



## *The Hebrew University of Jerusalem*

### *Syllabus*

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

*Last update 04-09-2022*

*HU Credits: 2*

*Degree/Cycle: 1st degree (Bachelor)*

*Responsible Department: Cornerstone program*

*Academic year: 0*

*Semester: 1st and/or 2nd Semester*

*Teaching Languages: English*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Ms. Dana Benshalom*

*Coordinator Email: [design201@innovate.huji.ac.il](mailto:design201@innovate.huji.ac.il)*

*Coordinator Office Hours:*

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Teaching Staff:

Ms. Dana Benshalom,  
Ms. SHARON LEVITE

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.*

Course/Module aims:

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

Learning outcomes - On successful completion of this module, students should be able to:

- *Articulate meaningful insights about the user and his/her known needs, unmet needs and hidden needs, by using hands-on design research methodologies.*
- *Identify the emotional value of a product and the potential contribution of this identification to the innovative process.*
- *Engage with their surroundings and the end users in the innovation process.*
- *Collect and analyze data using visual thinking tools.*

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- *Articulate the impact everyday innovation can have on the world - socially, environmentally, economically.*
  - *Gain new user and product based perspectives from which students can 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*

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

*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*

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

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

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*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*

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

*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*

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

*Reading materials: Mattelmäki, 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*

- *Immersivity in the design research process*
- *The difference between passive and active first hand user research*
- *What are hidden needs and where we might find them?*
- *How to Identify market pains by BEING the user?*
- *Field exercise: Revisiting bicycle lanes (part 3: Being cyclists)*
- *Building the foundation for your own project*

*Unit 7*

*Designing Beautiful Solutions:*

*The difference between decoration and designing beautiful solutions*

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

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- *Simplicity in design: How beauty and simplicity connected?*

### *Unit 8 Everyday Futures:*

*Implementing the product-based and the user-centered perspectives on everyday life and needs within a future context*

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

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

### *Unit 9-11*

*Implementation  
Implementation*

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

*Unit 12 Final assignment submission:*

*A critical understanding of Design Thinking models*

- *Design thinking theories and thinking like designers*
- *My takeaways*
- *Final offering submission*

*Unit 13 Summary and evaluation*

- *What have we learned? How can we practice the design perspectives? How can*

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we observe the world, what should we look for when developing a new 'product' and why shouldn't we look the other way?

- Final offering peer assessment

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: Mattelmäki, 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 35 %  
Assignments 25 %  
Reports 15 %  
Research project 0 %  
Quizzes 0 %  
Other 5 %  
peer assesment

Additional information: