

metaproject 09

Rochester Institute of Technology | School of Design

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Few events shape the culture of the industrial design studio in the way that the Metaproject announcement does.

RIT Industrial Design Students
Justin Dorland and Hannah Giancola

metaproject 09
Rochester Institute of Technology

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Industrial Design at RIT

At RIT, we believe that industrial design education lies at the nexus of theory, process and practice. Industrial design is a human-centered discipline which requires an understanding of the complex relationships between culture, commerce and environment. Our varied and experienced faculty expose students to the history, context and state of the art, while imparting the skills necessary to compete as contemporary designers. Aesthetic sensitivity, technical competence, social and environmental awareness, and analytical thought are developed in a robust university environment where business, engineering, social sciences and scientific partners exist within arms reach as willing collaborators. Through hands-on experience in strategic design thinking, graphic visualization, technical drawing, model making and prototype development, graduates emerge with the skills needed to conceptualize, design, and develop new and improved objects and systems with an eye towards a better world-view. Our high profile internships expose students to formative experiences in the field. Our ever expanding international agenda links students to global thinking. The world renowned Vignelli Center for Design Studies is a unique resource that reveals the nuances of design process seen through the lens of some of the world's most masterful projects housed on site in the center's archives. With all of these assets, our students emerge as leaders in the field and our graduates redefine the profession as capable editors of content and 21st century story-tellers.

Metaproject

Meta

from Greek: μετά= “after,” “beyond,”
“with,” “adjacent,” “self”

is a prefix used in English (and other Greek-owing languages) to indicate a concept which is an abstraction from another concept, used to complete or add to the latter.

Word Origin & History

Prefix meaning

- 1 “after, behind”
- 2 “changed, altered”
- 3 “higher, beyond”

from Greek. meta (prep.)
“in the midst of, in common with, by
means of, in pursuit or quest of,”

from PIE *me- “in the middle”
(cf. Goth. miþ, O.E. mið “with,
together with, among;” see mid).
Notion of “changing places with”
probably led to senses “change
of place, order, or nature,” which
was a principal meaning of the Gk.
word when used as a prefix (but also
denoting “community, participation;
in common with; pursuing”). Third
sense, “higher than, transcending,
over arching, dealing with the
most fundamental matters of.”

The Metaproject Series

The Metaproject initiative from RIT is now running in its ninth iteration. In keeping with the Design is One philosophy espoused by RIT's Vignelli Center for Design Studies, Metaproject aims to encourage students to produce design that is "semantically correct, syntactically correct, and pragmatically understandable, but also visually powerful, intellectually elegant and timeless."

Metaproject 09: Sesame Street

The title for this project and corresponding exhibition is reflective of the project's ongoing initiative: to impart a deeper understanding of problem-solving with the goal of exposing the intricacies of design thinking through the execution of a project brief. This exhibition demonstrates that education partnered with industry can be a successful vehicle for fostering innovative thinking and product excogitation.

In the fall of 2018 fifteen Industrial Design Seniors taking a course with Professors Josh Owen and Lorraine Justice were challenged to design for the "urgency of play". Sesame Workshop's mission is to help kids grow smarter, stronger, and kinder. Sesame Street invited designers to define opportunities and design innovative objects that consider possibilities for making kids lives better through family engagement. Students developed objects that leveraged the ethos of Sesame Street into a new vocabulary of modern concepts. Ideal designs addressed simplicity, functionality, beauty, uniqueness, and cleverness while clearly targeting a need.

Introduction

Theresa Fitzgerald

VP Creative, Sesame Street

I am honored to have partnered with Josh Owen, Lorraine Justice for the Metaproject 09, at Rochester Institute of Technology. Two years ago we began to explore the possibilities. Currently, I am Vice President of Brand Creative at Sesame Workshop, the global educational nonprofit behind Sesame Street. I am passionate about design education, and have worked with design students at the School of Visual Arts, New York University, and Portfolio Center in the past. It was clear to me from the moment I heard about this project, that it was extraordinary. Josh is dynamic and has a vision for design excellence, wrapped in the spirit of joy. We found alignment in goals and timing for Sesame Street to sponsor Metaproject 09 to focus on the urgency of play. This philosophy fueled the design: “We like design to be visually powerful, intellectually elegant, and above all timeless.” quote from Massimo Vignelli.

Since 1969, Sesame Street’s mission is to help kids grow smarter, stronger, and kinder. Our recipe for success is combining a curriculum that addresses children’s critical developmental needs with the sophisticated use of a wide variety of media and a large dose of fun. Beyond ABCs and 123s, our programs deliver crucial lessons about health, emotional well-being, and respect and understanding to help kids grow up healthy, happy, and at home in their world. It began as a simple yet revolutionary idea

in the United States: to teach kids through television. Through on-the-ground outreach efforts, they bring their lessons directly into the homes and classrooms of particularly vulnerable communities, where they have a dramatic impact in kids’ lives. Sesame Street’s is celebrating its 50th season with a curriculum to encourage kids to imagine and play. This became the foundation of the assignment.

The Urgency of Play: We invited the class to define opportunities and design innovative products that consider possibilities for making kids lives better. We gave the students permission to connect the iconic brand, and the idea of play, in a new way. Play was not limited to kids, but to include grown-ups, and family engagement. The design goal was to address simplicity, functionality, beauty, uniqueness, and cleverness while clearly targeting a need, and brand essence. Over the semester, I met with the class three times. In the beginning to kickoff the project to unveil Sesame Street as the sponsor for the semester-long project. I provided Sesame Street overview and brand immersion. For the mid-term, I returned for a check-in on progress, and provide feedback for capturing the brand and design input. Finally, the end of the semester, for product review. Each visit, the class was well-prepared and professional. There was a spirit of collaboration and competition that fostered creativity. Each student had the opportunity

to introduce their thinking, and articulate design approach with drawings, prototypes, materials and photography. They were open to input regarding what worked, and areas of development. For the final critique, we were joined by Jeremy Saucier, from The Strong Museum of Play. We reviewed the final product design for playfulness, brand expressions and design excellence. Overall, we were impressed with all student's professional approach and final design solutions. We chose three of the strongest designs solutions that inspired play in a brilliant way, and noted one for its power of bringing the brand to life in a fresh way. In May, Sesame Workshop will host an event during NYC Design Week at our offices exhibiting all the of the Metaprojects 09 designs.

Personally, as an Rochester Institute of Technology alumni, I found this opportunity to partner with RIT and the Vignelli Center meaningful. Professionally, as a design leader, maker, speaker and educator, I found this semester to be rewarding to engage and inspire young talent.

Prologue: Pedagogical Context

Josh Owen

Faculty and Metaproject Author

Course Description

This course introduces industrial design students to a working relationship with a client. The first half of each session presents the history and theory of industrial design as it relates to the sponsor's agenda. Guest lecturers and critics engage at regularly throughout the course to share their insights. The goal of the course is to inspire innovation with regard to the typology in question, balanced by real-world parameters. By capitalizing on industrial design theory and process, which encourages the integration of material exploration, engineering, marketing and business concerns along with the experience of human interaction and emotive qualities, students will be encouraged to re-think a utilitarian product or system, delivering original results.

Project Goals

Sesame Workshop is the nonprofit educational organization behind Sesame Street. Their mission is to help kids everywhere grow smarter, stronger, and kinder—and they are at work in more than 150 countries, meeting children's development needs with critical early education, social impact programs, and a large dose of fun. They build collaborative partnerships with those who share their mission. This design challenge will provide Sesame Street with a way to give back to the design community. In exchange, Sesame Street is presented with great design ideas that are commercially oriented.

Procedures

The industry participants used the following guidelines: Appeal to Sesame Street's core value system and audience(s). Aesthetically minded, feasible for mass-production. Simple and functional.

Project Deliverables

Students will each design and produce a high-quality, finished functional prototype from actual materials using available on and off-campus resources. They will be expected to carefully archive their process and document their final product with design-control drawings, graphically compelling use-scenarios and the written word to convey their overall concept. Students will be given the opportunity to art-direct the final documentation of their product using a professional product photographer to deliver press-quality communication materials.

Outcomes

In addition to the considerable media exposure given to the projects selected as winners, the projects were brought to New York City and exhibited in the context of Design Week. Several were earmarked for potential further development in order to explore their feasibility as products suitable for manufacture. Each student retains the ownership of the intellectual property of his/her design.

Institutional Value

The furtherance of a strategic course plan

As demonstrated by the ninth generation of the course, Metaproject is a repeatable template to be used as a thematic umbrella. The program of study can be used as a model for other courses to follow the strategic plan of the institute which addresses innovation and globalization. Metaproject 09 successfully fit into a single semester and works well with the rapid output needs of professional collaborators.

A partnership with the industry

In the case of Metaproject 09, the partnership was with Sesame Street. In this project, the company donated materials and services, and provided educational feedback sessions from their members and partners.

An exhibition of RIT student work

Together with students from the course and a support team, which included a graduate teaching assistant and members of the sponsors' groups, an exhibit was designed to showcase the course output in a consolidated vision in the University Gallery of the Vignelli Center in Rochester, New York.

A global venue

The venue for further dissemination of the results of the student research in this project was the May, 2019 “Design Week” in New York City, the most visible design-related event in the United States. Central to New York’s Design Week is the International Contemporary Furniture Fair (ICFF). During the Fair’s four days, 145,000 net square feet of the Javits Center are filled with more than 23,000 designers, architects, retailers, manufacturers, representatives, distributors, developers, students, educators, curators and media. More than 550 exhibitors display contemporary furniture, seating, carpet and flooring, lighting, outdoor furniture, materials, wall coverings, accessories, textiles, and kitchen and bath fixtures for residential and commercial interiors. Selected projects from universities and design schools are also showcased. Together with the many lectures and presentations held on site during the fair, and the hundreds of off-site events held throughout New York City and Brooklyn as part of Design Week, this assemblage of national and international exhibitors and visitors affords the chance to experience the most selective scope of the globe’s finest, most creative, individual, and original avant-garde home and contract products showcased in one venue. This year’s installation was housed within the Sesame Street Headquarters adjacent to Lincoln Center.

A case study book & a project identity

This book chronicles the methodology and output from the course, shedding light on the project results. The design of the book itself reflects the “Design is One” philosophy espoused by the Vignelli Center for Design Studies which is overlaid into the project linking the student work and the print collateral thematically to the Vignelli Center. Together with a press-kit of images and information, this book is printed in edition of 2,000 and used as collateral to accurately communicate the course and its representatives to the scholarly world as well as to the media and to the professional sector when it is disseminated during the ICFF. Extra copies are used by the ID department to seed future projects and by SoD to promote further, trans-disciplinary collaboration as well as by the Dean’s office and the Development office for their purposes.

**A trans-disciplinary team to focus
& communicate course output**

Graphic design student Alexis Scott, a fourth year undergraduate student from RIT's Graphic Design program took the lead this year in developing the graphic materials for this course. Elizabeth Lamark, Photography Services Supervisor, RIT Production Services photographed and processed the student projects together with her team of photography students under the art direction of myself and the students in order to provide press-ready high quality documentation of the work for use in all communications. The Vignelli Center hosted the project's final on-campus event and displayed the student work for the university community and award ceremony. Rich Kiley from RIT's University News Services and Kelly Sorensen, Marketing Communications Director for CAD, made sure that the University's interests in promoting the project were well represented working in concert with the sponsor's outreach efforts.

A process-oriented support website

The Metaproject global website was created in 2012. It consolidates the work from all Metaprojects and creates a platform for future iterations of the project.

The current website serves as an on-line portal for the project, however it does not duplicate the efforts of the book. Where the book focuses on project results, the website focuses on the project back-story and linkages to the institution.

This site is also used for dissemination to media and other interested parties.

This year, the website was revisited and maintained by alumni James Curtis and Bridget Sheehan in order to follow new trends in technology and to remain current. Social media channels were maintained by student leaders from the course.

Bringing in industry luminaries

The Sesame Street team are leaders from industry and acted as judges for the project. Outside perspectives of this nature are invaluable in selecting the most promising projects to be evaluated for further interest.

Theresa Fitzgerald
VP Creative
Sesame Street

Jeremy Saucier
Assisant VP for Interpretation
and Electronic Games
The Strong National Museum of Play

Building the future

Efforts like this project require extensive planning and the coordination of many resources beyond the classroom. It is our hope that the above methods of documentation, dissemination and exhibition initiatives will facilitate the generation of more such projects in the future.

Student Designers

Francesco Barletta
LeiAnna Chin
Jordana Deutsch
Justin Dorland
Hannah Giancola
Hannah Kim
Brandon Lau
Morgan Merrick
Sumin-Petal Oh
Matthew Olowin
Tanvi Pradhan
Daniel Shapiro
Yunlin Sun
Celina Tassone
Brendan Wu

Francesco Barletta

Active Reading Seat



Context

Reading can often be a challenging task for children in need of physical outlets for their pent up energy. The Active Reading Seat allows children to wobble, rock, and let that energy out so they can focus on reading. Assembled, the stool is an interactive and visual way to collect their books. Disassembled, the four colorful and textured cushions allow endless possibilities of comfiness and play.





LeiAnna Chin

The Imagination Station



Context

The Imagination Station helps toddlers create and visualize imaginative spaces by utilizing basic symbols and forms that easily attach to its inner walls. This transportable and customizable playset will help transform everyday spaces into new and exciting fantasy lands. With the help of The Imagination Station, parents can play along with their children and, together, create and share a world of their very own.





Jordana Deutsch

Grow Green



Context

Grow Green introduces children to the fun of helping the earth and reducing waste. By popping open the origami seed packets, and planting them along with the nutrient rich paper packaging to act as fertilizer, parents and children learn about growing together.





Justin Dorland

Birdbath



Context

The Sesame Street Birdbath is a hybrid kinetic sculpture and portable bird fountain. By providing adults and children alike with interchangeable construction pieces, the Birdbath addresses the human need to care for others and be an active playmate with Mother Nature.





Hannah Giancola

Uniform for Play



Context

Uniform for play is clothing for kids that embraces the messes that happen with play. Whether it's grass on their knees, dirt on their bum, or paint and food on their shirt, the focus should always be on enjoying the moment and not on the stress created by mess. Uniform for Play, works to keep the activities around play positive.





Hannah Kim

Stick Connectors



Context

Stick Connectors draws kids back to the natural environment using the idea of biophilia, an innate bond we share with nature that we subconsciously seek, to promote outdoor exploration. Using Stick Connectors, kids can explore the outdoors to create forts, sculptures, and anything else they can imagine!





Brandon Lau

The Squishy Brushy Chalk Holder



Context

The Squishy Brushy Chalk Holder introduces a new feature to mark making with chalk and is fun to hold. Draw with the chalk, then use the brush to add new effects. Create a universe of new possibilities with chalk and a brush.





Morgan Merrick

Peek-a-Bowl



Context

Baking a batch of Cookie Monster’s favorite chocolate chip cookies has never been as fun as with these playful tools. The Peek-a-bowl will encourage kids to channel their curiosity while engaging the family in a fun and interactive activity in the kitchen.





Sumin-Petal Oh

Cloud Sweeper



Context

The Cloud Sweeper encourages everyone to celebrate or create their favorite childhood memories in the rain. Available in eight individual Muppet designs, the abstracted characters remind adults of their childhood selves. This umbrella encourages embracing the elements in the spirit of fun and joy.





Matthew Olowin

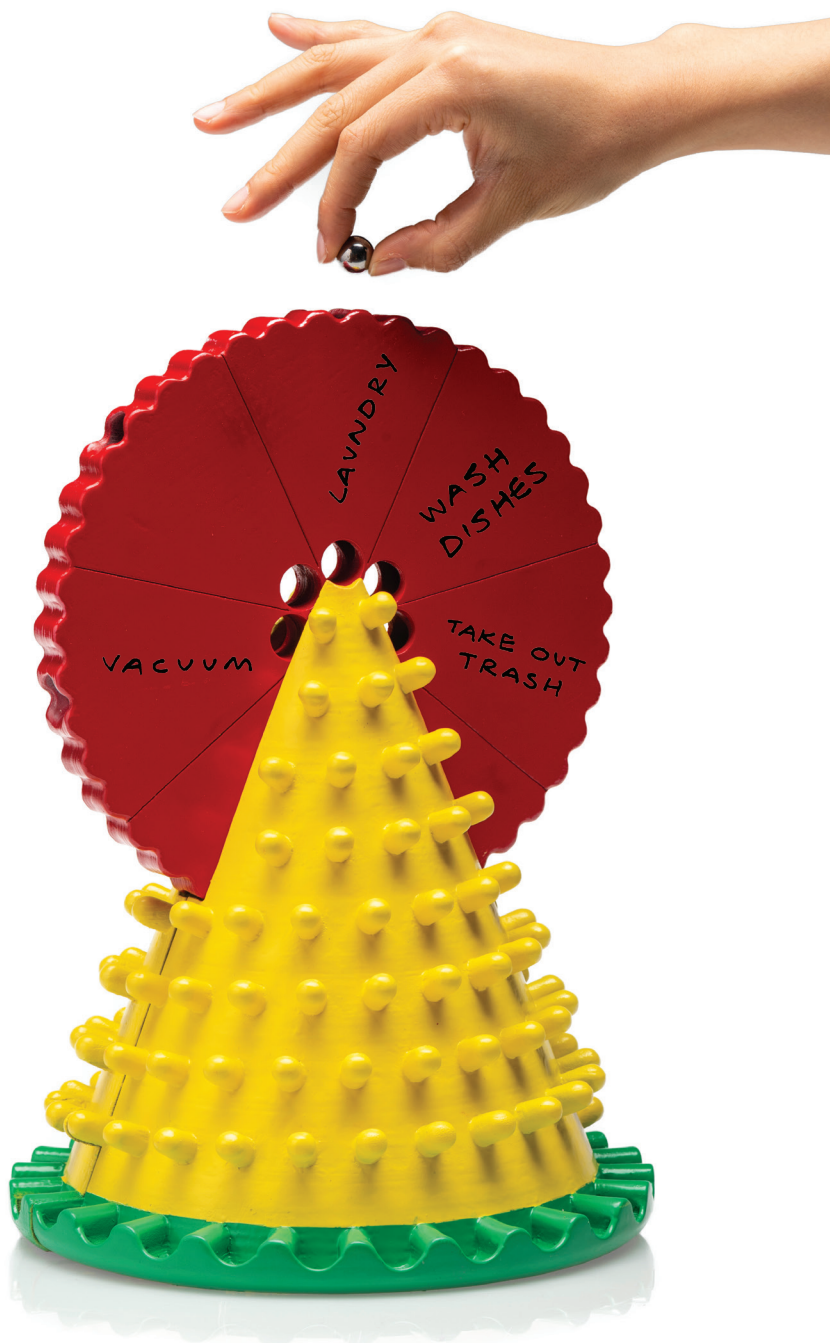
The Task Rewarder



Context

The Task Rewarder is a simple and engaging way to encourage playtime in the lives of overscheduled families. Families write in tasks to be completed on the customizable wheel, and as each task is completed kids can claim their reward by playing with that section of the rewarder. The Task Rewarder offers opportunity and incentives for kids to play, as well as complete their activities.





Tanvi Pradhan

Emotional Nest Eggs



Context

The Emotional Nest Eggs are hollow wooden eggs enclosed by a warm family nest and are home to a set of furry creatures that reflect emotions. Family members are encouraged to open an egg and share an instance that made them feel a certain way. The Emotional Nest Eggs make sharing emotions a part of a daily ritual of play, leading to better family communication.





Daniel Shapiro

Make and Move Riding Toy



Context

Make and Move is a modular riding toy that grows along with your child. The flat pack system encourages parent and child to build together and play anywhere. The pieces can be assembled in a variety of configurations, each requiring different levels of mobility and curiosity to play with.





Yunlin Sun

Origins Nesting Doll



Context

A developmental toy that suggests the cycle of life and family values. In the time where the idea of traditional family is changing dramatically, these dolls will allow children to explore and create families that they identify with and act as a tool to understand themselves and family structures as they wobble, stack, and match each character.





