommodate this new feature, which took some time. However, they were able to overcome this obstacle and create visually appealing graphics that were well-received by the public. They created two different yet related graphics, one illustrative and one typographic, both in line with the overall design intentions.

Zine Process

Ideation & Iteration



Zine option #2

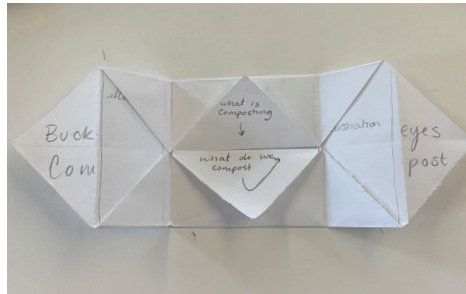


Zine option #1

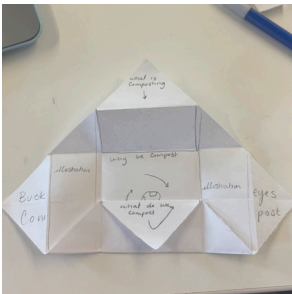
Mockups of Layout



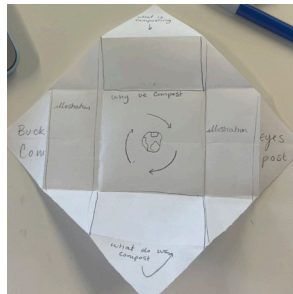
Front (closed)



Front (open)



Interior back



Full back

Process Description

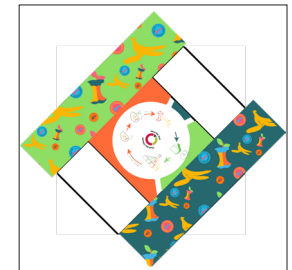
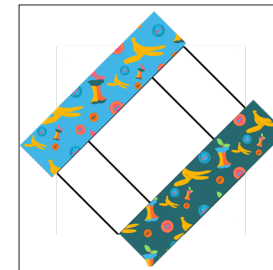
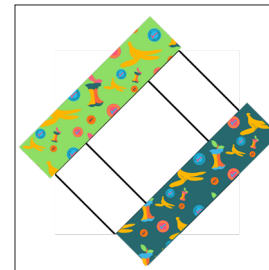
For the zine, the team aimed to create a product that people would want to hold on to, in order to reduce the likelihood of it being immediately discarded. To achieve this, they decided to include three different poster designs on the back cover, hoping that people would choose one they particularly liked and want to keep.

The inside of the zine was designed to be visually engaging, informative, and exciting. The team selected key Q&A's from the OSU composting website, dividing the information into four sections that teach the user about composting.

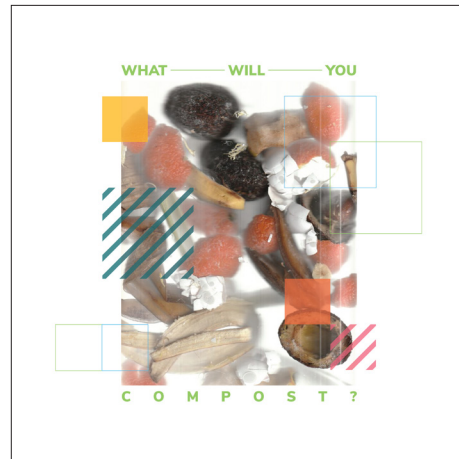
The center of the zine showcases the life-cycle and process of composting on campus through the use of icons, following the story of an apple and a banana as they become compost.

The zine went through many iterations within the format, information included and graphics. Creating the zine took some time as it was constantly being passed on to others to continue its development. It received input from everyone in class, but ultimately was a design the team was very proud of.

Mockups of Graphics



Full color graphics mockups



Final Zine Back Covers



Inside



Inside detailing composting FAQs; corner graphics change to match back covers

CART MAKING

Process

Brainstorming
Material Gathering
Digital Mockups

Final

Construction

Process



OSU Surplus facility

After initial research was done on climate action, a group of students visited The Ohio State University Surplus, which is a place where old furniture and other items are stored and repurposed. The surplus was overwhelming with an abundance of different items such as furniture, technology, and art. The student team looked through countless desks, bookshelves, tables, and other items to identify materials that could potentially become the engagement carts. Although it was challenging to imagine what the final product would be, most students enjoyed the exploration of the Surplus, "Going to the surplus warehouse was one of my favorite parts of the project. It was a warehouse full of potential; a dreamland for an industrial designer," said one student.

By the end, the team secured old wood pallets and left over 2x4's. The students then began to ideate the carts which took a few weeks. We performed secondary research and determined what kind of "pop-up carts" had been previously designed, and drew upon these ideas for key features. This "brainstorm" served as a great reference point within the design process. The base of the cart had been pre-determined as a landscape wagon (2'x4') which influenced the shape and size of the cart". The beginning of the building went pretty smoothly. It wasn't until the team tried to build out the more aesthetic pieces that there were some ups and downs. Since all the teams were separated, we ran into communication issues on what the carts should be able to support once out on campus.

Brainstorming

Needs:

Storage for compost bins
Places for zines, cards, & supergraphics
Reusable!! (for winter market)
Easily movable

Wants:

Color
Skinning
Peg Board?
Shelving

Material Gathering

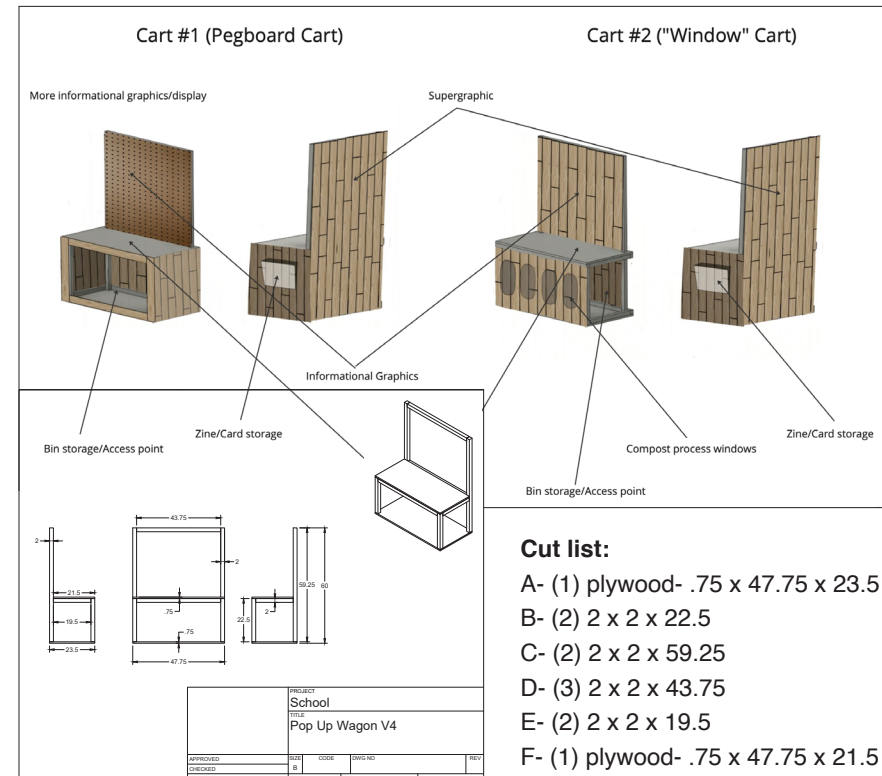


Surplus entrance



Katie checks out an old cabinet

Digital Mockups



Final



Paul helps Katie and Ben rework the cart model



Susan and Ben measure the 2x4s



Cori and Madison H. screw in pieces

Construction



Students have fun building



Final cart build

The final cart turned out differently than what was initially anticipated by the build team. However, it was a gratifying experience to see everything come together in the end. The team believed that the supergraphics on the back of the cart aided in creating a better understanding of the project, and helped to bring the visuals together. They were overall proud of the carts that they had created, and satisfied with the final result. Although the process had been a learning experience and at times frustrating, it had been worth it in the end.



Thumbs up for painting



Mackie and Madison paint a cart

PAPERMAKING

Process

Inspiration
Visuals
Process Description

Final

Process and Inking

Process

Inspiration



Different types of seed papers



Visuals



Front



Back

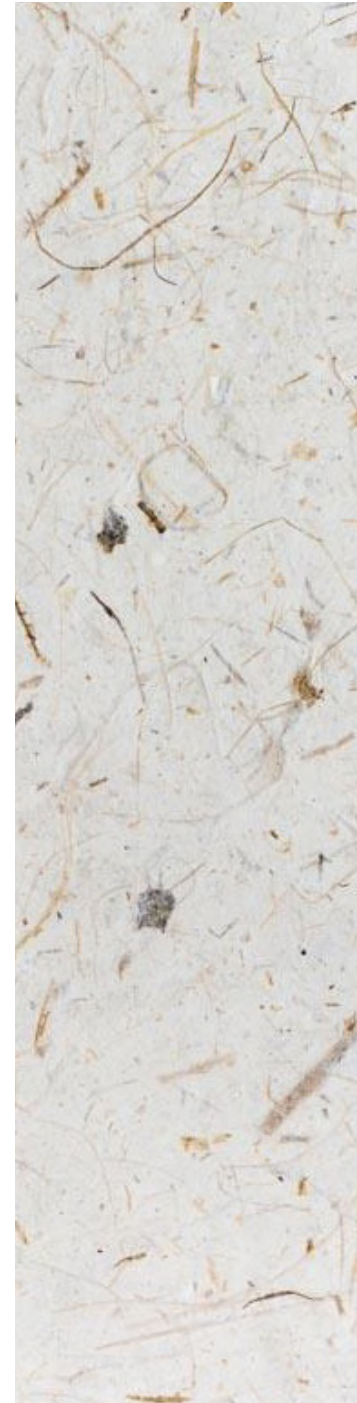


Process Description

The class had many different ideas on what to hand out to students to remind them about composting and being good stewards of the Earth. These ideas were inspired by things the class wanted to make and the initial conversations included repurposing t-shirts and gifting plants. Seed paper was what the class decided on as it fits into the sustainability mindset of reusing and repurposing,

The team utilized mainly cotton linter sheets for the paper pulp, along with Ohio wildflower seeds. The remaining supplies were procured from the Sherman paper-making studio located on west campus, which had been generous enough to assist with the process. Aaron Peters kindly guided the team through the paper-making process and instructed them on how to operate the machinery. This enabled them to produce a much greater quantity of paper than they had originally intended.

At the Sherman paper making studio, the team experimented with three different approaches to create the paper and incorporate the seeds. The first method involved creating the paper and then embedding the seeds into it while it was still laid out. The second method was to mix the seeds with the pulp in a bin, allowing the seeds to dry within the paper rather than on its surface. The third method entailed following the first method, but then placing an additional sheet of paper on top so that the seeds would be situated in the middle.



Final



Emma and Sarah strain new sheets of paper

After testing these methods, the team decided that they preferred mixing the seeds with the pulp. This technique provided the desired thickness and also effectively showcased the seeds in the manner they had envisioned. The team conducted tests on creating natural ink using turmeric, matcha tea powder, and butterfly blue pea powder as dyes. These powders were mixed with equal amounts of wheat starch and a small quantity of water to produce a paste-like ink that could be pressed or rolled onto a surface.

Unfortunately, the consistency of the ink turned out to be challenging to handle and did not perform well with the rough texture of the seed paper. The primary challenge with the stamps was the material that had been used. The woodcut with a laser was not sufficiently deep to create a successful stamp.

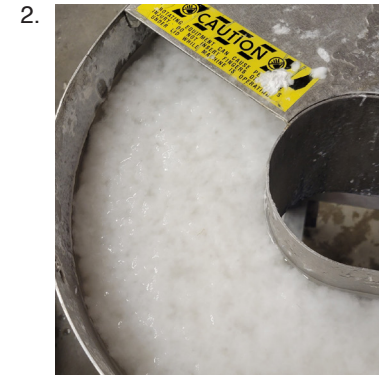
Despite the stamping process not working on the card, the students who received one were excited about and eager to plant it. With more time and experimentation with different materials, the process could have been more successful.

"Seed paper is a simple gift to give to people who interact with our carts. The idea of encouraging people to plant the biodegradable paper would flourish and directly connect with the idea of composting and what we are trying to inform the student about."

Process and Inking



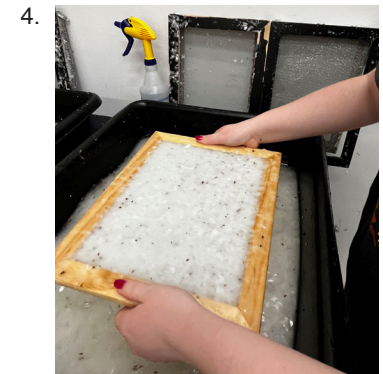
Tearing recycled paper



Blending paper into pulp



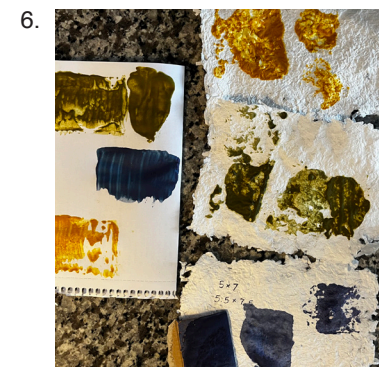
Building molds and deckles



Straining paper



Drying paper



Natural ink test

ON-SITE ROLLOUT

The Oval
Day One

The Union
Day Two

The RPAC
Day Three

18th Ave Courtyard
Day Four

The Oval



Kortney and Sarah explain the zine to students

Day One

The carts made their first appearance on campus on April 11th in the center of the Oval from 10am-12pm.

We had quite a bit of activity and there were several students enjoying the oval due to the fantastic weather. The carts were set up across from one another with the supergraphics facing out. We wanted to create a “gateway” that students had to walk between to encourage conversation. We handed out plantable seed-cards, informative zines, and informed students about OSU's Zero Waste initiative and encouraged composting bin sign-ups. The composting bins were located on both of the carts along with sign up sheets for those that were interested.

DESIGN ACTIVISM



Students gather to learn about the wagons



Sarah tells students about signing up for a compost bin

ON-SITE ROLLOUT



Emma explains the zine

"How does this compost bin work?"

"I actually already compost in my dorm."



Student scans the QR code to learn more

"I make all my roommates compost."

"I think it's important to do good... I'm just trying to do my part."



Kortney explains the zine

The Union

Day Two

The carts made their second appearance on campus at the west entrance of the Union from 10am-12pm on April 13th.

Prior to taking the carts out, we had made adjustments to one of them to show the four different stages of composting from food waste to soil.

Again, beautiful weather encouraged students to walk on campus and we had another great turn out. A lot of students grabbing lunch at the neighboring cafe stopped by to see what was going on with the carts.

The carts were parked on the terrace front and center of the Union with the super graphics pointed towards the main road. In hopes to increase engagement, design students brought their dogs and we played music. This encouraged more students to walk up to the carts and we had the most engagement yet.



Students (and dogs) pause for a photo on the way back from the Union

DESIGN ACTIVISM



Kortney and Giulia help a student



Mackie shows students where their nearest drop-off location is



Zayn Dweik (GreenScope) admires our work

ON-SITE ROLLOUT



A student excitedly holds their new compost bin

“What drop-off location is closest to me?”

“How do I compost?”



Sarah explains the zine

The RPAC



Mackie and Katie smile with another happy "customer"

Day Three

The location for our third day out near the RPAC and the inclement weather both contributed to less student engagement. However, we still interacted with students and had four students sign up for the composting program.

We were surprised and excited that Mary Leciejewski and her colleague visited the carts and spent time talking about FOD's ongoing sustainability work on campus.

