Ethos to develop resources for teaching Inclusive Design

Implementing Inclusive Design in Education

SPARC – Strategic Promotion of Ageing Research Capacity workshop
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(People-centred design and Innovation)
Coming soon... a new web-based resource from the Helen Hamlyn Centre at the Royal College of Art which aims to help designers in all disciplines to design more successfully with people.

On this website you will find:

- guidance on design methods
- an ethical framework for the practical considerations of working with users
- key insights into user requirements related to basic daily tasks
- character scenarios based on typical ability sets

This resource is based on ten years of research by designers working in the Helen Hamlyn Centre, so watch this space!
1950s
Designing for people
1970s
Designing for the Disabled

Selwyn Goldsmith
Designing for the Disabled
The New Paradigm
Designing for people
2009: Designing with People
Who is it for?
Designers
Educators
Users/people
How does Inclusive Design relate to recent debates of design?
How to classify different art & design disciplines?

(the RCA model, by outputs)

Fine Art
Applied Art
Design and Architecture
Fashion and Textiles
Communication
History and conservation
Which include…
Furniture
Technology
Fashion
Illustration
Inclusive Design in Design Practice

<table>
<thead>
<tr>
<th>The traditional design disciplines focus on the designing of “products”</th>
<th>...while the emerging design disciplines focus on designing for a purpose</th>
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| - Visual communication design  
- Interior space design  
- Product design  
- Information design  
- Architecture  
- Planning | - Design for experiencing  
- Design for emotion  
- Design for interacting  
- Design for sustainability  
- Design for serving  
- Design for transforming  
- Design for social inclusion (new)  
- Design for participating (new) |

**Fig. 1.** A snapshot in time of traditional and emerging design practices by Sanders (2008)
New Development include **Critical Design**, which using designed objects to provoke discussions of social issues, (Tony Dunne and Fiona Ruby at the RCA)
DESIGN

1.0  2.0  3.0  4.0

Understanding futures that have already arrived!

EXPOSED 09 Conference
Arizona State University School of Design
March 7, 2009

GK VanPatter
CO-FOUNDER
NextDesign Leadership Institute, New York
Inclusive Design in Design Practice

Inclusive Design

DESIGN 4.0
Social Transformation Design

DESIGN 2.0
Product/Service Design

DESIGN 3.0
Organizational Transformation Design

DESIGN 1.0
Traditional Design
How does Inclusive Design relate to pedagogy theories?
Structure of Observed Learning Outcome

SOLO taxonomy

(Biggs, 1999)

1. Pre-structural
2. Unistructural
3. Multistructural:
4. Relational
5. Extended Abstract
Structure of Observed Learning Outcome

SOLO taxonomy

(Biggs, 1999)

Align with 1979

Education for Capability Manifesto
Royal Society of Arts (RSA), UK

‘to assist students in their development of the capability to benefit from and cope with modern life, and to contribute productively to their society‘ (Engel, 1991).
How does Inclusive Design relate to everyday life practice?
More specific,

How to enable people to design?
“We don’t need your patronising help, you designers. If you’ve come here to help us, you’re wasting your time; we don’t want to be helped, thanks just the same. Yet we do have some interesting observations to make about our daily lives, about our lifestyles, about our communication, and about all of their attendant dysfunctions. If you could kindly change your attitude and help us explore how we will live, then perhaps we can do something together.”

Presence research project, quoted by John Thackara (1995)
DESIGNING WITH, NOT DESIGNING FOR

The shift towards an ageing population has been recognised for some time now, and can be attributed to declining fertility as well as the addition of 25 years or more to the average life-span, both of which are consequences of industrialisation. Yet although this demographic trend may have been recognised long ago, its full implications have barely begun to be considered, particularly in the design professions. This is a luxury that can no longer be afforded; right now, one in three Europeans is over 50, while projections suggest that within 50 years, one in three will be 60 years old or older. A long and healthy life is the greatest gift a human can be granted, and yet in an age where more and more Europeans are living longer, healthier lives, far from celebrating this as one of the greatest achievements of the century, many observers describe it in apocalyptic ‘Grey Wave’ terms. Governments and future-watchers, seeing statistics such as the UN’s 1998 estimate that for the first time in European history the proportion of older people (60+) in the population exceeds that of children (15 and under), fear alarming and costly consequences for society, welfare and health-care, but are uncertain how best to react. Certainly older people are the main consumers of health and social services (especially the fastest...
DESIGNERS

Innovation (For)
Collaboration (With)
Emancipation (By)
Motivation (Of)

Users/People

Design Participation Tactics
This is why we use *with* not *for*,

designing *with* people.org
And we identify
three ETHOS for
teaching and developing
Inclusive Design
Providing holistic resources for different learning styles and levels
methods

A wide variety of user research methods are described and evaluated. Find the most appropriate to your current project.

resources

Here you can find a range of useful resources, available to assist you in engaging with users. From advice on recruiting participants to example consent forms and best practice.

characters

We have developed a series of characters that loosely represent the spectrum abilities within the UK population. This section illustrates the power and need of an inclusive design approach.

insights

Key insights from the Helen Hamlyn Centre’s rich track record of user-centred and inclusive design projects, including themes of Personal Care, Household, Work and Money and Communication.

helen hamlyn centre

The Helen Hamlyn Centre is an inclusive design research department at the Royal College of Art, London.

other links

Other websites and resources for organisations promoting inclusive design, user research methods and participatory design: BT inclusive design toolkit I-design The Well-being Institute ERSI, Loughborough University University of Cambridge, Engineering Design for All Include conference, 2009
Sharing knowledge and provoking new design thinking
methods

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Building integrating platform for the future
Partners:

With Matthew Harrison and Prof. Jeremy Myerson

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Watch this space, Summer 2009
designingwithpeople.org