12 Design: Human-Centred design

Achievement Standard: The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. Students communicate design proposals to suit different audiences.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Unit Specific Information: Human-centred design

In Unit 3, students learn about and experience designing in the context of human-centred design (HCD). Fundamental to HCD is the principle that a designer considers human needs and wants as a higher priority than other influences throughout the design process. The success of a design depends on effectively considering the attitudes, expectations, motivations and experiences of humans. Designers use observations, interviews and experiences to acquire data about people and seek to avoid making assumptions about their needs and wants.

Students will use designing with empathy as an approach to define problems by understanding and experiencing the needs and wants of stakeholders. Students interact with stakeholders throughout the process. Ideas and design concepts are evaluated throughout the process using feedback from stakeholders to determine suitability.
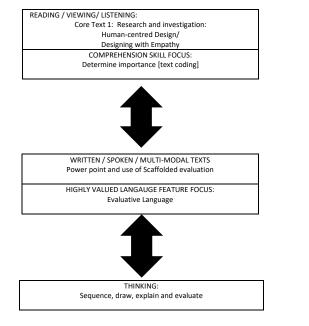
Assessment:

Examination- Design Challenge
Designing with Empathy

Assessing objectives: 2,4,5,6
60 minutes (15 mins planning time)
Four A3 Pages

Stimulus materials: Two A3 pages of visual stimulus provided 24 hours prior to the examination
All work must be completed individually

Proficiency Scale: *Tracking Successful Learning*

READING / VIEWING/ LISTENING:
Core Text 1: Research and investigation:
Human-centred Design/
Designing with Empathy

COMPREHENSION SKILL FOCUS:
Determine importance [text coding]

WRITTEN / SPOKEN / MULTI-MODAL TEXTS
Power point and use of Scaffolded evaluation

HIGHLY VALUED LANGAUGE FEATURE FOCUS:
Evaluative Language

THINKING:
Sequence, draw, explain and evaluate

Design – DESIGN Challenge

CONTENT DESCRIPTOR: IA1 Design Challenge

3	I can:
	• devise ideas appropriately — with each idea incorporating credible and detailed attributes — using a divergent thinking strategy in response to a HCD problem in the develop phase
	• synthesise simple ideas and aspects of HCD information to propose a HCD concept in the develop phase
	• evaluate feasibility of the strengths, limitations and implications of ideas against some design criteria to make adequate refinements to ideas
	• represent appropriate ideas and a design concept using ideation and/or schematic sketching in the develop phase to progress understanding of ideas
	You exhibit no major errors or omissions.
2	**I will know that I have learned it when I can:**
	• devise ideas disjointedly in response to aspects of the HCD problem synthesise simple ideas and aspects of HCD information to propose a HCD concept in the develop phase
	• combine unclear ideas
	• identify changes to ideas
	• represent cursory ideas and a design concept using unclear ideation and/or schematic sketching in the develop phase
	However, you exhibit major errors or omissions regarding the more complex ideas and processes.