האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM

Syllabus

Design Driven Innovation: Methodologies & skills for meaningful insights - 11161

Last update 13-10-2021

HU Credits: *2*

Responsible Department: *Cornerstone program*

Academic year: *0*

Semester: *2nd Semester*

Teaching Languages: *English*

Campus: *Mt. Scopus*

Course/Module Coordinator: *Ms. Dana Benshalom*

Coordinator Email: *design201@innovate.huji.ac.il*

Coordinator Office Hours:

Teaching Staff:
Ms. Dana Benshalom

Course/Module description:

An online, asynchronous course designed for an interdisciplinary academic environment.
Previous knowledge and/or experience in design is not required in this course.
Bachelor students from the Hebrew University, Bezalel Academy of Art and Design and Azrieli College of Engineering will co-learn core design methodologies that can be implemented in product and venture creation processes.
The learning process in the course is built in a structure that brings together theory and real world practice.
Participants will enjoy an interactive, □hands-on□ practice of design research tools, step into the designer□s shoes and use their unique attitude to problem solving, human-needs-centered-design and product oriented design.
The aim: Explore new ideas and discover meaningful needs and opportunities.
This course follows the first course in the series □ □Intro to Innovation and Entrepreneurship□. Note: completing the ladder is not a prerequisite. It dives into key elements in the innovation process and expands the perspective on the design tools available.
This course will benefit the entrepreneur but also any other professional practice.

<u>Course/Module aims:</u>
,process ,artifact) is □product a□ what on perception s□student the Broaden □□ג service, interaction, experience, workflow) and exercise the ability to identify a product□s territory.
product ,methodologies research design on-hands to students the Introduce □□ג specs and visual thinking □ useful skills for innovation processes.
,view of point critical a from theories thinking design to students the Introduce □□ג and encourage them to adapt and reform the diagrams to their personal perspective and practice.
to students expose ,process design industrial the with students the Familiarize □□ג the designer□s mindset and highlight the relevance and importance of this mindset to problem solving and everyday innovative thinking.
users/customers future her/his and student the between gap the Shrink □□ג (physically and mentally)

<u>Learning outcomes - On successful completion of this module, students should be able to:</u>
unmet ,needs known her/his and user the about insights meaningful Articulate □□ג needs and hidden needs, by using hands-on design research methodologies.
this of contribution potential the and product a of value emotional the Identify □□ג identification to the innovative process.
.process innovation the in users end the and surroundings their with Engage □□ג
.tools thinking visual using data analyze and Collect □□ג
,socially - world the on have can innovation everyday impact the Articulate □□ג

environmentally, economically.
can students which from perspectives based product and user new Gain □□ג
innovate within their practice

Attendance requirements(%):
100

Teaching arrangement and method of instruction: The course is digital and asynchronous, with content being updated on a weekly basis. Therefore, there will be no roll call and there is no attendance requirement.

Course/Module Content:
Unit 1 Introduction:
The need of a human-centered design approach to any product, service or experience in the world

course the to Introduction :mindset design a Building □□ג
?designers like think to need we do Why □□ג
?all us affect design bad and good does How □□ג
lives everyday our in services and devices the of complexity The □□ג
design product in signifiers and Affordances :behaviour human & Design □□ג
intuition human for design to How □□ג
design failed a solve to attempt first A □□ג

Reading materials: Norman, D. (2013). The Design of Everyday Things. Basic Books. pg. 4-9
Unit 2
Product Based Perspective:
Broaden the personal and professional perspective on what a product is, and learn about the necessity of emotional value when designing a good product

value product of side hidden the - emotions and Design :Introduction □□ג
feel us make they how and functions their - Stairs :study Case □□ג
bar progression the of chronicles the and design Emotional :study Case □□ג
Design Interaction ,Design Experience ,Design Product :product a define s□Let □□ג
and souvenirs ,BNB Air :experiences traveling of sides Emotional The □□ג
authenticity
anatomy specs product :made s'it How □□ג
stories user and mapping Journey □□ג
difference the Defining ?feature a or function a it Is □□ג

Reading materials: Norton, M. I., Mochon, D., Ariely, D., The □IKEA Effect□: When

Labor Leads to Love, Journal of Consumer Psychology, Volume 22, Issue 3, 2012, Pages 453-460
Unit 3 Human Centered Design Research:
Learning to empathize and ask questions

people for Designing :design centered-human to Introduction □□ג
(IDEO) Brown Tim by thinking Design □□ג
meaningful gain ,user the with engage actively to How :empathy to steps First □□ג
insights and understand his/her needs?
hackathons nurses & healthcare in Innovation :study Case □□ג
questions right the Asking :needs human & research Qualitative □□ג
(interviews :1 part) lanes bicycle Revisiting :exercise Field □□ג

