Course Outline & Study Guide

Faculty	**Fine and Applied Arts**
Department	**Multimedia and Graphic Arts**
Course Title	**Social Inclusion and Design**
Course Type	**Core**
Instructor's Name	**Dr. Antigoni Parmaxi**
ECTS	**7,5**

Course Code	MGA 5XX	**Semester**	Spring
Prerequisites		**Required**	

Level of Studies	Master	
Language of Instruction και Examination	English	
Teaching Methodology	Distance ☒	Hybrid ☐
Evaluation	Individual assignments and quizzes (30%) Reflective journal (10%) Extended abstract (30%) Final group presentation (15%) interactive poster (15%)	
This study guide has been developed by the instructor of the course and it has been approved by the program coordinator	Name of instructor: Antigoni Parmaxi Name of Program Coordinator: Panayiotis Zaphiris	

Brief Course Summary & Course Purpose	The purpose of this course is to introduce basic concepts related to social inclusion and its role in the design process. Students will learn about inclusive design practices and tools and will explore the impact of design on different communities and populations. Furthermore, the students will critically analyse and evaluate products, services and environments and determine how well they meet the criteria for inclusive designs and propose possible improvements so that they better meet the criteria for inclusive design. Topics covered include: basic concepts of social inclusion and inclusive design, the value of inclusive design, main phases of inclusive concept design, inclusive design principles, practices and tools, auditing inclusive/exclusive design examples and documentation of social inclusion in design. Diversity and inclusion are part of sustainable development, and link to several of the goals in Agenda 2030, eg goal 4: good education for all, goal 5: gender equality, goal 8: decent work and economic growth, goal 10: reduced inequalities, goal 11: sustainable cities and communities, goal 16: peace, justicy and strong institutions. Reference will be made to Sustainable Development Goals and the implications of social exclusion, as well as how issues of social inclusion, and specifically issues of gender, affect communities and the society. The main task is the project work, which is carried out in small groups and will be connected to ongoing needs and challenges linked with SDGs.
Course Content (list of subjects to be delivered per week)	Week 1-2: Basic Concepts of social inclusion and inclusive design Week 3-4: The value of inclusive design Week 4-5: Main phases of inclusive concept design Week 6-7: User capabilities and product interaction Week 8-9: Inclusive design practices and tools Week 10-11: Auditing inclusive and exclusive design examples Week 12-13: Document social inclusion in design
Learning Outcomes (please develop the learning outcomes of the course considering the EQF guide as indicated in the next column)	1. Knowledge By the end of the study-unit the student will be able to: - Demonstrate understanding of basic concepts in relation to social inclusion - Demonstrate an understanding of objectives, main phases, principles, practices and tools of inclusive design - Describe the value of inclusive design in a society that supports and strives for diversity - Identify and evaluate products, services or environments from an inclusive design perspective 2. Skills: By the end of the study-unit the student will be able to: - Identify weaknesses of products, services or environments and suggest improvements according to the principles of inclusive design - Apply the key principles of inclusive design when developing their proposal for a product, service or environment - Design a product/solution concept for addressing a challenge related to Sustainable Development Goals - Present methods and results orally and in writing for a diverse audience - Present methods and results visually (poster) 3. Responsibility and autonomy

	- Seek further information, locally and abroad, as may be necessary to initiate or develop a product/solution concept for addressing a challenge related to Sustainable Development Goals - Identify the most suitable tools/practices for a range of social objectives; - Source data in support of inclusive design proposals - Locate best practices in respect to inclusive design

Keywords
social inclusion; inclusive design; inclusive concept design; inclusive design practices and tools; auditing inclusive/exclusive design; social exclusion; gender equality

Teaching Schedule

Number of Lectures (Sessions)	Total: 7	Face to Face:	Distance: 7

Evaluation Schedule
Group assignment: Session 3-Session 7   ***Weekly activities***   **Final presentation: Session 7**

Teaching and Learning Tools
Google Workspace, Google Meet, Kahoot!, Educaplay, Edpuzzle.

