

playground

centre for transdisciplinarity,
design & innovation

Who We Are

The **playground** is a community space, and a university-wide ecosystem, designed for creative collaborative work that helps transform the teaching and learning experience at Habib. It serves as a gateway, and enhances accessibility, to making and design activities across departments and schools. Playground has characteristics of a lab and studio that fosters pedagogical innovation through interdisciplinary design based research, operating between the fields of industrial, urban, interaction, communication and systems design. We aim to understand complex systemic problems in the world by utilizing praxis as a research tool. We believe in "getting our hands dirty" using workshops, exercises, prototypes, simulations and speculations to model the kinds of phenomenon we are studying.

As a collaborative platform we aim to show the social relevance of design, where alternative strategies to improve our city and society can be exchanged using design research as a tool for innovation. We give an opportunity to individuals belonging to diverse disciplines and backgrounds to share their ideas and get feedback from stakeholders, and test out prototypes and solutions in the form of designed interventions, as well as gauge the impact of their interventions. We work on projects in cooperation with public partners such as, governments on one hand and private partners like companies on the other.

We pursue practice-based research rooted in four core design disciplines:

- 1) Urbanism/Urban Design
- 2) Communication Design;
- 2) Industrial or Product Design;
- 3) Interaction Design;
- 4) Service or Systems Design.

Similarly, we define and encourage several design approaches at the Playground, with a view to facilitate different forms of inquiry and outcomes:

- 1) Human-Centered Design;
- 2) Design Thinking
- 3) Participatory or Co-Design;
- 4) Speculative or Critical Design;
- 5) Design Futures & Forecasting;
- 6) Transition Design.

What We Offer

1. Workshops

Workshops are organized with external design practitioners both independently, through courses at Habib and through challenges brought under the BYOC program. Workshops last from a day, to a few days and over a few months, depending on their nature. We welcome workshops that offer the opportunity to examine and tackle, curated and real world challenges. Through workshops we test designs and scenarios, stimulate critical discussion and gather data for analysis.

2. Pop-Ups

PopUps are workshops for those constrained with time and commitment. They are the quickest way to immerse yourself into the playground, and explore the various design and making activities we offer. Pop-Ups are for and by everyone. Students, faculty, staff (and sometimes external practitioners) offer and take part in these quick skill and knowledge exchanges. PopUps can vary from 2 hours to a couple of days.

3. Courses

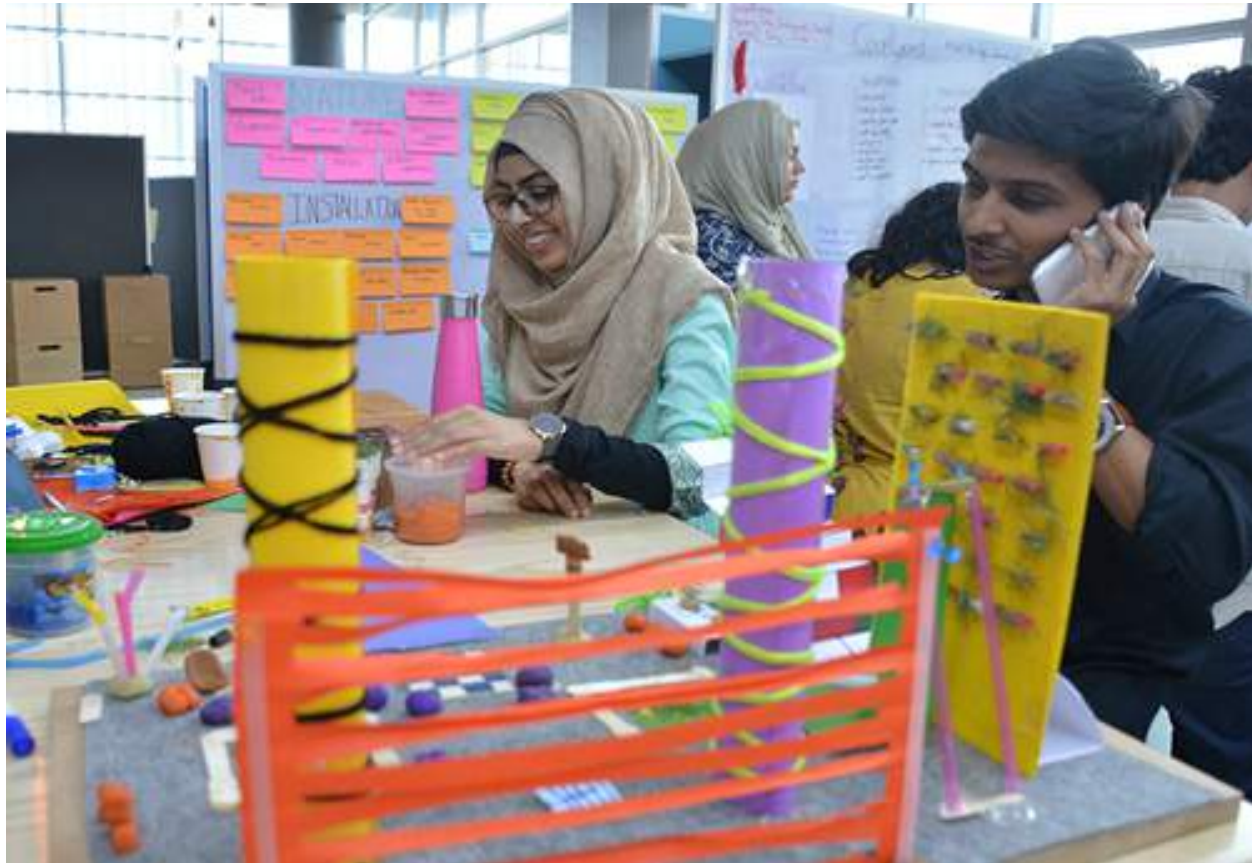
Courses offered through the Playground serve as a gateway, and enhance accessibility to making and design activities across departments and schools at Habib University. Through workshops, pop-ups and projects, students are able to learn and apply their learning, across disciplines and media – from sewing, scanning to 3D printing, photography to film, board games to phone apps, wood work to metal work, and beyond.

4. BYOC

Bring Your Own Challenge (BYOC) is our program for industry and community partners to benefit from Habib's intellectual and material resources. We help frame problems into a Design Thinking challenge, and set up a multi-disciplinary team of faculty and students to crack it. Our students benefit from real world exposure and industry partners benefit from our cutting-edge Design Thinking approach.

5. Events/Lectures

Events/Lectures by local and international design practitioners, performers and thinkers are regularly hosted through and at the Playground. We invite speakers to share their work, design perspectives and engagements with students at Habib and with the community at large.



Areas Of Focus

Through the playground we intend to conduct Interdisciplinary research through Human Centered Design and Design Thinking Methodology to define, frame and address complex problems through creative and innovative solutions. Working in partnership with both academic and non-academic institutions, experts and industry partners. For the coming years our focus is on the following areas :

1. Health

We will Identify challenges and opportunities in healthcare innovation. What is health by design? By provoking discussion and creating meaningful debate around health services in the public sector of Pakistan, we aim to come up with innovative solutions using design skills and a systemic approach.

2. Culture & Heritage

We aim to open up the questions around what we mean by 'heritage' and how it is understood, to provide intellectual and practical templates for alternative ways of thinking about it. Through various workshops with artisans, craftsmen and heritage consultants, we will highlight the advantages and problems of particular approaches towards heritage and culture conservation and preservation.

3. Education

The education system in Pakistan needs to design educational policies and implementation strategies which ensure quality education for all. The Playground will focus on addressing key challenges and desired outcomes for government schools by working with experts from the public and private education sector .

4. Governance

How can technologies be used by citizens to have a say in how they are governed? What role can designers play to support such conversations? Design-led innovation in the public sector can transform the perception and meaning of public service. Most forward-thinking governments are now starting to regularly engage and empower citizens to play an important role, not just in the design but also in the delivery of public services. The playground aims to provide a platform to empower citizens through the exchange of

ideas and strategies that can be explored, tested and developed between the government and civil society.

