Course description (topics)

Title of the course: Psychology in Design: Our analogue brain in the digital Age				
Tutors of the course , contact details: Dávid Farkas, PhD				
Code: M-SZ-301-DI-202302-17 M-SZ-E-301-DI-202302-17	Related curriculum (programme/level): MA	Recommended semester within the curriculum: 2nd	Credit: 5	Number of class hours: 24 Student working hours: 126
Related codes	Type: seminar	Can it be an elective course? Yes		
Course connections (prerequisites, parallels): -				

Aim and principles of the course:
The course explores the consequences of human psychology to UX and general design practices.

Our brain is a dynamic non-linear system, similar to the motion of stars, weather, and many other phenomena. The absurd thing is that we cannot grasp such systems fully. Still, the study of the brain and psychology revealed many crucial findings regarding how we are determined by the limits of our biology and culture. In the course, we will explore such concepts. For example, did you know that there seems to be two main factors in our behavior and they might be the basis of personality? Or that the study of illusion is one of the best tools to study perception, because the brain interprets the same stimuli differently? Also, our environment and context might be more important in how we behave than our personality… Understanding these will help you design better solutions for humans taking into account all living and non-living beings we share our habitat with.

Learning outcomes (professional and general competences to be developed):

Knowledge:
Students will understand…
- Relevant psychological concepts and interesting facts (cognitive, personality, social, developmental, evolutionary including less known sub-disciplines and theories)
- Theoretical concepts relevant for psychology and design (artificial minds, dynamic systems, chaos theory)
- Psychological research methodologies and their limitations
- Necessity and limitations of science
- Digital and AI ethics

Ability:
Students will be able to…
- Consider psychological implications of design
- Use psychology and related concepts to design better applications

Attitude:

Students will improve…
- Collaborative skills
- Self-directed learning
- Openness to interdisciplinary aspects of design

Autonomy and responsibility:

Students will learn about long-term responsibility of their design and get a sense on how they should incorporate other disciplines in their work and keep track with their development.

Topics and themes to be covered in the course:

1. Intro class: Students are presented with a short summary of the topics. After, there is open discussion on their previous knowledge and interests. Based on this session the topics will be finalized.
2. First topic
3. Second topic
4. Third topic
5. Fourth topic
6. Sixth topic
7. Capstone ideation
8. Consultation
9. Presentation round 1
10. Presentation round 2

Specificities of process organisation / organisation of learning:
Course structure, nature of the individual sessions and their timing

In the beginning of each class, there will be a 15-20 minutes presentation of the day's topic

Students will work in project groups and they will participate in practical games/tasks to generate insights regarding the topic

There will be an open discussion of the findings

Students are encouraged to read additional materials before the class to bring that information to the group

Students' tasks and responsibilities:

Students are expected to participate in class discussions, hands-on activities and prepare for certain topics beforehand by reading articles, setting up research walls on such topics.

Learning environment: classroom and remote classroom

Requirements to be met:
1. Self-directed learning with additional materials on the topics
2. Creating a capstone project based on the students' previous design and newly acquired knowledge from the class
3. Participate in unbiased peer evaluation

Method of assessment:
At the end of the semester, students have to participate in a capstone project. This could be any format of their choosing (presentation, essay, video) on a concept of their own, emphasizing how the class changed their perspective on design. This is presented before the class and is heavily discussed. The student receives a grade and an oral assessment.

Assessment criteria (what is taken into consideration in the assessment):
The grade is based on the following criteria:
● Peer evaluation of the capstone project (40%)
● Teacher evaluation of the capstone project (40%)
● Class activity (20%)

How is the mark calculated:
91-100%: excellent
76-90%: good
61-75%: satisfactory
51-65%: pass
0-50%:   fail

Required Literature:
● Meadows, D. H. (2008). *Thinking in Systems: A Primer*. Chelsea, Vermont: Chelsea Green Publishing [PDF]
● Deyoung, C. G. (2013). The neuromodulator of exploration: A unifying theory of the role of dopamine in personality. *Frontiers in Human Neuroscience*, *7*(762). doi: 10.3389/fnhum.2013.00762.

Recommended Literature:
● Gregory, R. L. (1973). *Illusion in Nature and Art*. London: Duckworth.
● Oestreicher, C. (2007). A history of chaos theory. *Dialogues in Clinical Neuroscience, 9*(3): 279–289. doi: 10.31887/DCNS.2007.9.3/coestreicher
● Civai, C., Hawes, D. R., DeYoung, C. G., & Rustichini, A. (2016). Intelligence and Extraversion in the neural evaluation of delayed rewards. *Journal of Research in Personality, 61*, 99–108. [PDF]
● DeYoung, C. G., & Allen, T. A. (2019). Personality neuroscience: A developmental perspective. In McAdams, D. P., Shiner, R. L., & Tackett, J. L. (Eds.). *The Handbook of Personality Development* (pp. 79–105). New York: Guilford Press. [PDF]

Other information:
On Thursdays, 4.40pm-6.00pm in room

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:

based on prior, e-mail based consultation with the lecturer