Contact Information (office Hours, method of contact etc)

Best way to get in touch with me is via my email (aparmaxi@dsi.education), a second way is through posting in the google classroom environment or if you see me 'online' in the chat on hangouts feel free to drop me a message. In addition, special online "office hours" can be set up for group or individual mentoring if needed through google hangout/chat.

Office hours: Wednesday 17.00-18.00

Study Guide	
Session 1 (W 1-2)	Basic Concepts of social inclusion and inclusive design
Learning Objectives	The aim of this session is to: - Define notions related to the concept of "social inclusion" and "inclusive design" - Recognize inclusive design as a response to diversity
Learning Outcomes	By the end of this session students will be able to: - Explain key concepts such as "social inclusion", "inclusive design", "universal design" and "diversity" - Identify the major types of user diversity their related functional challenges and adaptive strategies
Content	In the first session, you will engage with the concept of "social inclusion" and "inclusive design" through your own reading. Inclusive design is about making informed design decisions, by better understanding user diversity. This first section presents an example set of 'Product performance indicators' and how to respond to diversity through inclusive design. The session focuses on defining the key aspects that make up the concept of social inclusion and design, which serve as a starting point to analyse the way users' diversity intersect with design decisions.
Self-evaluation activities	Self-evaluation activities: Activity 1.1: Quiz Interactive activities: Activity 1.2: Edpuzzle quiz
Bibliography	Mandatory: University of Cambridge. Inclusive Design Toolkit. Accessed from http://www.inclusivedesigntoolkit.com/ Optional: Clarkson, P. J., & Coleman, R. (2015). History of inclusive design in the UK. Applied ergonomics, 46, 235-247. Warburton, N. (2003). Everyday inclusive design. *Inclusive design: design for the whole population*, 250-269. Chisholm, W., & May, M. (2008). *Universal design for web applications: Web applications that reach everyone*. " O'Reilly Media, Inc.". NDA (2017). The 7 Principles of Universal Design. Available from: https://universaldesign.ie/What-is-Universal-Design/The-7-Principles/7-Principals-.pdf Rawal, N. (2008). Social Inclusion and Exclusion: A Review. *Dhaulagiri Journal of Sociology and Anthropology*, 2, 161–180. https://doi.org/10.3126/dsaj.v2i0.1362
Hours of Study including self-evaluation activities and or assignment's preparation	Studying: 8 hours Self-evaluation: 2 hours Discussion: 3 hours
Keywords:	inclusive design, user experience, design decision, user diversity, product performance indicators, accessibility, user-centered design
Study Guide	
Session 2 (W 3-4)	The value of inclusive design

Learning Objectives	The aim of this session is to: - Understand the value of inclusive design in creating accessible products and environments - Identify the benefits of inclusive design for users and organisations - Understand the importance of accessibility in inclusive design
Learning Outcomes	By the end of this session students will be able to: - Describe the benefits of inclusive design and its importance in creating products and environments that are usable by everyone. - Understand the importance of accessibility in inclusive design
Content	In the second session, you will focus on the value of inclusive design. This session demonstrates that an inclusive design approach results in better products with greater user satisfaction and success whilst reducing product development risk. This session includes an explanation of why inclusive design is increasingly important in society and why it is valuable for practitioners to adopt inclusive design principles. It examines population diversity and changing demographics, and explains the imperative for inclusive design, giving examples of the success that it can bring.
Self-evaluation activities	Self-evaluation activities: Activity 2.1: Kahoot! Interactive activities: Activity 2.2: Edpuzzle quiz; Activity 2.3: Discussion forum
Bibliography	Mandatory University of Cambridge. Inclusive Design Toolkit. Accessed from http://www.inclusivedesigntoolkit.com/ Optional: Swift, A., Cheng, L., Loo, B.P.Y. et al. Step-free railway station access in the UK: the value of inclusive design. *Eur. Transp. Res. Rev*. 13, 45 (2021). https://doi.org/10.1186/s12544-021-00504-3 Steinfeld, E., & Maisel, J. (2012). *Universal design: Creating inclusive environments*. John Wiley & Sons.
Hours of Study including self-evaluation activities and or assignment's preparation	Studying: 10 hours Self-evaluation: 2 hours Discussion: 3 hours
Keywords:	user satisfaction; product development risk; bad and good design

Study Guide	
Session 3 (W 5-6)	Main phases of inclusive concept design
Learning Objectives	The aim of this session is to: - Identify the key phases of inclusive concept design - Understand the importance of each phase in the inclusive design process - Cover essential activities of inclusive concept design for Sustainable Development Goals
Learning Outcomes	By the end of this session students will be able to: - Explain the main phases of inclusive concept design and their objectives - Apply inclusive design activities for addressing a societal challenge deriving from Sustainable Development Goals
Content	This session will describe the main phases of inclusive concept design and their importance. This session will also outline the importance of inclusive design

	for Sustainable Development focusing on goals that relate with social inclusion in communities and the society -SDG 4, 8, 9, 11 and 16. In this session you will also initiate the group project which will focus on the design and of product/service concept for addressing a challenge related to social inclusion. At this stage you will select a desired social exclusion challenge you wish to address and groups will be created based on your interests.
Self-evaluation activities	Self-evaluation activities: Activity 3.1: Quiz; Activity 3.2: Reflective writing Group activity: Activity 3.3: Initiation of group project
Bibliography	Mandatory: University of Cambridge. Inclusive Design Toolkit. Accessed from http://www.inclusivedesigntoolkit.com/ United Nations (UN) (2015). Transforming Our World: The 2030 Agenda for Sustainable Development. United Nations, New York. Available at https://sustainabledevelopment.un.org/post2015/transformingourworld/publication Optional Cross, N. (2021). *Engineering design methods: strategies for product design*. John Wiley & Sons. Design Council (2017). Eleven lessons: managing design in eleven global brands. Available from https://www.designcouncil.org.uk/fileadmin/uploads/dc/Documents/ElevenLessons_Design_Council%2520%25282%2529.pdf Clarkson, J., & Eckert, C. (Eds.). (2010). *Design process improvement: a review of current practice*. Springer.
Hours of Study including self-evaluation activities and or assignment's preparation	Studying: 10 hours Self-evaluation: 2 hours Group project: 3 hours
Keywords:	design wheel, concept design process, design process checklist, sustainable development goals

Study Guide	
Session 4 (W 7-8)	User capabilities and product interaction for inclusive design
Learning Objectives	The aim of this session is to: - Raise awareness of the different types of user capabilities - Understand the importance of considering user capabilities and product interaction in inclusive design - Understand people's different physical and cognitive conditions and their corresponding function limitations - Evaluate product interaction from the perspective of inclusive design
Learning Outcomes	By the end of this session students will be able to: - Identify user capabilities and product interaction as critical components of inclusive design - Distinguish how people with different capabilities are impacted by different technologies, products or services - Identify user needs for their group project
Content	This session explains the different types of user capabilities and how they affect product interaction in general. This session explains how to produce designs

	that are more inclusive of people with losses in their capabilities. This session will highlight issues that need to be considered, but they are not a set of rules to be strictly followed, nor a list of items that can be 'checked' to guarantee a successful, inclusive design. The advice works effectively within the context of an inclusive design process, especially in consultation with users and experts. This session will conclude with explaining the user journey of a typical user for your group project.
Self-evaluation activities	Self-evaluation activities: Activity 4.1: Quiz Group activity: Activity 4.2: About users
Bibliography	Mandatory University of Cambridge. Inclusive Design Toolkit. Accessed from http://www.inclusivedesigntoolkit.com/ Optional Lazar, J. (Ed.). (2007). *Universal usability: Designing computer interfaces for diverse user populations*. John Wiley & Sons.
Hours of Study including self-evaluation activities and or assignment's preparation	Studying: 10 hours Self-evaluation: 2 hours Group project: 3 hours
Keywords:	user capabilities, types of disabilities, assistive technologies, disability etiquette
Study Guide	
Session 5 (W 9-10)	Inclusive design principles, practices and tools
Learning Objectives	The aim of this session is to: - Identify the key principles of inclusive design - Evaluate the suitability of various tools and practices for inclusive design - Highlight insightful perspectives on inclusive design practices and tools by international experts - Apply inclusive design practices and tools in group project
Learning Outcomes	By the end of this session students will be able to: - Analyze and apply the principles of inclusive design in their group work - Evaluate the usefulness of inclusive design tools and practices
Content	This session will introduce you to the use of inclusive design practices and tools. You will be introduced to toolboxes that aim to nurture inclusive design products, solutions or environments. You will work in groups to make a selection of practices that can strengthen social inclusion in design. You will engage in group discussions on whether the toolboxes have been helpful as well as their potential shortcomings. This session will conclude with outlining the inclusive design rationale and impact of your group project.
Self-evaluation activities	Self-evaluation interactive activities: Activity 5.1: Educaplay quiz Interactive acgtivity: Activity 5.2: Discussion forum Group activity: Activity 5.3: Rationale and impact
Bibliography	Mandatory University of Cambridge. Inclusive Design Toolkit. Accessed from http://www.inclusivedesigntoolkit.com/ Microsoft (2022). Inclusive Design. Available at: https://www.microsoft.com/design/ inclusive/