5. Water

The water crisis in Karachi is part of a broader trend of water insecurity affecting Pakistan. Scarce water resources persistently fail to meet the massive demand from a burgeoning population. The playground aims to tackle this wicked problem through research, field work and collaboration with experts, industry and the government.

6. Mobility

We want investigate and question the existing infrastructure for modes of travel in Pakistan, such as pavements, roads, bicycle lanes, which either do not exist or have been encroached. Lack of public transport has resulted in Increased private transport on urban roads is causing severe congestion in Pakistan. We will break down, unpack and tackle the problems related to mobility, to reframe the problem and imagine possible effective solutions.

7. Food Security

60 percent of the population is still facing food insecurity in Pakistan. Recurrent natural disasters including drought, earthquakes and floods along with economic instability increase food insecurity. Playground will be focusing on the agricultural factors that are significantly affecting the food production by investigating and proposing pathways to achieve food and nutritional security for a growing population.

Playground

2017 - 2018

Workshops

1. Drawing: Name, Place, Animal, Thing

Drawing is an essential means of communicating, and central to every designer's practice. This workshop combined the fundamental practice of observational drawing for constructing the drawn image, broken down into bite-sized sessions that work independently and as a series. Participants gained analytical skills through demonstrations, guided exercises in studio setups, as well as outdoor spaces on campus, and group critiques.

2. Design Your Life: Build Your Way Forward

John Armstrong, a Lecturer and Fellow at Stanford University conducted a workshop based on Stanford's popular Design Your Life course. The workshop helped students navigate decisions about life and vocation reflecting on some of the beliefs that hold students and educators back? And how might they make better-informed decisions, and how might students develop prototypes to help explore and test out their interests and future paths.

3. Mapathon

A mapping workshop was conducted in Gari Khata neighborhood with community volunteers. All participants went through an interactive, hands-on training at the playground, where they learnt basic skills and methods that are employed in field mapping for a rigorous geographical and ecological experience.

4. Thesis Workshop

The playground opened its doors for all senior students who longed for a conducive environment that could help them address complex challenges, brainstorm ideas and test methods for their final year projects. The playground team, helped students arrive at solutions that were desirable, financially viable, and technically feasible by exposing them to design thinking and human centered design methods.

5. Portfolio Design

In this workshop, the students learnt how to design digital portfolios to communicate their work more effectively to their prospective employers, graduate school applications, or any audience. By demonstrating the right tools and techniques, the participants were able to build effective narratives for their portfolios.

6. Documentary Cinema

A masterclass/workshop on effective documentary and film-making was conducted by Manuel F Contreras, a Colombian documentary filmmaker and a PhD candidate from the Hungarian University of Fine Arts. The instructor shared and showed tricks and techniques with the participants on coherent ways of making documentary films. The expectations, rules and criteria set by the film market were also discussed to help the eager participants frame and shoot their stories and documentaries in a more effective manner.

7. Framing Your EE Capstone

The workshop included team building activities and problem identification exercises. The supervisory committee, which comprised of Dr. Basit Memon, Lecturer Tariq Memon, Dr. Muhammad Farhan & Dr. Aamir Hasan, helped the students define scope of their projects & targeted deliverables. As a result of this workshop, the students had a clear direction and guidelines to follow to build up their thesis.

8. Ideas for Rolling Out a Sustainable Urban Mobility for Karachi

Karachi is faced with serious urban mobility challenges. There is an urgent need to initiate stakeholder dialogue and take actions to promote sustainable urban mobility – discouraging use of automobiles, promoting public transit, walking and cycling. To start this conversation, Playground in collaboration with Shehri Citizens for Better Environment hosted a workshop on Ideas for Rolling Out a Sustainable Urban Mobility. The participants went through an intensive and rigorous workshop session where they identified problems, brainstormed ideas and presented creative and viable solutions. They generated answers for questions like how roads can be made walkable?

9. Sex Sells but Should It?

Dr. Mohammad Moeini, an Assistant Professor for Social Development & Policy, led a workshop on “Sex Sells but Should It?” for the HU students. The workshop focused on the morality of using sexual



attraction as a marketing tool. Topics such as lookism, discrimination, freedom of choice, primacy of profit, competition, market share and the like were discussed. The participants were split into groups to identify such cues and signals, and how they evoke moral and ethical conflicts in the light of our domestic values.

