**Course description (topics)**

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| **Title of the course:**  Mastering IxD - The Human Aspect | | | | |
| **Tutors of the course , contact details:**  Viktória Barcsi, barcsiviktoria@gmail.com | | | | |
| Code: | Related curriculum (programme/level): | Recommended semester within the curriculum: | Credit: | Number of class hours: 68  Student working hours: |
| Related codes | Type: (seminar/lecture/class work/consultation, etc.) | Can it be an elective course? | In case of elective what are the specific prerequisites: | |
| Course connections (prerequisites, parallelis): | | | | |
| **Aim and principles of the course:**  This course explores the human-centered design paradigm from a broad perspective, emphasizing how user research can be integrated into different phases of the design process and how the human aspect remains dominant throughout the process. It provides hands-on experience in the development of innovative digital products and it’s organized around the following modules: design research, analysis & synthesis, concept generation & prototyping. | | | | |
| **Learning outcomes (professional and general competences to be developed):**  **Knowledge:**  Students will understand   * how to uncover unarticulated customer needs * how to implement them into the design process   **Ability:**  Students will be able to   * obtain information about users and activities * employ various design methods to identify a solution * perform a usability evaluation of suggested solutions   **Attitude:**  Students will improve   * analytical, collaborative, design and creative skills * open mindedness * problem solving attitudes   **Autonomy and responsibility:**  Students will develop competence/confidence in a research based design process | | | | |
| **Topics and themes to be covered in the course:**   1. Introduction: human-centered design process and design research 2. Understanding users 1: behaviour (e.g :.(n)etnography, analytics), cognitive biases and abilities 3. Understanding users 2: attitude 4. Analyzing and synthesizing research results 5. Generating ideas and developing a concept based on the synthetised problems 6. Prototyping and psychological aspects of products 7. Validating design 8. Design iteration | | | | |
| **Specificities of process organisation / organisation of learning:**  **Course structure, nature of the individual sessions and their timing**  1.Group project:  Students will work with fellow team members to improve an existing application/website. To make this happen, the teams will complete the following tasks:   * Identify an existing service in need of improvement * Conduct research with current or prospective users * Develop a prototype * Evaluate the design * Present the final design   2. Individual project:   * Heuristic evaluation of an exisiting application/website * Problem space analysis * Research plan   **Students' tasks and responsibilities:**  Students are expected to participate in class discussions, hands-on activities, workshops, and provide constructive criticism to each others’ projects during design critique sessions.  **Learning environment**: classroom | | | | |
| **Requirements to be met:**  1.The final project’s presentation should contain a clear description of the design problem, the project scope, the research process , the key findings and the concept .  2. The document of the individual project should contain the heuristic evaluation, the problem space analysis and the research plan  **Method of assessment:**  The assessment will be based on the work completed and the documentation and oral presentation of the work at the final exam. The student receives a grade and an oral assessment, with self-reflection practices during the semester.  **Assessment criteria (what is taken into consideration in the assessment):**  Group project (50%)  Individual project (30%)  Soft skills (20%)  - Cooperation  - Contributing skills  - Flexibility  - Communication  - Presentation  - Communication during work processes  - Self-assessment  **How is the mark calculated:**  91-100%: excellent  76-90%: good  61-75%: satisfactory  51-65%: pass  0-50%: fail | | | | |
| **Required Literature:**  Jan Dittrich: A Beginner’s Guide to Finding User Needs.  https://jdittrich.github.io/userNeedResearchBook/#toc53  Jon Kolko :The Importance of Synthesis during the design process http://www.jonkolko.com/writingInfoArchDesignStrategy.php  **Recommended Literature:**  Jon Kolko: The Divisiveness of Design Thinking. http://jonkolko.com/writingDesignThinking.php  Jon Kolko :Abductive Thinking and Sensemaking: The Drivers of Design Synthesis. http://www.jonkolko.com/writingAbductiveThinking.php  Getting People to Talk: An Ethnography & Interviewing Primer: <https://vimeo.com/1269848> | | | | |
| Other information: | | | | |
| Recognition of knowledge acquired elsewhere/previously/validation principle:   * No exemption from attending and completing the course will be granted, * Exemptions from the acquisition of certain competences and the completion of certain tasks may be granted, * some tasks may be replaced by other activities, * full exemption may be granted. | | | | |
| Out-of-class consultation times and location | | | | |