**Knowledge, Artistry, and Reflection**

**Designing Thoughtful Programming for Children**

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BCLS--Youth Services Institute

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**Online Resources**

IDEO Design Toolkit for Libraries:<http://designthinkingforlibraries.com/>

Stanford d.school Virtual Crash Course in Design Methodology:<http://dschool.stanford.edu/dgift/>

· Note that there are other good resources from both IDEO and Stanford d.school throughout their websites.

Critical Design FAQ:<http://www.dunneandraby.co.uk/content/bydandr/13/0>.

National Center on Universal Design for Learning:<http://www.udlcenter.org/>.

The Principles of Universal Design:<https://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm>.

**Seminal Readings on Design**

There has been so much written on design that it’s difficult to narrow it to a few suggestions. The following represent seminal scholarly works that guide the idea of design as a unique discipline, with a distinct philosophy and way of knowing. Any of these can get you started; references in and/or citations to each will offer more. Presented in chronological order.

Herbert Simon, *The Sciences of the Artificial*, MIT Press, originally published in 1969.

· Simon was one of the first to write about design as a different way of knowing, in terms of problem solving via artifact creation. However, much of his work is an attempt to understand design in a scientific way, which subsequently was shown to be a limited perspective by Schön, Cross, and others.

Donald Schön, *The Reflective Practitioner*, Basic Books, 1983.

· One of many early studies to observe and analyze what actually occurs during the design process, Schön’s work is considered seminal in the design field.

Nigel Cross, *Design Thinking*, Berg, 2011.

· One of many pieces Cross has written about “designerly ways of knowing,” I suggest this one because it draws on and synthesizes many of his earlier writings as well as writings of others.

Harold Nelson & Erik Stolterman, *The Design Way*, MIT Press, 2012.

· A more modern take on design philosophy and ways of knowing, I suggest this one because much of their viewpoint is easily visible in librarianship, especially the idea of service being integral to design.

**Readings on Design in Librarianship**

An increasing number of pieces have been written on the intersection of design and libraries. These range from practical, applied how-to type articles to theoretical arguments about the role of design in librarianship. Here are some selected examples that span this range.

Braun, L. (2014). The library is an idea, not a building. *Young Adult Library Services*, *13*(1). Accessed at<http://www.yalsa.ala.org/yals/the-library-is-an-idea-not-a-building-fall-2014/>

Braun, L. (June 2016). Using design thinking: Providing a framework for youth activities. *American Libraries*, *47*(6), 80.

Clark, J. A. (2016). Anticipatory design: Improving search UX using query analysis and machine clues. *Weave: Journal of Library User Experience*, *1*(4).

Clarke, R. I. (2013). Picturing classification: The evolution and use of alternative classification in Dutch public libraries. *Public Libraries*, *52*(2), pp. 34-37.

Clarke, R. I. (2018). “Toward a Design Epistemology for Librarianship.” *The Library Quarterly: Information, Community, Policy, 88*(1): 41-59.

· A theoretical piece demonstrating the commonalities between librarianship and design, arguing that library science is a misnomer given the implicit design orientation of the field.

Mills, J. E., Campana, K., Clarke, R. I. (2016). “Learning by Design: Creating Knowledge Through Library Storytime Production.” *Proceedings of the 79th Annual Meeting of the American Society for Information Science and Technology*.

· Discusses how library storytimes can be viewed and understood as design artifacts and how elements of design, especially reflection and peer feedback, are critical to storytime production.

Subramaniam, M. (2016). Designing the Library of the Future for and with Teens: Librarians as the Connector in Connected Learning. *Journal of Research on Libraries and Young Adults*, *7*(2).

· This article served as the basis for the activities we are doing in our workshop today. Dr. Subramaniam offers additional activities you can add to your design toolkit.

**Readings on Design and Inclusion**

Barshay, J. (2018). “20 judgments a teacher makes in 1 minute and 28 seconds.” The Hechinger Report. Retrieved from<http://hechingerreport.org/20-judgments-a-teacher-makes-in-1-minute-and-28-seconds/>

Mock, B. (2015). There are no urban design courses on race and justice, so we made our own syllabus. *The Atlantic CityLab*. Retrieved from<http://bit.ly/1dfnCMh>.

Griffin, T. (2015). There Is a Syllabus for an Urban Design Course on Race and Justice in Harlem. *Next City*. Accessed at<https://nextcity.org/daily/entry/design-for-the-just-city-a-curriculum-in-urban-justice>

**And just some interesting pieces**

Parker, J. (2016). “Finished not perfect” video:<https://www.youtube.com/watch?v=lRtV-ugIT0k>

PLA. (2016). Designing spaces for people, not collections. *Public Library Association.* Webinar. <http://www.ala.org/pla/onlinelearning/webinars/pla2016rewind/spaces>.

99% invisible. (11.9.17). Biomimicry: How designers are learning from the natural world. Accessed at<https://99percentinvisible.org/article/biomimicry-designers-learning-natural-world/>

Atlas Obscura. (July 19, 2017). A Parthenon of banned books, built at a former book-burning site. Accessed at<https://www.atlasobscura.com/articles/a-parthenon-of-banned-books-built-at-a-former-book-burning-site>