10. Systems Thinking

Two five-week workshops twice a week, for a total of ten classes, were given to an assortment of students from Habib University's various programs, and to professionals and academics of varying backgrounds from Karachi. Since practice-based research and systems thinking are rarely taught in Pakistan, especially within the creative disciplines, the instructor and playground leadership gave students an exposure to both as a useful supplement to their research skills and process.

11. Systems Thinking for Designers

Systems Thinking workshop sessions covered various approaches and methods in systems thinking aimed at giving students a set of frames and tools with which to analyze and model complex structures and phenomenon, to then identify points where interventions could be made, and lastly, a variety of methods from future studies were also introduced to help participants envision and plan for preferable alternative futures.

12. Research through Making

This workshop introduced students to the idea of doing practice-based research in order to understand the perspectives of stakeholders, their practices, and their relationships to technology, using methods taken from media and sensory ethnography. The class was conducted in a modular manner - students were introduced to a new set of methods each week, from cultural probes to photo studies to research games, had to design their studies and test the methods over the weekend with a group of participants, and report back on their findings the following week.

13. Improving Education Landscape in Low Income Settings

The education landscape of Pakistan is rigged with layers of problems - from ever increasing rate of student dropouts, educational expenses and corruption to poor learning outcomes and teaching methodologies. The lack of resources and accessibility to schools is another problem. The workshop helped the participants tackle some of the aforementioned problems, which the students belonging to

low income settings face. By using design thinking and by keeping the student at the heart of the process, probable and effective solutions were shared and discussed.

14. Design Beyond Products & Disciplines

With the ever expanding study of design, a disconnect in the value of design has taken birth. It is imperative to understand that design is not just confined to a discipline; it is a holistic way of living. This workshop helped expand the perception of design by looking at it from a new lens, by tapping into our set understanding of what it is, why we need it, what abilities it inculcates and most importantly how they are applicable to everything in life.

15. Designing Student Centered Learning Experience

In designing a learning experience, faculty members sometimes tend to emphasize content and lose sight of the people who will go through the experience. This workshop brought the focus back on the students. It covered tools that instructors can use in designing student centered learning experiences. Which included teaming, setting project goals, and creating student personas. The workshop was highly experiential. DSSE faculty was put in the students' shoes by participating in specially designed activities and by interviewing students. They then reflected on their experiences and used the gathered data to create student personas. On the last day, they used their learnings from the workshop to solve an educational design problem that is important to them.

16. Master Class for a Coherent Documentary Cinema

The film market has already defined a set of imaginaries that dictate the stories that should come from each region of the world, and in most cases the privileged are filming the unprivileged, not the other way around, just like in the origins of documentary film: observe the exotic, the distant subject. Us defined by the filmmaker or we as filmmakers defining the other. This masterclass departed from the fact that the one filming is the one that holds the power, the one being filmed is the mirror of the filmmaker, thus the story being told is actually the story of the one behind the camera. Who sets the rules for the stories we want to tell and who determines what stories are worth being told? Are we exploring our own gaze or are adapting to the gaze of the other? These were some of the questions that were challenged and discussed in this session.

17. Material Drawing: Exploration and Connectivity

A series of 8 workshop sessions on Material Drawing: Exploration & Connectivity was held at the playground. The focus of the workshop was not on the drawing but seeing, observing the materials and



surroundings around us. The concentrated drawing exercises in the curriculum of the workshop included physical, time and media constraints. The exercises helped the artists consider their drawing process, and extend their drawing vocabulary. The sessions encouraged group learning with an environment of supporting experimentation. Exercise themes included mark making and rhythm, collaborative drawing and authorship, exploring linear language, empty space and an emotional response.

18. Design Education in Pakistan - Past, Present & Future

A full day workshop was held inviting academics and practitioners from all around Karachi to discuss design education. A significant number of people showed up, with faculty from the Indus Valley School of Art and Architecture from their design and foundation year programmes, Karachi University Visual Arts department, and an assortment of practitioners and independent or part-time teachers from various design schools and firms. The workshop started by introducing the attendees to changes in the global design landscape, focusing on the importance of theory and research in informing designerly making, the changed perception of the relation between practice, theory, and research, and the studio environment as the place where all three of these converge.