Celina Tassone

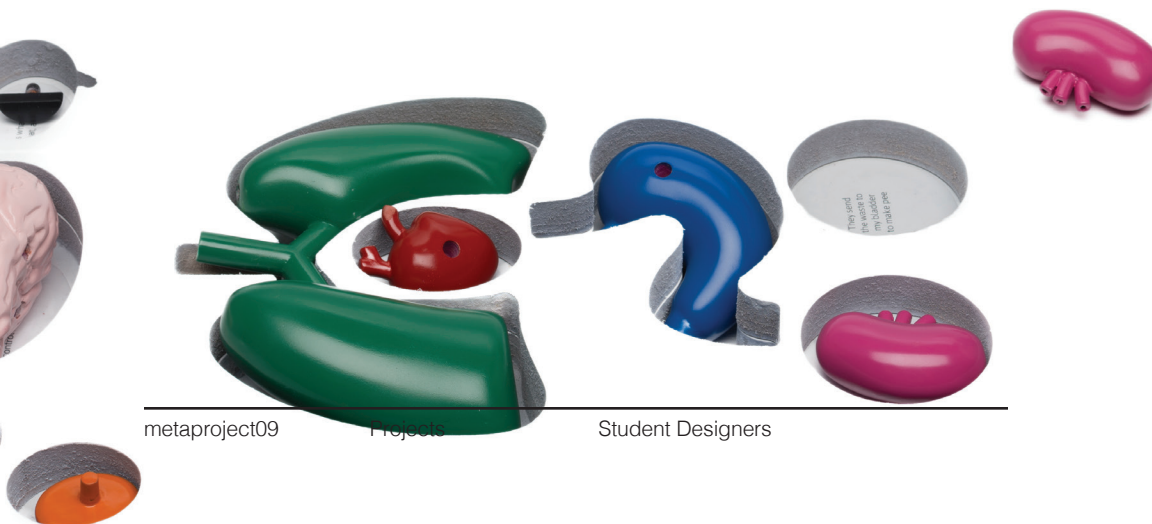
Organcritters



Context

Organcritters is a fun, creative, and educational toy that introduces children to the shape and function of the heart, liver, stomach, brain, and kidneys. Using distinguishing features from Sesame Street characters (eyes, mouth, nose, and legs), it allows children to place these playful parts on each organ, transforming them into fun-looking critters. The pieces are contained in a box with cut-outs to hold each organ as well as a snippet of information describing the function of the organ. This not only serves as a learning purpose, but it also creates dialogue between the child and parent.





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Projects

Student Designers

Brendan Wu

Blanket Builders

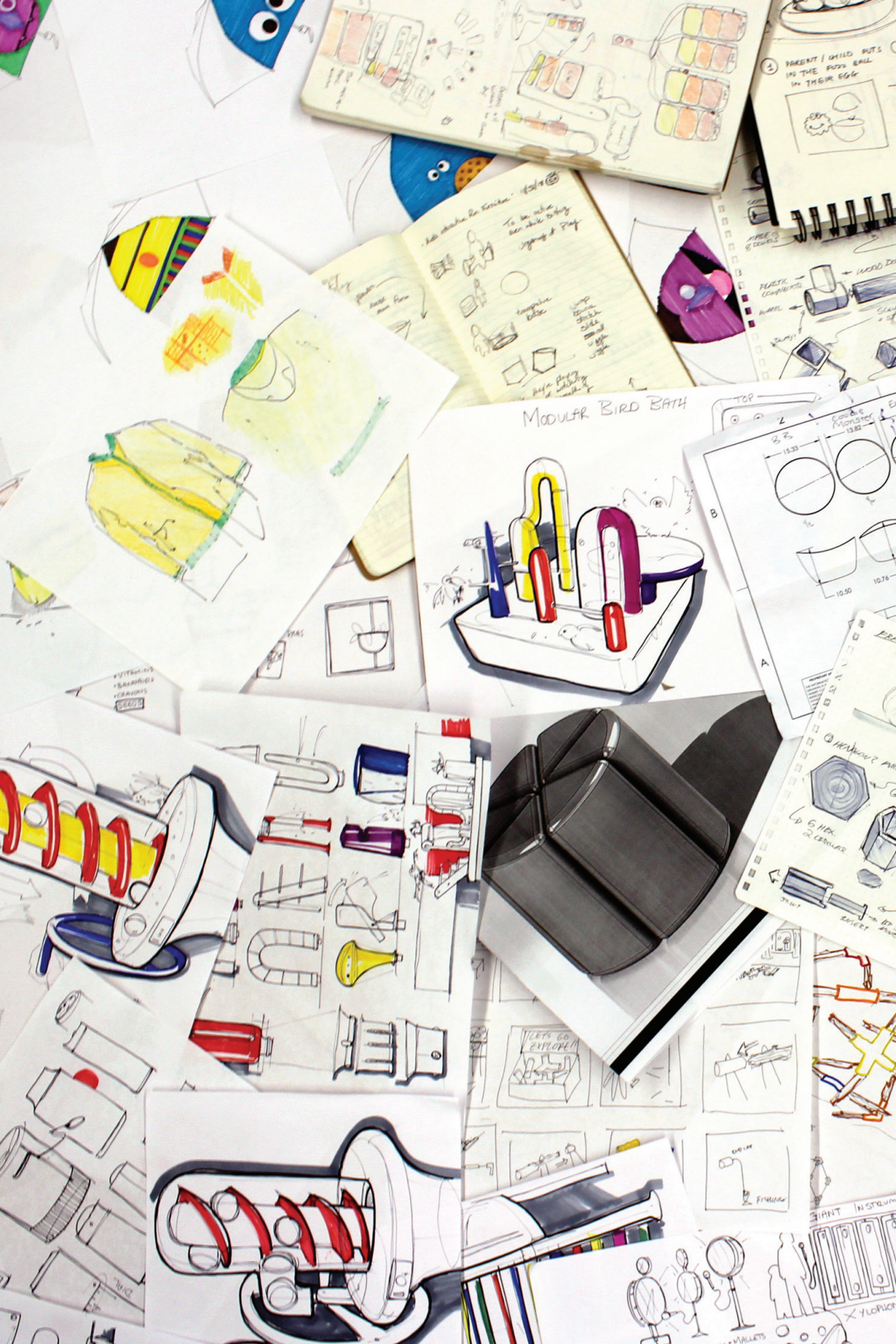


Context

As a kid, I loved using furniture and blankets to play pretend and make forts. “Blanket Builders” is an interactive quilt that helps children reignite their imagination by creating worlds they’ve only dreamed of, all in a simple and comfortable way. The quilt patches connect with snaps and can easily be reconfigured into a variety of shapes, arrangements, and stories.











