



Course Outline

PSYC 1028

Psychology of Human Centred Design

School of Psychology

Faculty of Science

T1, 2020

DRAFT

1. Staff

COURSE COORDINATOR AND LECTURER		
Name	Email	Contact & Availability
Prof. Joel Pearson	jpearson@unsw.edu.au	By email/By appointment.
COURSE ASSISTANT & TUTOR		
Ms. Annabel Blake	annabel.blake@unsw.edu.au	By email/By appointment.

2. Course information

Units of credit: 6

Pre-requisite(s): N/A

Teaching times and locations: Online

Provide a link to the relevant course information on the online timetable site:
<http://www.timetable.unsw.edu.au>

2.1 Course summary

This subject focuses students on understanding how psychology and cognitive science underpin the creative practices, processes and methods that lead to innovation. Students will be introduced to the concepts of human centred design, blended with fundamental principles of psychology and cognitive science. The subject begins with identifying conditions required for the emergence of ideas, inspiration and change through examining historical cases of innovation. Over the course of the subject, students will engage with a transdisciplinary range of frameworks and methods for entrepreneurial innovation, creative thinking, ideation and prototyping by imagining a new solution to an identified problem

2.2 Course aims

This course is founded in human behaviour and cognitive science. It aims to provide students with a basic understanding of cognitive science, motivational theories, behavioural economics, neural processes and social influences; this fundamental knowledge will be used to dive deeper into the innovation frameworks used by industry to create new products, services and technology. The course aims to foster values such as risk-taking and inquisitiveness in research, develop high level analytical and creative practices, and encourage an explorative attitude towards the design and innovation process.

2.3 Course learning outcomes (CLO)

At the successful completion of this course you (the student) should be able to:

1. Demonstrate knowledge and understanding of the major psychological concepts, principles of behavioral economics and cognitive science that underpin human centered design
2. Apply research methods and scientific thinking to identify, analyse and define problems

3. Apply scientific thinking and processes of human centered design to evaluate solutions for an identified problem
4. Propose and prototype innovative solutions to an identified problem
5. Developed effective communication skills in Psychology including the ability to: critically evaluate research and methodologies and write in a variety of formats

2.4 Relationship between course and program learning outcomes and assessments

Using the table below specify clearly how the course contributes to the program's learning outcomes. Complete the table with your own course and program learning outcomes, tasks and assessments.

Course Learning Outcome (CLO)	LO Statement	Program Learning Outcome (PLO)	Related Tasks & Assessment
CLO 1	Demonstrate knowledge and understanding of the major psychological concepts, principles of behavioral economics and cognitive science that underpin human centered	[PLO 1]	[1, 2]
CLO 2	Apply research methods and scientific thinking to identify, analyse and define problems	[PLO 2,3,4]	[2]
CLO 3	Apply scientific thinking and processes of human centered design to evaluate solutions for an identified problem	[PLO 1,3]	[2, 3]
CLO 4	Propose and prototype innovative solutions to an identified problem	[PLO 2]	[2]
	Developed effective communication skills in Psychology including the ability to: critically evaluate research and methodologies and write in a variety of formats	[PLO 3, 5]	[2, 3]

CLO	Program Learning Outcomes						Assessment
	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	
	Lectures, forums, quizzes, online activities	Lectures, forums, quizzes, online activities					Quizzes, mid-session exam, essay, final exam
	Lectures, forums, quizzes, online activities	Lectures, forums, quizzes, online activities	Weekly quizzes				Quizzes, Workbook A, Workbook B

			Lectures, forums, quizzes, online activities	Weekly activities	Weekly activities	Lectures, forums, quizzes, online activities	Quizzes, Workbook A, Workbook B
					Forums		Workbook A, Workbook B

School of Psychology Graduate Attributes ¹	Level of Focus 0 = No focus 1 = Minimal 2 = Minor 3 = Major	Activities/Assessment
1. Research, inquiry and analytical thinking abilities	3	<p>You will extend your knowledge of the psychology of innovation through online lectures, prescribed readings and homework assignments. Knowledge of course content will be assessed in the quizzes and both assignments.</p> <p>The progressive Workbook assignments will enable you to extend your research skills and allow them to develop competence in using databases such as PsycInfo and PSYArticles. In completing the assignments, you will be required to demonstrate reading beyond the recommended texts and incorporate a body of evidence for relevant principles of cognitive and psychological science. These two assignments will require you to critically assess and analyse existing products and services, and strategically assess opportunities for innovation.</p>
2. Capability and motivation for intellectual development	2	<p>The online delivery of course content requires you to be responsible for keeping up to date with lectures and assessments thereby showing commitment to your own learning experience. Course discussion forums will provide you with the opportunity to discuss/question/evaluate concepts covered in the course.</p> <p>The two assignments will focus your ability to apply principles from scientific research on solving real world problems. Reflective components of the weekly activities and assignments will promote personal intellectual growth.</p>
3. Ethical, social and professional understanding	3	<p>Lecture content and readings will cover the ethical considerations of designing and building new innovations. You will be required to conduct user testing and research in an ethical, social and professional manner. You will be encouraged to reflect on how the innovation process can be conducted in an ethical and socially responsible ways. Additionally, you will be introduced to ways in which innovation can be used both for social good and for social</p>

¹ The Graduate Attributes of the *Australian Undergraduate Psychology Program* was produced as part of the Carrick Associate Fellowship project, "Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum", and "Designing a diverse and future-oriented vision for undergraduate psychology in Australia", a Discipline based Initiative funded by the Carrick Institute for Learning and Teaching in Higher Education (see Appendix II), and supported by the Australian Psychological Society, and the University of New South Wales (School of Psychology; Learning and Teaching @UNSW).

		harm.
4. Communication	2	You will be required to demonstrate strong skills in communication whilst testing and collecting user insights Your ability to communicate clearly and concisely will be assessed via the two case study assignments.
5. Teamwork, collaborative and management skills	2	You will demonstrate self-management by way of online completion of lecture content and assessments. You will demonstrate teamwork and collaboration by participating in other peers user research and testing experiments.
6. Information literacy	3	You will demonstrate effective use of information and information technology by accessing course content via Moodle and contributing to the forums. The quizzes will give you an opportunity to reflect on your understanding of the materials and to adjust your learning strategies to optimize your results. The written assignments will require you to locate and critically evaluate relevant research literature and incorporate feedback into part two of the submission.

3. Strategies and approaches to learning

3.1 Learning and teaching activities

A number of different strategies are used to convey psychological theories and illustrate the practical application of these theories. Strategies include formal lectures and the use of case studies, practical examples and research findings to illustrate points of interest.

The lecture content of this course is presented entirely online via the [Moodle](#) eLearning website. The lectures will be delivered in video format (closed-captioned). PDF copies of the delivered content will be made available; not in a presented format, rather a format with additional comments so that as stand-alone pieces they are comprehensive. Students should watch the lectures and write separate notes to maximize their understanding and retention of the material. Lectures for the entire course will be available from week 1, allowing students to move through the course at their own pace.

Assignments and weekly resources will be released periodically throughout the course. The weekly readings and resources will be made available each Friday and left online for the duration of the course. This staggered release format is designed to encourage “distributed practice” in combination with the self-paced, exploratory lecture format.

The lecture material, prescribed textbook readings and online activities will provide students with the information required to gain an in-depth knowledge of psychology and innovation processes.

The Discussion Forum provides students with an opportunity to question and clarify the concepts and ideas mentioned in the lectures. Students are strongly encouraged to engage with this forum by posting questions or comments, and reading, answering, or replying to other student's posts to enhance understanding of the content, critical thinking, and written communication skills.

Fortnightly quizzes will provide students with an opportunity to demonstrate their understanding of examinable course material. Timely completion of the weekly quizzes will assist students in gaining a proper understanding of each topic so that this knowledge can be built on in future content.

The weekly workbooks will give students an opportunity to consolidate their learning of course material and to demonstrate independent research and analytical skills.

3.2 Expectations of students

All news updates and announcements will be made on the 'Announcements' forum on the Moodle page and/or by email. It is the student's responsibility to check Moodle and their student emails regularly to keep up to date. All students must read the Course Outline. Although this is an online course, it is expected that students dedicate the same amount of time each week to studying for this course as they would for an 'on-campus' course.

Given that the course content and some assessable components are delivered online, it is the responsibility of the student to ensure that they have access to a computer with a stable internet connection and a browser capable of handling the features of the Moodle eLearning website and any of its content. There will be no special consideration granted due to internet connection or computer issues arising from the use of a non-UNSW computer. If an internet disconnection takes place during an assessment/exam, there will be no way of changing a mark (these will be allocated for whatever progress was saved). To help students establish whether or not their computer/internet access is suitable for the online exam/s, a test quiz is available. This quiz will not contribute to final marks and will be able to be completed multiple times in order to test computer/internet connection prior to assessments/exams.

The Moodle forum should be the first line of contact with the Course Co-ordinator (meeting requests, personal or Disability Support matters can be sent by email in the first instance). Due to the online nature of the course, under no circumstances are specific quiz questions/answers to be discussed online or via email, such matters can only be discussed during in person appointments with the Course Coordinator.

Students registered with Disability Services must contact the course co-ordinator immediately if they intend to request any special arrangements for later in the course, or if any special arrangements need to be made regarding access to the course material. Letters of support must be emailed to the course coordinator as soon as they are made available.

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness and/or misadventure.

It is expected that students have read through the School of Psychology Student Guide.

4. Course schedule and structure

Update below a sample table of weekly class topics or themes, with activities and assessment tasks.

[This course consists of 18 hours of class contact hours. You are expected to take an additional 18 hours of non class contact hours to complete assessments, readings and exam preparation.]

Week [Date/Session]	Topic [Module]	Activity [Learning opportunity]	Related CLO
Week 1	1a: Introduction to the course: Psychology of human centred design 1b: Macro and micro innovation: history of great innovations and innovators	Refer to Moodle	1
Week 2	2a: The brain behind the innovator 2b: Introduction to Innovation Frameworks	Refer to Moodle	1
Week 3	3a: The psychology of user/human needs 3b: Ethnographic research skills	Refer to Moodle	1,2
Week 4	4a: The psychology of investigating user/human needs 4b: Synthesising user insights and qualitative data	Refer to Moodle	1,2,3
Week 5	5a: The psychology of creativity 5b: Ideation techniques and methodologies	Refer to Moodle	1,2,3
Week 6	<i>No classes this week</i>		
Week 7	7a. Accessibility, inclusivity and co-design 7b. Prototyping prep and methodologies	Refer to Moodle	3,4
Week 8	8a. Solution testing 8b. Iteration	Refer to Moodle	3,4
Week 9	9a. The brain behind the founder 9b. Storytime with an entrepreneur	Refer to Moodle	3,4
Week 10	10a. Innovation Culture and Exponential Growth	Refer to Moodle	

5. Assessment

Assessment task All assessments in this course have been designed and	Weight	Learning outcome assessed	Graduate attributes assessed	Date of		Feedback		
				Release	Submission	Who	When	How

implemented in accordance with UNSW Assessment Policy.								
Fortnightly Quizzes (immediate feedback)	30%	1, 2 & 5	1 & 2	Week 3,5,7,10	Sunday 11:59pm	Online	Weeks 3,5,7,10	Online, the quiz will be unlocked a week prior on Sunday at 12:01am
Workbook A: Observation and user insights	30%	3,4 & 5	1, 2, 3, 4, 5 & 6	Week 2	Week 5 Friday 10pm	Online	Week 8	Online
Workbook B: Ideation and Proposal	40%	3, 4 & 5	1, 2, 3, 4 & 6	Week 5	Week 9 Friday 10pm	Online	Week 11	Online

Online multiple-choice final quiz (20% of your final mark): This quiz is based on lecture and textbook material covered in Weeks 2 through 9. It consists of 20 questions which you must answer in 15 minutes (approximately 45 seconds should be spent on each question). Feedback will be released once a) the submission window has closed, and b) all students have taken the quiz.

Workbook assignment part 1 (30% of your final mark): You are required to complete an individual assignment that consists of 2 parts. In Part 1 (due Friday, Week 6 by 10pm) you will submit process work completed in weeks 3-5, guided by a provided framework and weekly activities. This workbook will require you to 1) Work with a class partner to conduct an initial user research interview of each other 2) Identify a problem and opportunity 3) Design a working hypotheses and assumptions 4) Synthesise user research data and propose some strategic recommendations.

Workbook assignment part 2 (40% of your final mark): In part 2 (due Friday week 10 by 10pm) you are required to include and build off part 1 to submit a final portfolio. Part two will include workbook activities and a reflection piece, from weeks 6-9. Part two will require you to 1) Incorporate feedback from part 1 2) Capture your ideation and prototype process 3) Collate insights from user testing 4) Suggest iterations 5) Reflect your innovation journey 6) Suggest next steps. Assessments will receive a deduction for every day late (refer to section 5.3). Any assignment submitted after feedback is returned will receive a 0 unless prior exemption has been granted.

Electronic submission via Turnitin is required for most pieces of assessment.

Supplementary assessments will be offered and implemented in accordance with UNSW Assessment Implementation Procedure. Alternative examinations will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure. PLEASE SEE THE SCHOOL OF PSYCHOLOGY STUDENT GUIDE (LINK CAN BE FOUND UNDER 'ADMINISTRATIVE MATTERS') TO UNDERSTAND THE SPECIAL CONSIDERATION PROCESS FOR LATE ASSIGNMENTS. THIS IS VERY IMPORTANT AS THIS PROCESS MUST BE FOLLOWED TO MAKE IT FAIR FOR ALL STUDENTS.

Further information

UNSW grading system: <https://student.unsw.edu.au/grades>

UNSW assessment policy: <https://student.unsw.edu.au/assessment>

5.2 Assessment criteria and standards

Further information and marking criteria will be provided closer to the release date.

5.3 Submission of assessment tasks

Workbook: In accordance with UNSW Assessment Policy the essay must be submitted online via Turnitin. No paper or emailed copies will be accepted.

Quiz: In accordance with UNSW Assessment Policy the quizzes will be completed online and require a stable internet connection. Quizzes may not be attempted twice, and must be attempted during the window it is open.

Late penalties: deduction of marks for late submissions will be in accordance with School policy (see: [Psychology Student Guide](#)).

Special Consideration: Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Special consideration applications must be submitted to Student Central within 3 working days of the assessment due date along with a physical copy of the supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration (see - <https://student.unsw.edu.au/special-consideration>). In the case of take-home assessment tasks, misadventure must occur for at least 3 consecutive days during the assessment period. If approved, students may be given an extended due date to complete take-home assessments, or an alternative assessment may be set.

Alternative assessments: will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
<i>Quizzes</i>	<i>Once the deadline has closed and all students have completed</i>	Pearson	Online	Moodle
Workbook A	TBC	Pearson	Online	Turnitin
Workbook B	TBC	Pearson	Online	Turnitin

6. Academic integrity, referencing and plagiarism

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism. Any reference style may be employed in this course, however the style chosen must be consistent.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.² At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

² International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site <https://student.unsw.edu.au/plagiarism>, and
- The *ELISE* training site <http://subjectguides.library.unsw.edu.au/elise/presenting>

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

7. Readings and resources

TEXTBOOKS	<p>There is no prescribed textbook for this course.</p> <p>Two journal articles will be released on Moodle on Friday at 9 am for the following weeks.</p> <p><i>Highly Recommended (only purchase these if you plan to work in human centred design, UX or service design or a strategy related field – copies of earlier editions in the library and are still suitable)</i></p> <p>100 things every designer needs to know about people</p> <p>The design of everyday things</p> <p>Designkit.org: HCD Field guide</p> <p>The runaway species</p> <p>Brain rules</p>
COURSE MANUAL	<p>There is no course manual, but there is a general Guide for Psychology Students located at: http://www.psy.unsw.edu.au/current-students/student-guide</p>
REQUIRED READINGS	<p>Relevant additional readings will be posted on Moodle.</p>
RECOMMENDED INTERNET SITES	<p>Internet sites relevant to topics will be posted on Moodle. In addition, you should be aware of policies regarding your behaviour at the university. Familiarize yourself with the following: Student Code of Conduct, UNSW's policy concerning academic honesty, UNSW Anti-racism policy statement, UNSW Equity and Diversity policy statement, UNSW Equal opportunity in education policy statement, and the UNSW email policy.</p>

8. Administrative matters

What is Turnitin?

Turnitin is a checking database which reviews your work and compares it to an international collection of books, journals, Internet pages and other student's assignments. The database checks referencing and whether you have copied something from another student, resource, or off the Internet. Sometimes students submit their work into Turnitin when they hand it in, but academics can also use it to check a student's work when they are marking it. You can find out more about Turnitin here: <https://teaching.unsw.edu.au/elearning>.

Further information and assistance

If you would like further information or assistance with avoiding plagiarism, you can contact the Learning Centre. The Learning Centre at The University of New South Wales has two locations:

UNSW Learning Centre

Lower Ground Floor, North Wing, Chancellery Building (C22 Kensington Campus – near Student Central) www.lc.unsw.edu.au

Phone: 9385 2060

Email: learningcentre@unsw.edu.au

Opening Hours:

Monday to Thursday: 9am - 5pm and Friday: 9am - 2.30pm

COFA Campus Learning Centre

Email: cofalearningcentre@unsw.edu.au **Phone:** 9385 0739

How can the Learning Centre help me?

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/academic-integrity-plagiarism>. They also hold workshops and can help students one-on-one.

How can Elise help me?

ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, identify good quality information and write assignments. It will also help you understand plagiarism and how to avoid it. All undergraduate students have to review the ELISE tutorial in their first semester and complete the quiz, but any student can review it to improve their knowledge: <http://subjectguides.library.unsw.edu.au/elise>.

9. Additional support for students

- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- Disability Support Services: <https://student.unsw.edu.au/disability-services>
- UNSW IT Service Centre: <https://www.it.unsw.edu.au/students/index.html>

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