Course description (topics)

<table>
<tr><td colspan="5">Title of the course:
Mastering IxD - The Human Aspect</td></tr>
<tr><td colspan="5">Tutors of the course , contact details:
Viktória Barcsi, barcsiviktoria@gmail.com</td></tr>
<tr><td>Code:</td><td>Related curriculum (programme/level):</td><td>Recommended semester within the curriculum:</td><td>Credit:</td><td>Number of class hours: 68
Student working hours:</td></tr>
<tr><td>Related codes</td><td>Type: (seminar/lecture/class work/consultation, etc.)</td><td>Can it be an elective course?</td><td colspan="2">In case of elective what are the specific prerequisites:</td></tr>
<tr><td colspan="5">Course connections (prerequisites, parallelis):</td></tr>
<tr><td colspan="5">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.</td></tr>
<tr><td colspan="5">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</td></tr>
<tr><td colspan="5">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</td></tr>
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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