



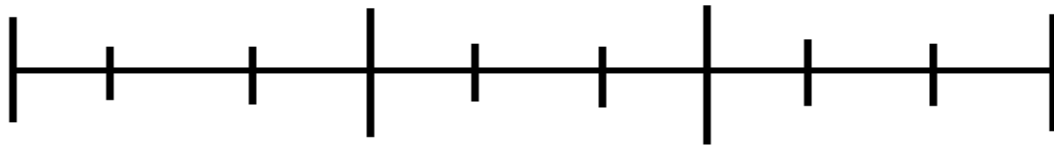
# Makerspace FLC: Scoping Projects

**Will your students need technical skills to complete the project?**



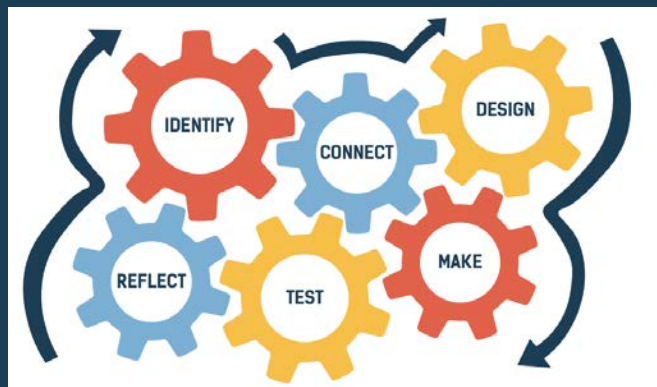
**Less Tech**

**More Tech**



Some materials are more familiar or accessible to students than others, but more complex tools can often provide more relevant professional skills to students. Either way, it's important to build in time for students to experiment or develop skills with the materials that they will be using.

**What activities could support students in making progress throughout the design process?**

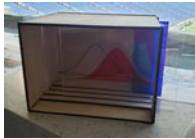


Think about different skills students may need to practice throughout the design process – whether that's applying discipline-specific criteria to a design challenge, gaining technical skills in a tool, proposing ideas for a project prototype, etc. – and think about small activities that you can intersperse throughout the semester to check in with students on their progress.

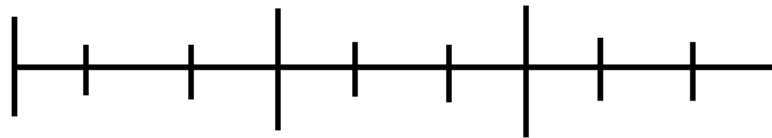


# Makerspace FLC: Scoping Projects

Where will students make design choices during the project?



**Design from  
Scratch**



**After  
Fabrication**

Consider where you want students to make choices during the design process, and create opportunities for them to use their course content to make those choices. Are they curating existing objects into a collection based off a reading, or creating a single new object from scratch using discipline-specific characteristics? Modifying an object to create a remixed interpretation of it, or specifying design features through an online file generator?

## What's the broad timeline of milestones for the project?



Consider how your students will progress through the semester, and how much time they might need to navigate each step of the design process. Structure the project timeline to include of check-in activities (group critique, mini-presentations, etc.) If you want students to make changes to their designs based on feedback, it's important to build time for iteration into the schedule.