Features of effective Sketch Model Review presentations

The Sketch Model Review is a formal presentation event during which each section of a 2.009 team presents three design concept alternatives reflecting the team’s focus area. Presenters should assume the audience has at least the same level of technical knowledge as the presenters themselves; they should also be prepared for questions. Details are on the course site: http://web.mit.edu/2.009/www/assignments/SketchModelReview.html

While your 3-Ideas pitch aimed to provoke an audience’s interest in a new product idea, a Sketch Model presentation sustains audience attention on a more analytical look at a concept that your team is developing. In the Sketch Model presentations, you must emphasize that you identified meaningful problems to investigate and learned something from your tests that will be critical in the development of the product concept. Research into the focused market, customer needs, and benchmark data and products should situate your product and help the audience understand it.

We have isolated some important features of sketch model presentations and show examples of them from the 2.009 Gallery. Note: for each link below, choose the “Sketch Models” tab.

1. Start the presentation with a clear description of your product concept, which may be connected to a description of a problem.

Examples: 2011/Ascent/Section B-1: Chair Force One
http://designed.mit.edu/gallery/view-2011-ascent.html
The presentation opens with a very clearly articulated statement of the problem. That description is used to explore the reasoning that underlies the design strategy. The technical approach is made visual for the audience by a clear, quite specific, graphic.

2010/Gaia/Section B-2: Mechanically Powered UV Water Purifier
http://designed.mit.edu/gallery/view-2010-gaia.html
The product description is clearly stated at the beginning, and the presenter indicates that the team will incorporate their idea into an existing technology, developed by another group at MIT. The user context and problem are vividly conveyed.

2. Convey motivation for the product concept, through description of customer or user problem and/or limitations of current products.

Examples: 2009/Komera/Section A-1: Bloodmobile
The problem area is defined by specific data from library research and feedback from an experienced medical team. The existing blood transport strategies are described, the problems they create noted, and the product concept as a solution is discussed.

2010/Happy Egg/Section A-1: Souper Cooler
http://designed.mit.edu/gallery/view-2010-happyEgg.html
Problem area is defined specifically (number of soup kitchens; FDA regulations; problems with current soup-cooling methods) and visually (image of soup vats).
**3. Design and present meaningful tests around critical problems, and communicate the results, or what you learned.** Results from both productive tests and failed ones add meaningfully to knowledge about your concept and inform direction for moving forward on the design.

**Examples:**

- **2013/San-X/Section A-2: Handy Hippo**
  
  http://designed.mit.edu/gallery/view-2013-San-X.html
  
  The question investigated for this stage of testing, “What is the best spraying mechanism?” logically emerges from the problem statement conveyed at the beginning. The team tried two mechanisms and informatively presented findings.

- **2012/Sky Beacon/Section B-2: Sky Beacon**
  
  http://designed.mit.edu/gallery/view-2012-SkyBeacon.html
  
  The results of two relevant tests were presented: one devised a model that tested the interaction of balloon, helium canister, and valve, and the other test compared the visibility of a one-foot diameter balloon with a three-foot diameter one.

- **2011/Phil/Section B-1: Ultra Clean**
  
  http://designed.mit.edu/gallery/view-2011-phil.html
  
  A big element in the presentation was the testing of an existing technology (ultrasonic jewelry cleaner) for a new product idea (pot scrubber/cleaner) that the team documented with photos and demonstrated proof-of-concept.

- **2010/GroceryMate/Section A-1: The Eye Pot**
  
  http://designed.mit.edu/gallery/view-2010-groceryMate.html
  
  The presentation emphasizes the team’s well-designed tests, in which blindfolded testers tried the sketch models, and informative results quite clearly.

**4. Determine and present relevant ways to benchmark your product concept, or compare it to a standard.** An existing, related product may serve as a benchmark, or you may establish a standard through industry data, specifications, or your own observations of a use situation.

**Examples:**

- **2009/Ascent/Section B-1: Damped Stretcher**
  
  http://designed.mit.edu/gallery/view-2009-ascent.html
  
  Concept for a damped stretcher is benchmarked against a foldable, but undamped stretcher, a very complex damped model and a simple, but undamped common litter.

  see also (above): **2011/Phil/Section B-1: Ultra Clean**

**5. Be specific and realistic in your estimation of market size.** What you discover from library research and convey about the market and its size should be directly relevant to product concept.

**Examples:**

- **2010/ Happy Egg/Section B-1: Happy Egg Washer**
  
  http://designed.mit.edu/gallery/view-2010-happyEgg.html
  
  Market info on small to medium scale egg farmers is linked to customer needs on slides 2 and 3, with numbers that seem both realistic and informative.

- **2010/True Tournée/Section B-2: Easy Tournée**
  
  http://designed.mit.edu/gallery/view-2010-trueTourné.html
  
  See slides 4 and 5 – nice illustration of French restaurant market, in Boston and across U.S. – 22,832 French restaurants. Market data are as focused as concept.