19. Speculative Play - Imagining Alternative Water Futures for Karachi

Playground hosted a public workshop on Speculative Play - Imagining Alternative Water Futures for Karachi to trigger the need to unfold the crisis, raise awareness and collectively offer new perspectives. The workshop used design as a medium to raise critical questions, to provoke debate and imagine alternative futures. In this workshop, participants covered core concepts and terminology of Speculative & Critical Design and its application to conduct future-facing design research and ideation through a playful and participatory exercise focused on Karachi and its emerging water crisis. Through exchange of ideas, strategies and provocative thoughts, the participants built a model of the existing scenario, critiqued the present, explored alternative future thinking and collectively analyzed undesirable and desirable water futures, along with new products, systems and services.

20. Sacred Geometry

The goal of the workshop was to provide an invaluable perspective for the Las Bela, Balochistan sacred geographies project. This is a partnership project between Habib University and Las Bela University, exploring new pedagogical approaches towards the study of urban and peri-urban sacred space.

21. Digital Security Beyond the Digital

Playground hosted an introductory workshop on Digital Security by Furhan Hussain, a tech and human rights consultant and digital protection trainer. The workshop helped the participants acquire the skills needed to reclaim their spaces, so that they can exercise their fundamental rights of free expression, privacy, association, and assembly, and avoid physical, digital or psycho-social harm. The workshop aimed to introduce digital security on a foundational and behavioral level in the context of holistic security. It involved integration of digital, physical and psycho-social securities in one narrative. More advanced and follow-up workshops along the similar theme will be hosted in late November.



Pop-Ups

1. Physical to Digital with Auto Desk Maya

This popup aimed to teach how to create digital manifestations of physical objects. It introduced the students to human perception in the context of entertainment, synthetic environment, and media, and its implications in animation and filmmaking. By the end of this introductory workshop, the students were able to understand human perception and associated theories. They also gained some knowledge about industry standard software for digital fabrication.

2. 3D Animation

Led by a student, the popup attempted to teach the students how to do basic 3D modelling using Cinema 4D software in two sessions. Step by step exercises were designed for the participants so they get a hands-on training.

3. Drawing with Charcoal

A series of five intensive drawing sessions that focused on improving charcoal drawing skills was held by a student of Social Development & Policy. The participants of the workshop learnt gestural drawings, line variations, various perspectives and reductive drawing. They further observed how light and shadows work and how those can be recreated using charcoal to make the drawing more realistic.

4. Wannabe Entrepreneurs

A student led Popup on Wannabe Entrepreneurs was held to help the students understand the key components of initiating startups. They practiced effective elevator pitches, took inspiration from their favorite brands and created their own business models.

5. Design Thinking

Fatima Hamdani, Muhammad Mehndi and Syed Ali Askari worked on a semester long project to build a design thinking culture at Habib University through student collaborated engagements and workshops.

Courses

1. Cities and Urban Development

For the course Cities & Urban Development, the students worked in the playground to brainstorm ideas on redesigning the Pehlwan Goth roundabout and worked on street redevelopment on corridors in Dhoraji Colony, Karachi. The playground provided the right setting for mapping out sites, and for conversations on drawings.

2. Programming Fundamentals

To accelerate the brainstorming and creativity phase, the students of "Programming Fundamentals" worked in pairs to solve Logic Dots puzzle game at the Playground. The activity was carried out in a fun, open, and collaborative spirit, which motivated the students to come up with their own original ideas for their own projects in which they will write a program to do the same. They were also taught how to make storyboards for visual novels.

3. Renewable Energy ; Designing Ecosystem within Habib University

As part of the course, Renewable Energy: the students were tasked to create ecosystem models of places within HU. The Playground offered a plethora of supplies for this activity, which helped in constructing unique model of HU places like baithak/dhaba area/amphitheater/zen garden etc. The models displayed the flow of energy in an ecosystem and ecosystem chemical cycling. Participation through active learning improved upon the concepts taught in class and built effective teamwork skills.

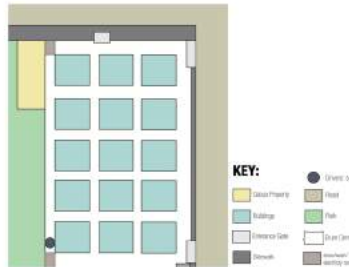
4. Data Communication & Networks Course

As part of the course, Data communication & Networks, the students surveyed a few real network blueprints to understand the complex security issues and loopholes that are present in some networks. After going through a rigorous brainstorming and group-based discussion activity at the playground, the students pitched their ideas and received feedback from their peers and course advisors. This created a

Erum Center, Gulshan-e-Iqbal Block 16

Shared Commons

We protect our private spaces, but ignore the shared common spaces outside our homes. These spaces act as foyers for our homes, play areas for our children and spaces in which we informally socialise. By tackling the issue of trash in Erum Center's shared spaces, we hoped to create awareness amongst residents of the potential and impact that common spaces have on our quality of life.



THE SPACE | Erum Center is a 25-year-old, large apartment complex with in Gulshan-e-Iqbal Block 16, behind Expo Center. The complex has 15 blocks of 10 apartments each, built tightly within a compound with no designated community space. A large park adjacent to the complex is rarely used because of encroachments and lack of access points from the apartment complex.

THE STAKE-HOLDERS | Three types of stakeholders were integral to the common spaces, and our project: residents who used it for car parking, children who used it for playing (instead of the park), household staff that used these spaces for socialising, officebearers of the apartment union, and individual representatives for each of the 15 blocks.

THE PROCESS | We began investigating the under-used neighborhood park, and were led to explore the creation of a community space within the apartment complex. In-depth conversations with the residents, however, brought the trash in common spaces as the key concern. We prototyped messaging tactics, and a possible cleanliness grading system.

THE POSSIBILITIES | Maintenance and upkeep of large apartment complexes is a common Karachi problem; our investigations at Erum Center highlighted the complexity of negotiating between self-interested residents, and a missing community spirit, even in seemingly established communities. Gamification of shared monitoring of common spaces is a potential tactic that can be used by similar spaces in the city.



Nobody really cares about the whole complex. They don't talk, they complain. Everyone asks, what can you do for us?

- Hassan Ali, 28, Erum Center Union President



FAIZA SAFDQI | ZAINAB KAZMI | ANEERA NAZ SAIED | MAHNOOR BAWA

DOHS 1, Malir Cantonment

Community Garden

This project examined an unused community space which has restrictions on its utilisation. Originally designated as an area for commercial puposes, it remained underused due to low demand. Community gardening, happening organically at an individual scale, appeared as a possible solution because of its non-permanent nature, sustainability, and the potential to engage communities and build relationships.



THE SPACE | The project site is an under-used designated commercial area in DOHS Phase 1 of Malir Cantt, surrounded by residences. It has a mosque and cricket ground in the vicinity, supplemented by a commercial complex nearby. The site has vegetation along the edges, cultivated by neighbours living across the site.

THE STAKE-HOLDERS | The nearby residents, especially the elderly and the women, were the most enthusiastic stakeholders. The mosque cleric was supportive too. The housing authority representatives, however, showed some apprehension, and had to be assured that any activity will not be permanent, nor violate their rules and policies.

THE PROCESS | The goal was to find a solution that is sustainable, engages community but most of all, is temporary in terms of its structure and therefore does not violate the rules of authorities. Community gardening seemed a good starting point, given the residents' already established interests. The tools used for design intervention were conducting workshops with the stakeholders and brainstorming ideas for site's future.

THE POSSIBILITIES | The project built on existing momentum within the community, harnessing the stakeholders' interest. There are several similar sites in the cantonment, and this model can serve as a prototype for other spaces. Eventually, more of the unused spaces could be used for building community relationships through gardening.



Our soil and housing pattern is conducive for community gardening. It can help boost income and health.

- Col. Tahir, 54, Ward Representative.



SAMIRA JAMIL

deeper understanding of the problems that the students wanted to solve through simulation.

5. Gender & Intersectionality Seminar

Dr. Shama Dossa used the space for a seminar on gender and intersectionality as part of her SDP 101 course. It was an art making session where students were asked to use their own creativity to depict their understanding of the concepts of gender and intersectionality. The change of space and its versatility were conducive to creating an environment for inspiration.

6. Interactive Museums

In this 10-week workshop, spread out across the semester, students visited 4 museums in the city, including the National Museum of Pakistan, the State Bank Museum, Maritime Museum, and the Mohatta Palace Museum, to examine, and evaluate, their interactivity vis-à-vis both – artifacts and the surrounding community. They then spent five weeks working in the playground to prototype a museum project that is interactive. Final projects included a new website for State Bank Museum, a social media strategy for National Museum, and four concept museums including a Museum of Lollywood, Safe Space (A Museum on Everyday Violence), a Light Museum and Johar Museum.

7. Transdesign Practicum

Students in Transdesign Practicum spent the entire semester addressing one simple question through the playground: How does design operate socially to address complex problems? They picked a ‘wicked problem’ in their own communities related to civic engagement, and went through the Human-Centred Design process to unpack and address them. Students in Transdesign Practicum the following semester addressed one simple question through the playground: How does design operate socially to address complex problems? The sub topics include:

1. Mental Health
2. Public Health (especially accidents)
3. Sexual & Reproductive Health
4. Faith Healing
5. Old Age Care
6. Personal Health
7. People with Disabilities.

8. Engineering Innovation & Design

The course is devoted to discussing design methodologies, cultivating the skills associated with good designers, and fostering innovation. This is a projects based course where students will identify a problem with mobility in the city, and propose and prototype technology solutions to this problem. The playground provides apt spaces for each of the earlier stages of design process - flexible seating to stimulate creativity and initiate discussion, materials and boards for conducting design activities and building soft prototypes. Students interviewed various individuals in Karachi regarding their mobility experience, and worked on trying to understand the different actors and mechanisms underlying the mobility problems of Karachi.

9. Introduction to Game Development

The space in the playground is used by students to develop their own ideas for board games, which is translated into digital games later. They initially create a paper prototype that best explains how the game behaves when the user clicks on various menu buttons and icons. Once the paper prototype is properly tested, it is converted into a digital prototype as a proof of concept. The students learn about the various UI elements and color schemes that go well with the theme and content of the application.

10. Food Security

One of the most exciting courses taught at the playground is Food Security. It aims to make the connection between politics of environmental conservation, the market and the social determinants of health through a hands on pedagogical approach. The course is taught in workshop format and takes place every second Saturday of the month. The curriculum is complemented by field trips to showcase responses to a diverse range of agricultural, economic and urban environmental challenges. It also includes designing appropriate technology solutions; composting; making organic pesticides, and sustaining demo plots for urban farming.

11. Introduction to Illustration

For the Introduction to Illustration course, playground provides apt spaces for the earlier stages of Illustrations, communication, revelation, and demonstration. The space has flexible seating to stimulate creativity, and materials and boards for the artists to start building their piece of work.



12. Scientific Method

Scientific Method course is offered at the playground to explore and brainstorm over different aspects of research topics in Science. The students picked themes that are strongly connected and related to our everyday life and have a strong presence in the society we live in. They engaged in primary and secondary research and came up with extremely interesting and valuable insights. Furthermore, the students also conducted an experiment to understand the functionality of a Pendulum. They designed and created their own pendulums by using soft prototyping tools.

13. Introduction to Health Policy

Introduction to Health Policy teaches students how to design policies that have an influence on Public Health and Safety. The course covers topics like Environmental health, Reproductive health and Maternal health that make up societies, with special attention on the frameworks through which polices can be applied within the society. The course instructor chose playground to conduct many group based activities and sessions. The students identified many health issues pertaining to the society we live in, and designed policies and strategies to curb these issues.

14. Database System

The space helped the students to work on their projects on Entity Relationship, pitch their ideas and display their work. This exercise was mainly to form a soft prototype of their projects and see its feasibility.

15. Data Communications

Data Communications course worked on a project to design and Simulate Large Enterprise Network on any simulator. They went through a rigorous and interactive session and created proposals through the playground. Each group was tasked to identify a problem, come up with a possible solution, conduct its SWOT analysis and integrate their findings.

BYOC

1. Government Education Reform Project

The first Bring Your Own Challenge (BYOC) at the Playground was a communication redesign for a government education reform project. The Sindh Education Department brought a communication challenge to the playground: they are launching a program, in partnership with donors, Reform Support Unit and other stakeholders, to improve 4,560 schools across the province along seven metrics. The challenge was how we should communicate this program to a skeptical audience. The Playground turned the challenge into a Design Thinking workshop involving various stakeholders, including government school teachers, principals, education department employees and project partners.

The participants deconstructed proposed communication artifacts with stakeholders, explored the form and content of existing internal communication happening organically amongst stakeholders, and then designed a sample advertisement that would resonate with the stakeholders and the public, while addressing their skepticism.

2. BYOC Highlight: Bykea

On March 20th, the playground hosted a workshop with the team of Bykea, a popular ride sharing service based on motor bikes. The workshop helped Bykea to test new app features and ideate and prototype new avenues for growth as the company expands its footprint in transport, delivery and payment services. The session with Habib University students was extremely valuable in soliciting feedback on platform design journey for new product development at Bykea.

Events/Lectures

1. KCIL Hackathon

The hackathon was organized by Karachi Civic Innovation Lab at the playground from December 22nd , 2017 till December 23rd, 2017. It was themed as Civic Ideation Hackathon to Find Innovative Approaches to Address Growing Extremism at Universities. The Hackathon brought together relevant people from universities and organizations – Higher education counsel, Law Enforcement, University students, Student counseling bodies, agencies. The stakeholders discussed mutual challenges that they face in universities and how to overcome them. The teams were shuffled into groups and they were to come up with several doable great ideas and recommendations that can be implemented in universities to overcome this serious issue. The ideas were related to curriculum, student-teacher- parent Interactions, tutorial mentoring, student societies etc. The proposals that were designed after this rigorous two-day workshop were shared with HEC.

2. Community Innovators Program

Community Innovators Program was organized by Karachi Civic Innovation Lab on 13th January, 2018. The objective of the session was to inform the participants about what constitutes innovation and an innovative mindset. The main focus of the workshop was on civic and municipal problems and how a creative approach can help civic activists and leaders tackle them. The Playground provided the right platform and tools to help the participants learn, practice and hone their creativity and thinking style. Network Partnership with Pakistan Innovation Forum for Re-Invent Pakistan. A national level conference on Re-invent Pakistan was organized by Pakistan Innovation Foundation which took place on December 7, 2017 at Marriott, Karachi.

3. Designing for Transitions and Systems Thinking

A session and a workshop on Designing for Transitions and Systems Thinking as applied to understanding and designing for complex urban issues was conducted on 8th January from 5.30pm-8pm. Participants were introduced to the concept of Donella Meadow's leverage points, different ways by which systems can be nudged to yield large shifts.

4. An Introduction to the Decolonising Design Movement

This lecture began by introducing the audience to a quick history of the conversations around identity and difference in the global design landscape through the 2000s and 2010s, and the events that led up to the formation of the Decolonising Design platform in 2016 and the subsequent mainstreaming of decolonial and postcolonial discourse in design academia. Ahmed then proceeded to sketch out a map of the kinds of projects that Decolonising Design and other sister platforms have been involved in, and identified the area that he was currently doing research in.

5. The Rasa of Identity – Machinic Assemblages, Affect & Intersectionality

This lecture built on the first by first talking about the sources of knowing in designerly discourse, focusing on the Cartesian emphasis that design theory places on knowing as a product of the mind, as logical, rational etc., and on praxis, or on making and practice as a form of knowing. The speaker then posed that feeling as a valid epistemological source remained a third, undertheorized area in thinking around how designers make sense of problem spaces, and of praxically engaged and embodied experience. He further on outlined the views of three philosophical systems on theorizing the molding of structures of feeling through things: the concept of shi, or propensity, in ancient Chinese philosophy; the theory of rasa and the nature of aesthetic experience in Vedic philosophy; and lastly, the affective features of assemblages in the work of Deleuzian scholars.



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