Stephanie
Howard

Inc

Industrial Design RIT











Winners

First Place

Daniel Shapiro

Second Place

Justin Dorland

Third Place

Hannah Kim

Brand Award

Sumin-Petal Oh

First Place

Daniel Shapiro

Make and Move Riding Toy





Second Place
Justin Dorland
Birdbath

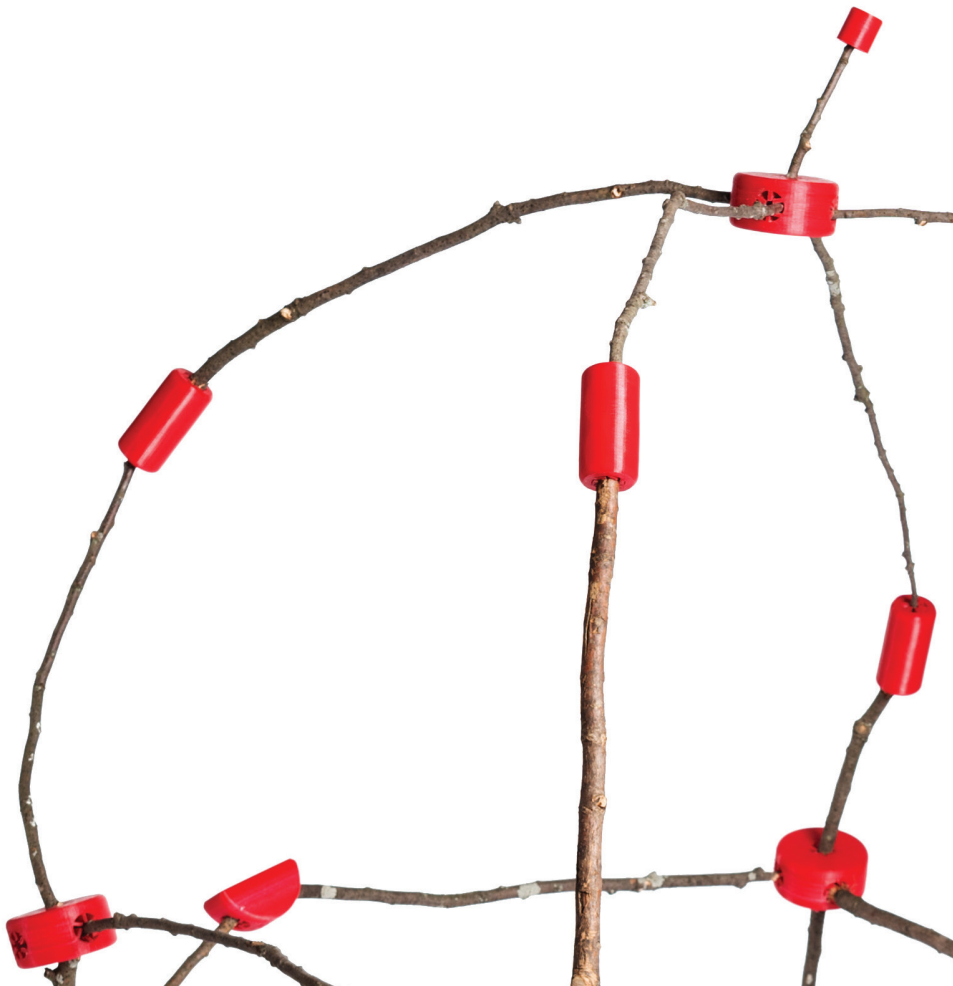


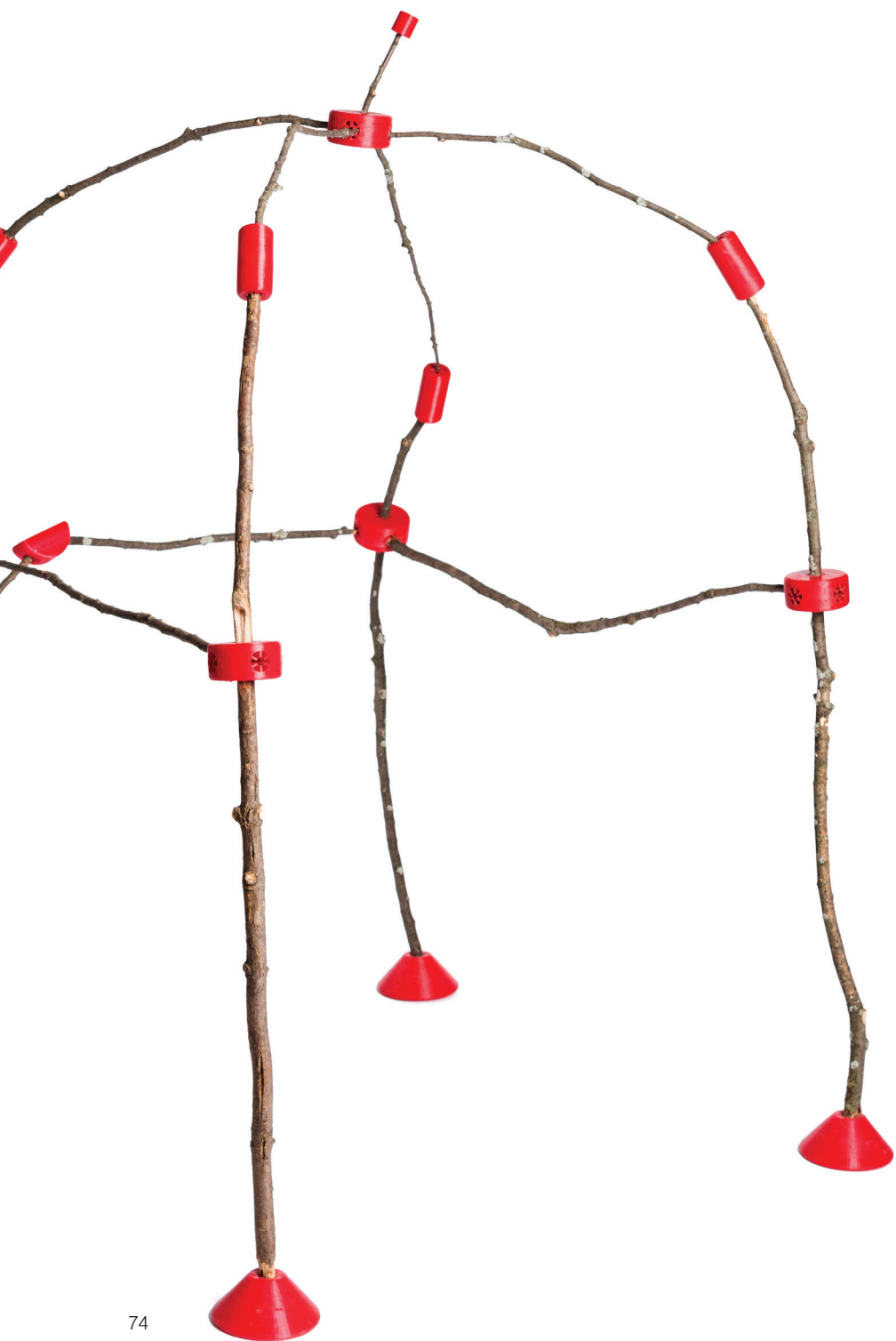


Third Place

Hannah Kim

Stick Connectors





Brand Award

Sumin-Petal Oh

Cloud Sweeper







Student Designers' Statement

Justin Dorland and Hannah Giancola

Few events shape the culture of the industrial design studio in the way that the Metaproject announcement does. It arrives at the beginning of the year, a time when students and teachers alike are re-adjusting, warming up, and getting ready for a full year of exploring, growing, and sharing. It's safe to say we will all remember the moment when the bright yellow and green Sesame Street logo flashed on the screen and all of our nervous energy immediately turned to excitement. That transformation is the magic that happens when you bring together a bunch of people that all signed up for a mystery project. Needless to say we found a daring, adventurous, and creative group. A group who was willing to take a shot in the dark on an unknown project, an unknown client, and invest the next several months of their time into that choice. That fearlessness is what we admire about our classmates, and what we believe is present in the work presented in this book, from start to finish.

While young designers have a predisposition to jump headfirst into sketching, creating, tearing down, and building, that's not how we started. We began methodically, first by introducing each other to our own abstract concepts of what defined toys and play, of what defined the parent-child relationship, even what defined the legendary Sesame Street brand. At the time, this exploratory phased appeared to ask us to spend time that we didn't seem to have. The nervous energy that

usually works against us leading our classmates and us to start development right away was present and it was the toughest challenge in the world to wait; to prepare, to trust that we could get the work done, if we start off right. Without the preconceived ideas and preparation, we were left with the most raw versions of our designer selves.

