

# ANALYSING A CONTEXTUAL CHALLENGE

WORLD ASSOCIATION OF TECHNOLOGY TEACHERS

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## WHEN USING PUBLIC TRANSPORT

Students often work on the move. Mobile phones and tablets are an excellent example of devices being used. *Design opportunity - being distracted, not focussed, potential accidents, dropping the device.*

## WHEN STANDING / WALKING

## ANTHROPOMETRICS AND ERGONOMICS

Products should be designed to fit the user. *Collect anthropometric data and apply the findings to an ergonomically designed product, such as a device holder, stationery rest or accessory, to enable working without a table.*

## WHEN SEATED

Many students do not work at a table or even have access to a table. *Design an accessory, that enables a student to work comfortably, when sat in a chair / on a seat.*

## STORAGE

Students use a range of equipment when working sat in an 'easy' chair. *Design a storage unit / rack, that will allow easy access to stationery equipment, when stretching, sat in a chair etc.....*

## "LEARNING AIDS AND DEVICES / EQUIPMENT"

## SECURITY

Security when using electronic devices such as tablets, is an issue. When in public, a person using a device can be the focus of people with criminal intent. *Designing a solution that makes the use of electronic devices safe and secure.*

## TESTING RIGS

Testing rigs are often constructed to put products under 'stress tests'. *Design a test rig, that is capable of checking the durability and comfort of a device used to aid learning, when sat in a chair.*

## INSTRUCTION BOOKLET

Educational / electronic devices can be difficult to use, as instructions are often in electronic form. *Design an instruction booklet, that can be easily stored and contains all the information to ensure safe and proper use of the device. It should be easy to read, well illustrated and packaged.*

## SHOP DISPLAY

The employees of retailers, regularly retrieve and return educational accessories to shop shelves, throughout the working day. *Design a system to enable the safe and easy removal and return of educational accessories, to and from shop shelves.*

## BRITISH AND EUROPEAN STANDARDS

European and British Standards aim to sure that products are safe to use. This often relates to comfort and reducing the risk of injury, for example, in the case of furniture design. *Design an educational aid or an accessory that relates to working without a table, and complies with both sets of legislation.*

## ACCESSORIES AND INCLUSIVITY

Educational equipment should be designed to ensure inclusive use, in terms of age group, gender, disabilities, intellectual capacity. *Design a device or an accessory that supports learning and allows use by the widest possible range of people.*

## HEALTH AND SAFETY

This is closely linked to ergonomics. Repetitive strain injuries can develop when using equipment and electronic devices over time. *Design a device or accessory, that reduces the risk of this type of debilitation injury.*

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