1. **Title of the module**

EL316/DIGM3160 Design Thinking

1. **Division or partner institution which will be responsible for management of the module**

Computing, Engineering and Mathematical Sciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

BSc Digital Design

BSc Digital Design with a Year in Industry

BSc Digital Design with a Year Abroad

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Recognise a breadth of design approaches as they apply to different contexts.
3. Critique and analyse design artefacts and processes using appropriate methodologies
4. Analyse design approaches (e.g. artefacts, messages, services, systems) in relation to cultural, historical and social context.
5. Assess the suitability of design approaches to particular and hypothetical contexts
6. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Ability to communicate effectively to a variety of audiences and/or using a variety of methods
	2. Work in flexible, creative and independent ways and apply critical thinking, reasoning and reflection.
	3. Develop ability to organise and manage time and resources within an individual project
7. **A synopsis of the curriculum**

This module introduces design thinking; how design principles are embedded everywhere: from electronic devices to objects, commercial products, visual and audio communication, advertising (digital / print), online systems, services, and built environments.

Considering current and historical design approaches, students will learn about design processes as they apply to different domains of design (e.g. audio-visual, graphic, 3D, systems, interaction, electronic devices) and to evaluate the context for the design and the stakeholders that engage with the designed artefact.

Indicative topics include: basic design concepts, current and future trends, design in digital mediated society, speculative design, design for humans/non-humans/things.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Brown, Tim. 2009. Change by Design: How Design Thinking Creates New Alternatives for Business and Society. New York: Harper Collins.

Flusser, Vilem. 1999. The shape of things: a philosophy of design. London: Reaktion.

Lockwood, Thomas. 2009. Design Thinking. New York: Allworth Press.

Norman, Donald A. 2010. Living with Complexity. MIT Press.

Norman, Donald A. 2013. The Design of Everyday Things, revised and expanded edition. MIT Press.

Walter, Aarron. 2020. Designing for Emotion. New York: A Book Apart

1. **Learning and teaching methods**

Total contact hours: 20

Total private study hours:130

Total module study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Design Study (600 words) – 20%

Essay(1,500 words) – 70%

Seminar Participation – 10%

13.2 Reassessment methods

100% Coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/teaching method** |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** |  | **x** |  |  |  |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Design Study  | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar Participation |  | **x** | **x** |  | **x** |  | **x** |  |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module examines examples of design and critiques them using internationally-recognised theories and methodologies.

**DIVISIONAL OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |