Inclusive design education workshop I 30 April 2009

Teaching inclusive design

Practices at Brunel University

Dr Hua Dong
School of Engineering and Design, Brunel University

Context

Undergraduate (approx. 400 students)
3-Year 'Full-Time'
4-Year 'Sandwich' Course

	September	January	May	
Year 1	Term 1	Term 2	Term 3	
Year 2	Term 4	Term 5	Term 6	
Year 3	Industrial Placement / Exchange			
Year 4	Term 7	Term 8	Term 9	

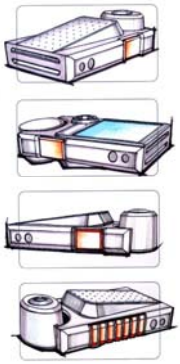
Level 1 modules

Common modules:

Design Process
Graphic Communication 1
Design Modelling Workshop

BSc: Mechanics for Design
Electrical Technology

BA: Applications through Design
Creative Engineering Practice



Level 2 modules

Common modules:

Design Process 2
Graphic Communication 2
Design for Manufacture 1

BSc: Electronics, Programming & Interfacing
Structures, Dynamics & mechanisms

BA: Applications Through Design 2
Systems Design

Level 3 modules

Common modules:

Major project
Innovation management

Options (3 other modules):
Environmentally Sensitive Design
Human Factors
Embedded Systems for Design
Graphics
Contextual Design

Postgraduate
2 MSc programmes (25)
2 MA programmes (120)

MA Design, Strategy & Innovation
MA Branding Strategy

MSc Integrated Product Design
MSc Human Centred Design

Topics for discussion

1. How to introduce the topic of Inclusive design?

2. What are the strategies of teaching inclusive design?

3. Is ethics an issue?

1. How to introduce the topic of Inclusive design?

Cartoon © A S Cifter

Introduction to inclusive design

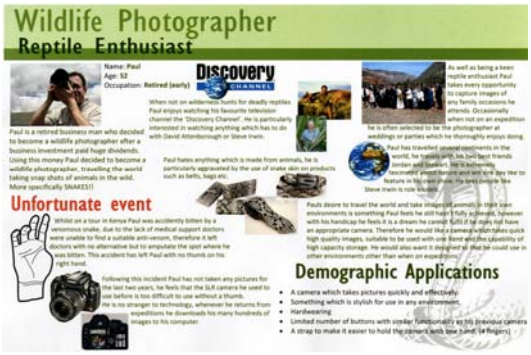
Inclusive design as a specific topic:

Definition
Terminology
Contexts
History
User model
Case studies
Methods and tools

Incorporating inclusive design principles into project-based teaching:

Personas
Scenarios

Persona and scenario



2. What are the strategies of teaching inclusive design?

- **Simulation**
- **Involving people with disabilities**
- **Interdisciplinary collaboration**
- **'In-house' case studies**

Strategy: simulation

Guest lecture on impairment simulation

Consider:

Hands-on tasks
Ease of access of the simulation tool
Dedicated tutorial
Relevance

Strategy: simulation

Simulating environment

Consider:

Introduction to equipment

Capacity of the space

Relevance

Supervision

Strategy: involving people with disabilities

Vocational project (2007)

Consider:

Incentives

Back-up plan

Accessible venue

Time

Strategy: interdisciplinary collaboration

HEA-funded project (2009):

Working with occupational therapists

Consider:

Timetabling

Back-up plans

Communication

'Highlights' of the project

Strategy: developing case studies

Pill-punch (2006):

An inclusive design (major project)

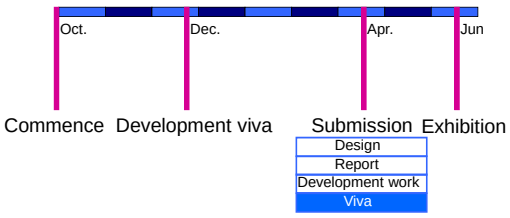
Consider:

Design process

User research method

Scope for improvement

3. Is ethics an issue? (What and when?)



Observations:

- Effective learning is through use (e.g. simulation tools)
- Students benefit from working with 'real' people
- Interdisciplinary collaboration help students appreciate different viewpoints and develop communication skills
- Inclusive design could start with a specific user group
- Relevant case studies are effective in engaging students with inclusive design
- Students love competitions, real-world design brief and involvement of external judges

Thank you for listening!

hua.dong@brunel.ac.uk

(0)1895 267254