DESIGN ACTIVISM



Mackie gives a compost bin to a new composter



Mackie and Sarah tell a student about their options

ON-SITE ROLLOUT



Annie explains the cart to a student



Thumbs up for a new composter

18th Avenue Courtyard



"What will you compost?" cart in the 18th Ave courtyard



Ben, Madyson, and Sarah smile with a cart

Day Four

Our fourth and final day on campus with the carts attracted more students from engineering, math and journalism as those were the buildings we parked the carts near. The balmy spring weather also played to our advantage as students stopped by to inquire about the nature of the carts. It was clear that the super-graphics enticed our audience from afar.

By now, our tactic for engagement was more strategic than the first days when we simply handed out 'free' plantable seed cards without much explanation. Now, we were determined to share our knowledge about composting and talk about the important benefits that composting food scrap has in mending the soil and by so doing contributes to a larger, healthier environmental system that we are all a part of.



Katie helps a student sign up



Students explain composting to a peer

REFLECTION

Final Thoughts

Student Quotes
On Design Activism
On Design & Effectiveness
On the Nature of Collaborative Design

Design Teams

Build Team
Visual Identity & Book Team
Papermaking Team

Final Thoughts

As the semester came to an end, students were asked to share their thoughts on a set of questions regarding the project outcome and their knowledge on the topic of composting. Students were also asked to reflect upon their time in this course and consider what they really enjoyed and how this has set them up for more collaborative projects in the future.



Polaroid of students with a wagon

Student Quotes

"It opened my eyes to the potential that lies all around us"

"It was inspiring to see each group find and use their strengths to work towards a collective goal"

"This project made me realize that considering food scraps [as compostable waste for regenerative soil] is a form to help the environmental crisis"

"This course was so hands-on and really got me interested in what else I can do to better the environment... and Susan was so much fun!"

On Design Activism



Susan and Madison H. move a cart

In their reflection, students note that bringing attention to an issue is necessary for people to recognize its significance. They explain how their wagon project aimed to inspire students to engage with the importance of composting without forcing it upon them. The students believe that the project successfully raised awareness of the importance of considering food scraps for composting among the student body. However, they acknowledge that engagement is a challenging task and suggest incorporating a QR code on plantable seed cards to further educate and engage students.

Students think that this project has helped them understand the significance of considering food scraps as compostable waste for regenerative soil, which can help address the environmental crisis. Their main takeaway from this course is the importance of composting and the impact designers can have on environmental stewardship. They expressed a desire to pursue a career in design that is more geared toward environmental sustainability.

DESIGN ACTIVISM



Madison H., Erika, and Ben pose with tools and the carts

On Design & Effectiveness

The design team really enjoyed seeing people's interest in the composting project they worked on, especially those who signed up for the bins. However, they felt that more engagement was needed to make a significant impact on campus, and that many students may not be familiar with composting.

The team believed that prior discussions about the importance of composting would have been helpful in communicating its effectiveness and why students should care about it. They acknowledged that the project may not have gone into enough depth about food scraps and composting, but felt that it was a good start to raising awareness. The team also suggested that handing out zines as an initial interaction may have been more effective in teaching students about composting.

REFLECTION



Cori shares ideas with classmates

On The Nature Of Collaborative Design

The students learned valuable lessons from collaborating with individuals from different majors and navigating the nuances of working in a group. They found inspiration in working towards a common goal with a team of passionate designers. They also enjoyed developing leadership skills, learning the non-linear nature of the design process, and the value of teamwork. They appreciated the balance between education and fun, the ability to create assignments, and the importance of collaboration and bouncing ideas off each other.

They think that this project has helped them understand the significance of considering food scraps as compostable waste for regenerative soil, which can help address the environmental crisis. Their main takeaway from this course is the importance of composting and the impact designers can have on environmental stewardship. They express a desire to pursue a career in design that is more geared toward environmental sustainability.



Students smile with wagons in front of Hayes Hall

Design Teams

Professor Susan Melsop

Build Team

Katie Bush
Ben Drake
Madison Hildebrand
Madison Keyse
Cori Seifert
Erika Strazinsky
Madyson Webb

Visual Identity & Book Team

Kortney Allen
Giulia Blake
Kaytlin Bullock
Levi Gaidos
Mackie Herrlinger
Dani Koehler
Shaylee Shepherd
Jaclyn Vulcano

Papermaking Team

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