



## Course syllabus

Faculty Board of Business, Economics and Design  
School of Design

4DI411 Human Centered Design, processer, metodologi, 7,5  
högskolepoäng

Human Centered Design, Processes, Methodology, 7.5 credits

### **Main field of study**

Design

### **Subject Group**

Design

### **Level of classification**

Second Level

### **Progression**

A1N

### **Date of Ratification**

Approved by the Board of the School of Design 2009-11-19

Revised 2011-06-14

The course syllabus is valid from autumn semester 2011

### **Prerequisites**

Basic eligibility for second-level studies and special eligibility in:

- a minimum of 90 higher education credits in Design (including a degree project/independent project comprising at least 15 higher education credits) or the equivalent
- English B or the equivalent.

### **Expected learning outcomes**

After completion of the course, the student is expected to have knowledge regarding a wide and deep repertoire of approaches, methods and techniques to choose from when creating relevant design processes, and conducting prototype work that creates knowledge.

### **Knowledge and understanding**

The student:

- shall be able to describe and conduct, designerly approaches, methods and techniques.
- shall be able to describe in which complex and constrained settings the different designerly approaches, methods and techniques can be reasonable to use.
- shall be able to describe how users' and other stakeholders' knowledge and

interests can be accounted for with the help of different designerly approaches, methods and techniques.

- shall be able to describe how artefacts can be used in design work.

### **Skills and ability**

The student:

- shall be able to create design processes that are relevant in complex settings.
- shall be able to use relevant approaches and methods in order to create articulated design proposals on an advanced level.
- show a very well developed ability to independently conduct creative design processes from incomplete information,
- shall communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and persons not familiar with the design field clearly and unambiguously.
- shall study in a manner that may be largely self-directed or autonomous.

### **Ability to judge and value**

The student:

- shall be able to critically review and judge the use of design approaches, methods and techniques in relation to different assignments and contexts at large.
- shall be able to critically discuss different design approaches, methods and techniques in relation to individuals as well as society at large.
- shall show an advanced ability to reflect over his or her own design work.

## **Content**

The student creates experience of several possible design approaches, processes and methods. Thereby an understanding is created of the advantages and disadvantages that different processes, methods and techniques in varying contexts and complex settings. The contexts that are covered differs respecting the role that the designer is expected to take, the field that the design work is conducted within and the constraints. The aim is that the student, after the course, shall have a wide and deep repertoire of approaches, methods and techniques to choose from when creating a relevant design process, and conducting prototype work that creates knowledge.

The course is a complement to the courses *Design, Advanced Study I* and *II*.

## **Type of Instruction**

Instruction is based on exercises, workshops, seminars, lectures and tutoring. Attendance is mandatory during the scheduled occasions.

## **Examination**

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

The examination will be made by presenting in connection to seminars and presentations as well as reflections in the workbook. The judgment is also based on the workbook and its five dimensions; production, perception, reflection, way of working and complexity.

Re-examination is offered within six weeks during the ordinary semester. The number of examination occasions is limited to five.

## **Course Evaluation**

A written course evaluation will be carried out at the end of the course in accordance with the guidelines of the University. The compilation is delivered to the programme council, to the teacher of the course and the students. The next time the course is given, the students are informed of the results of the previous course evaluation and any changes that have been made in the course.

## Required Reading and Additional Study Material

### **Obligatory**

Compendium with articles, papers and excerpts.

### **Reference books**

- Agaard Nielsen, Kurt and Svensson, Lennart (Eds.) (2006) *Action Research and Interactive Research, Beyond practice and theory*, Maastricht: Shaker Publishing.
- Buxton, Bill (2007) *Sketching User Experiences, getting the design right and the right design*, Morgan Kaufmann.
- Cagan, J. & Vogel, C. M. (2002) *Creating breakthrough products: innovation from product planning to program approval*, Upper Saddle River, N.J., Financial Times/Prentice Hall.
- Dunne, Anthony and Raby, Fiona (2001) *Design noir : the secret life of electronic objects* Basel: Birkhäuser.
- Gedenryd, H. (1998) *How Designers Work. Making Sense of Authentic Cognitive Activities*. Lund University Cognitive Studies [No.] 75. Lund
- Krippendorff, K. (2006) *The semantic turn: new foundations for design*, Boca Raton, Fla.; London, CRC
- Laurell, Brenda (ed) (2003) *Design research: methods and perspectives*, Cambridge, MA: MIT Press.
- Lawson, Bryan (2006) *What designers think, the design process demystified*, 4th ed. Oxford, UK: Architectural Press.
- Lawson, Bryan (2004) *What designers know*, Oxford: Architectural Press.
- Nelson, H & Stolterman, E. (2003) *The Design Way: intentional change in an unpredictable world*, New Jersey: Educational Technology Publications.
- Sanders, Elisabeth and Stappers, Pieter Jan (2008) Co-creation and the new landscapes of design, *CoDesign*, Taylor & Francis.
- Thackara, John (2005) *In the Bubble, Designing in a Complex World*, Cambridge, MA: The MIT Press.
- Ulrich, K. T. & Eppinger, S. D. (1995) *Product design and development*, New York: McGraw-Hill.
- Utterback, J. M. (2006) *Design-inspired innovation*, Singapore: World Scientific Publishing.
- Ylirisku, Salu and Buur, Jacob. (2007) *Designing with Video, Focusing the User-centred Design Process*, London: Springer Verlag.

### **Other teaching aids**

Within the field of design, literature is one of the important sources needed to create knowledge and acquire experience from the field. Another very important source is experiencing a great deal of the artefacts that are considered trendsetting, pioneering, everyday, inferior etc. from a range of aspects. This is why several different study visits are included in the programme.

*The literature can be subject to change.*