As we kept moving along it became apparent that the object of our design work was critically important: an effort to emphasize the value of play in children's lives. We were constantly reminding ourselves the urgency of play, repeatedly re-evaluating our work to ensure the children's interests were always at the forefront of our designs. While other designers and other projects might be concerned with an iterative approach to progress, this became a mission to provide the next big leap in how parents and children both define the experience of a growing child.

It became clear, then, why Sesame reached out to a school of young, idealistic, starry-eyed designers. Our task wasn't to create any other toy: it was a movement to shift the boundaries of learning and play for young children, the adults of the future.

So we encourage the reader of this book to consider not just the output, but the students and their supporters behind the work. There's a definable magic to this project, and this line of work, and we're excited

to have successfully captured that and even more thrilled to share it with the world. The process isn't a mystical set of inscrutable rules to produce these concepts. It's in our blood, it's in our upbringing, and to culminate our college careers with a return to designing for our childish side is the perfect return to form, to our roots, to the reason design.

We'd like to give a big thanks to our fellow students, Josh and Lorraine, Rick Auburn, the Fab Lab, and especially Theresa and the rest of the Sesame Street team for providing us this opportunity to learn, experiment, and grow. This is a preparation for the real world, an inherent risk in reaching out to us - Sesame trusted us with their brand and their image, and we're incredibly proud to present the work we've put so much of ourselves into.

Project Team

Industry Collaborator

This year, the Metaproject partnership is with Sesame Street Workshop who’s mission is to help kids grow smarter, stronger and kinder.