Reading materials: Lupton, E., Carpentier, T., Lambert, T. (2014). Beautiful Users: Designing for People. Princeton Architectural Press. pg. 18-24
Unit 4 User Centered Design Research:
Learning to document and analyze the scene - visually

mindset interconnective an for need the & designer industrial the of job The □□ג
visual of benefits the and Brain Right-brain Left :thinking visual to Introduction □□ג
maps as tools for creative thinking
?boards investigation use detectives do Why □□ג
observational and thinking Visual :insights meaningful and research Visual □□ג
studies in the design process - from moodboards to brainstorms
research field visual of means as probes cultural to Introduction □□ג
(documentation Visual :2 part) lanes bicycle Revisiting :exercise Field □□ג

Reading materials: Mattelm¤ki, T. Design Probes. Publication Series of the University of Art and Design Helsinki pg. 39-45
Unit 5-6 User Centered Design Research:
Learning to immerse with the user and the scene, and come back with meaningful insights

process research design the in Immersivity □□ג
research user hand first active and passive between difference The □□ג
?them find might we where and needs hidden are What □□ג
?user the BEING by pains market Identify to How □□ג
(cyclists Being :3 part) lanes bicycle Revisiting :exercise Field □□ג
project own your for foundation the Building □□ג
Unit 7
Designing Beautiful Solutions:
The difference between decoration and designing beautiful solutions

design in important is it why and beauty to Introduction □□ג
fittest the of survival the & beauty ,Symmetry :nature in Beauty □□ג
nature in information and communication of means as color and Shape □□ג

?connected simplicity and beauty How :design in Simplicity □□ג

Unit 8 Everyday Futures:
Implementing the product-based and the user-centered perspectives on everyday life and needs within a future context

(X Google) Foster Nick by Futures Everyday □□ג
futures everyday on perspectives based product and centered-user Our □□ג
based product a from - scene the in □talents background□ the Identify □□ג
perspective
possible a to □set□ tangible a Building :objects everyday with fiction Design □□ג
future
hyperlink the :world the change can things small How - 1 study Case □□ג
cup coffee disposable the - changes big express things small How - 2 study Case □□ג
lid
design we way the and world the changed virus a How :COVID19 - 3 study Case □□ג
products?
by solved challenges fundamental world Third - innovation Everyday :Summary □□ג
design of everyday things (Cola Life and Q-drum)
innovation everyday for offering Your :Assignment □□ג

Reading materials: Foster, N. (2013). The Future Mundane. Core 77.

Unit 9-11
Implementation
Implementation

personal one into learned methodologies research design the Implementing □□ג
project within your own practice, using:
research Qualitative □□ג
research Visual □□ג
research Immersive □□ג
stories user and mapping Journey □□ג
on based idea original innovative an articulating :submission assignment Final □□ג
the research findings:
summary research A □□ג
needs human hidden and unmet ,problems Analysing :insights top of pager One □□ג
offering Final □□ג
assessment Peer -Evaluation □□ג
Unit 12 Final assignment submission:
A critical understanding of Design Thinking models

designers like thinking and theories thinking Design □□ג
takeaways My □□ג
submission offering Final □□ג
Unit 13 Summary and evaluation

can How ?perspectives design the practice we can How ?learned we have What □□ɹ we observe the world, what should we look for when developing a new □product□ and why shouldn't we look the other way?
assessment peer offering Final □□ɹ

Required Reading:
1. Unit 1: Norman, D. (2013). The Design of Everyday Things. Basic Books. pg. 4-9
2. Unit 2: Norton, M. I., Mochon, D., Ariely, D., The □IKEA Effect□: When Labor Leads to Love, Journal of Consumer Psychology, Volume 22, Issue 3, 2012, Pages 453-460
3. Unit 3: Lupton, E., Carpentier, T., Lambert, T. (2014). Beautiful Users: Designing for People. Princeton Architectural Press. pg. 18-24
4. Unit 4: Mattelm¤ki, T. Design Probes. Publication Series of the University of Art and Design Helsinki pg. 39-45
5. Unit 8: Foster, N. (2013). The Future Mundane. Core 77.

Additional Reading Material:
1. Design Series by Design Council
2. Cross, N. (1982). Designerly Ways of Knowing, Design Studies 3(4), pp. 121-227
3. Cross, N., (2011). Design Thinking: Understanding How Designers Think and Work. Berg Publishers.
4. Brown, T. (2019). Change by Design, Revised and Updated: How Design Thinking Transforms Organizations and Inspires Innovation. Harper Business.
5. McKim, R. H.(1980). Experiences in Visual Thinking. Cengage Learning.

Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 20 %
Project work 40 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 40 %
Final assignment

Additional information: