<table>
<thead>
<tr>
<th>Module Code</th>
<th>MEU44EM9</th>
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<tbody>
<tr>
<td>Module Name</td>
<td>User Centred Design Innovation</td>
</tr>
<tr>
<td>ECTS Weighting</td>
<td>5 ECTS</td>
</tr>
<tr>
<td>Semester taught</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Module Coordinator/s</td>
<td>Assistant Professor Kevin Kelly (<a href="mailto:kevin.kelly@tcd.ie">kevin.kelly@tcd.ie</a>)</td>
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**Module Learning Outcomes with reference to the Graduate Attributes and how they are developed in discipline**

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

1. Work in in multidisciplinary teams on ambitious, ill-defined and challenging projects
2. Identify key users and stakeholders
3. Identify user needs through a variety of anthropological and ethnographic techniques
4. Conduct patent searches and analyse prior intellectual property
5. Liaise with professional engineers (and other staff in the commercial sector) in a professional and timely manner
6. Assess and synthesise state of the art thought in the broad field of user-centred design.

**Graduate Attributes: levels of attainment**

To act responsibly - Attained
To think independently - Attained
To develop continuously - Attained
To communicate effectively - Attained

**Module Content**

**Aims/Objectives**

Engineers and technologists are typically well equipped with fundamental knowledge to develop new products and services. Additionally, they will have experience of the practice of designing new devices, components, systems and programs. However, research shows that most new businesses fail because they fail to clearly identify a user need and to meet that need. This module provides students with the tools to identify users and their needs through a structured approach drawing from the design, ethnography and psychological domains, progressing to rapid prototyping of design concepts for testing with users. Students will work individually and in teams on understanding users and stakeholders in complex multidisciplinary challenges and learning how to bring formulate tractable technical solutions for identified users and needs.

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1 [TEP Glossary](#)
Syllabus

- Introduction to user centred design
- Ideation and the use of personas and POV statements
- Needfinding and benchmarking
- Thought leaders in user-centred design
- Interviewing and observation tools and techniques
- Use of focus groups
- Intellectual Property and patenting

Teaching and Learning Methods

A blended learning approach is used in the module with extensive use made of a virtual learning environment. Structured tuition is delivered through a flipped learning model, where reading/resource material is provided in advance and discussion takes place in a classroom format. Students will work individually – mainly in the early part of the module, to develop core skills which are then applied in a group context in the remainder of the module. The majority of student learning will take place via independent (including group) work, mentored and guided through weekly meetings and interactions with the teaching team. Extensive use will be made of external experts and coaches/mentors (former graduates) in both formal and informal settings.
## Assessment Details

Please include the following:
- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total
- Assessment due date

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Assessment Description</th>
<th>LO Addressed</th>
<th>% of total</th>
<th>Week due</th>
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</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>Continuous Assessment</td>
<td>All</td>
<td>100%</td>
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### Reassessment Requirements

Re-assessment will take place through individual projects assigned during the summer period.

### Contact Hours and Indicative Student Workload

- **Contact hours:** ~ 5 hours of structured teaching, 10 hours of presentations or in-class activities and 5 hours of group meetings
- **Independent Study (preparation for course and review of materials):**
  - 10 hours
- **Independent Study (preparation for assessment, incl. completion of assessment):**
  - 80 hours

### Recommended Reading List

None

### Module Pre-requisite

None

### Module Co-requisite

None

### Module Website

None

### Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.

None

### Module Approval Date

16/07/2019

### Approved by

Nicole Byrne

### Academic Start Year

2019

### Academic Year of Date

2019 - 2020

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2 **TEP Guidelines on Workload and Assessment**