Judges

VP Creative, Sesame Street
Theresa Fitzgerald

Assisant VP for Interpretation and Electronic Games, The Strong National Museum of Play
Jeremy Saucier

ICFF Exhibition
Concept / Art Direction
Product Photography

Josh Owen
Elizabeth Torgerson-Lamark
RIT Production Services

Process Photography

Elizabeth Torgerson-Lamark
RIT Production Services

Portrait Photography

Elizabeth Torgerson-Lamark
RIT Production Services

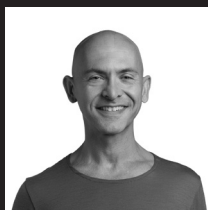
Graphic Design

Alexis Scott

Exhibition Implementation
Primary Author
Contributing Writers

Josh Owen
Theresa Fitzgerald





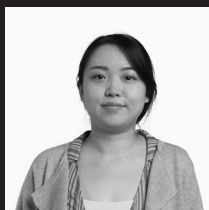
**Industrial Design Professor
Josh Owen**

Josh Owen is an industrial designer, author and educator. His work has been featured at the Venice Biennale and is in the permanent design collections of the Centre Georges Pompidou, Chicago Athenaeum, Musée des Beaux-Arts de Montreal, and the Taiwan Design Museum, among others. He teaches at the Rochester Institute of Technology in New York where he is the Chair of the Industrial Design Program and an Associate in the Vignelli Center for Design Studies. He is the author of the book "Lenses for Design".



**Industrial Design Professor
Lorraine Justice**

Lorraine Justice, PhD, FIDSA, is currently a Professor of Industrial Design and Dean Emerita at the Rochester Institute of Technology (RIT) in the College of Art and Design (CAD). Prior to her role as Dean at RIT, she was Dean of the School of Design at the Hong Kong Polytechnic University (PolyU) in Hong Kong. She is the author of China's Design Revolution by MIT Press and of The Future of Design, Product Innovation in a Complex World, by Nicolas Brealey/Hachette, which will be out in June, 2019. She is a TED presenter and speaks and consults internationally on design issues and opportunities.



Teaching Assistant
Sissi Guo

Sissi Guo holds a BA in Industrial design in China. She is currently pursuing her MFA in Industrial Design from Rochester Institute of Technology. Her design philosophy is not limited to solving problems but thinking more about life. Her graduate thesis is centered around family engagement, and managing the first two years of marriage for new couples.



Graphic Designer
Alexis Scott

Alexis Scott is a visual designer who will graduate in 2019 from RIT's School of Design with a BA in Graphic Design. Over her time as an undergrad she has been awarded with the Heinz Klinkon Award for her typographic skills and openness to new ideas. This is her second year designing the Metaproject book after designing Metaproject08. Over the summer of 2018, she worked as a intern for both Odopod and Sapient Razorfish where she worked on a number of agency projects.



VP Creative, Sesame Street
Theresa Fitzgerald

My career has allowed me to focus on design for some of the world's biggest kids' brand including Nickelodeon, Mattel, the Peanuts Gang, Scholastic, Klutz Publishing, Sony, Museum of Natural History, United Media, and Golden Books. In addition, I am an adjunct professor at New York University Steinhardt of Arts, on the advisory council of the Brooklyn STEAM Center at the Brooklyn Navy, and education committee at the Cooper Hewitt, The Smithsonian Museum of Design.



**Assisant VP for Interpretation
and Electronic Games,
The Strong
National Museum of Play**
Jeremy Saucier

Jeremy Saucier is assistant vice president for Interpretation and Electronic Games at The Strong National Museum of Play, where he edits the American Journal of Play, leads the development of online exhibits, and helps oversee efforts to collect, preserve, and interpret the history of electronic games and play. He holds a doctorate in American cultural, intellectual, and political history and is the co-author of the World Video Game Hall of Fame's A History of Video Games in 64 Objects.





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Profoto
softbox M1



Acknowledgements

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The remarkable team at Sesame Street, especially Theresa Fitzgerald.

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Industrial Design

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School of Design

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Massimo and Lella Vignelli
Distinguished Professor of Design

Josh Owen, Director, Industrial Design

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assistant for the course.

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of this project.

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site with graphic design oversight
from Professor Bridget Sheehan.

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staff and professionals who teach
our ID students and prepare them
for the rigors of this project.

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Shop Technician for his tireless
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their amazing photographic work.

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colleagues in other disciplines at RIT
who helped us with the development
of the prototypes and related efforts.

Our friends in industry who assisted
with prototyping our projects.

And of course all of our friends
and families.

Metaproject

Meta

from Greek: μετά= “after,” “beyond,” “with,” “adjacent,” “self” is a prefix used in English (and other Greek-owing languages) to indicate a concept which is an abstraction from another concept, used to complete or add to the latter.

Word Origin & History

Prefix meaning

- 1 “after, behind”
- 2 “changed, altered”
- 3 “higher, beyond”

from Gk. meta (prep.)

“in the midst of, in common with, by means of, in pursuit or quest of,” from PIE *me- “in the middle” (cf. Goth. miþ, O.E. mid “with, together with, among;” see mid). Notion of “changing places with” probably led to senses “change of place, order, or nature,” which was a principal meaning of the Gk. word when used as a prefix (but also denoting “community, participation; in common with; pursuing”). Third sense, “higher than, transcending, over arching, dealing with the most fundamental matters of.”



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