

Course description (topics)

Title of the course: Designing for Children's Rights – Course week				
Tutors of the course , contact details: Bettina Köbler, Tamás Fogarasy, fogarasy@mome.hu				
Code:	Related curriculum (programme/level): Interaction Design MA	Recommended semester within the curriculum: any	Credit: -	Number of class hours: 40
Related codes	Type: design studio	Can it be an elective course? Yes		
Course connections (prerequisites, parallels): -				
Aim and principles of the course: The purpose and aim of the course: Technologies and digital media have opened many new opportunities for us. But with these new experiences often come unintended side effects, especially for children, who are rarely considered as stakeholders in the design of digital services and products. In this week's course, we will create awareness of how to consider and integrate children's rights in product and service development. As a foundation, we will familiarize ourselves with a design guide that translates UN children's rights into design and business processes, as well as other powerful references in the field. Together, we will identify options for action in the urban and digital space and illustrate how to do it right. To accomplish the project, we make use of established and current design thinking and service design methods.				
Learning outcomes (professional and general competences to be developed): Knowledge: Attending this course will enable students to use design research methods to systematically uncover and identify user problems and develop them into user-centered solutions using service design methods. They can derive insights from acquired data points and narrow down relevant problems to then open the solution space consciously. Students gain an understanding of how to subsequently iteratively develop and continuously validate one or a few solutions. Students also gain expertise in children's rights and co-creative work with children. Ability: Competency Upon completion of the course, students understand the difference between divergent and convergent thinking. They are familiar with basic methods of design research, service design and digital product development and are not only able to assign them to the modes of thinking but are also able to apply them independently in the right situation. They understand that complex problems require a non-linear iterative approach. Attitude: The inherently interdisciplinary and collaborative nature of work in the human-centered design process helps students to build understanding of different perspectives and to present and communicate issues in a way that is comprehensible to fellow students who are not specialists in				

the field. In addition, they develop an initial understanding of the situations in which individual or group work is appropriate

Autonomy and responsibility:

Students will develop competence/confidence in backing up their craft and look for new ways of practicing it.

Topics and themes to be covered in the course:

1. Data collection, working with insights
2. Research synthesis on in a certain domain
3. Co-creation of ideas with the target group
4. Service prototyping

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

Data collection

- Preparation of the research (e.g research plan)
- Developing empathy (e.g. self-immersion, observations)
- Understanding context (e.g desk research)

Data visualization and analysis

- Create categorizations (e.g. user journeys, service ecosystem maps)
- Formulate insights (e.g. key insights, personas)
- Derive and formulate requirements (e.g. user stories, jobs-to-be-done)
- Share insights (e.g. research wall, research report)

Idea generation

- Create future scenarios (e.g. how might we-questions, generate ideas)
- Visualize solutions (e.g. service role play, concept sheet, storyboarding)
- Identify most promising ideas (e.g. impact feasibility matrix, dot voting)

Prototyping and validation

- Prototype service and product experiences (e.g. service role play, desktop walkthrough)
- Validate and iteratively improve prototypes (e.g., guerilla testing, usability testing in-person and remotely)

Students' tasks and responsibilities:

- A mixture of hands-on individual and teamwork
- Development of the problem and solution space in the team
- Creation of a small final exhibition and presentation slides
- University internal presentation of the results

Learning environment: classroom

Requirements to be met:

Continuous delivery and progress through the week.

Method of assessment:

The assessment will be based on the work completed during the week and the oral presentation of the work at the final day. The student receives feedback and an oral assessment at the end.

Assessment criteria (what is taken into consideration in the assessment):

Team project quality and relevance (70%)

Soft skills (30%)

- Flexibility
- Presentation
- Communication during work processes

How is the mark calculated:

91-100%: excellent

76-90%: good

61-75%: satisfactory

51-65%: pass

0-50%: fail

Required Literature:**Recommended Literature:**

Designing for children. (D4CR). <https://childrensdesignguide.org/>

Introduction Children's Rights and Business Principles. (UNICEF).

<https://childrenandbusiness.org/the-principles/introduction/>

Introduction to the Age appropriate design code. (ICO). <https://ico.org.uk/for-organisations/guide-to-data-protection/ico-codes-of-practice/age-appropriate-design-code/>

Norman, D. (2022, February 27). *Moving from Humans to Humanity*.
<https://www.linkedin.com/pulse/moving-from-humans-humanity-don-norman/>

Martin, Michael & Jelic, Andrea & Fich, Lars & Laursen, Lea & Tvedebrink, Tenna. (2019). *Co-creation with Children for Children: Promoting Play, Learning and Creativity in the Built Environment*. Aalborg

Other information:
13/02/2023-17/02/2023 in room B_004 and online

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 competencies 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
None