	Optional: Anderson, A. & Laviers, A. (Eds.). (2019). Inclusive Design: How to Build Products for Everyone. O'Reilly Media, Inc. Fernandez-Rivera, C., Boland, S., Aswad, E., Gilligan, J., & O'Sullivan, D. An Inclusive Co-Design Toolkit for the Creation of Accessible Digital Tools. https://doi.org/10.35011/icchp-aaate22-p1-32 Anderson, A., & Laviers, A. (Eds.). (2019). *Inclusive Design: How to Build Products for Everyone*. O'Reilly Media, Inc. Hassenzahl, M., & Monk, A. (Eds.). (2019). *The Interaction Design Foundation Handbook of Inclusive Design*. Interaction Design Foundation. Kim, J., & Wilkie, A. (2020). *Design for Inclusivity: A Guide to Building Better Products for All*. A Book Apart.
Hours of Study including self-evaluation activities and or assignment's preparation	Studying: 10 hours Self-evaluation: 2 hours Group project: 3 hours
Keywords:	inclusive design principles, inclusive toolkit, inclusive activities
Study Guide	
Session 6 (W 11-12)	Auditing inclusive and exclusive design examples
Learning Objectives	The aim of this session is to: - Identify inclusive and exclusive design practices in a range of real-world examples - Critically analyse a real-word product, solution or environment for inclusive design considerations
Learning Outcomes	By the end of this session students will be able to: - Analyse a product or environment for inclusive design considerations and make recommendations for improvement. - Distinguish between inclusive and exclusive design practices and tools. - Evaluate a product or environment for inclusive design considerations and suggest ways to make them more inclusive.
Content	In this session you will familiarize on how social inclusive decisions and practices affect user and learning experience. You will review different real-life case scenarios with an eye to generate successful inclusive design practices. This session seeks to present the transition that key stakeholders made towards inclusive design and exposes the practices being adopted which have the capacity to generate a wider social impact. A walkthrough of a specific case scenario will be provided related to gender and how interrelated concepts can come together to support design decisions. Drawing from the successes and failures of the examples reviewed in this session, you will proceed in outlining the implementation plan of your group project.
Self-evaluation activities	Self-evaluation activities: Activity 6.1: Quiz Interactive activities: Activity 6.2: Discussion forum
Bibliography	Mandatory: University of Cambridge. Inclusive Design Toolkit. Accessed from http://www.inclusivedesigntoolkit.com/ Optional:

	Clarkson, P. J., & Coleman, R. (2015). History of inclusive design in the UK. Applied ergonomics, 46, 235-247. W3C. (2020). Web Content Accessibility Guidelines (WCAG) 2.1. Available at: https://www.w3.org/WAI/standards-guidelines/wcag/
Hours of Study including self-evaluation activities and or assignment's preparation	Studying: 10 hours Self-evaluation: 2 hours Group project: 3 hours
Keywords:	human diversity, level of inclusive design, user and learning experience;

Study Guide

Session 7 (W 13-14) EXAM PERIOD	Document social inclusion in design
Learning Objectives	The aim of this session is to: - Understand the importance of documenting social inclusion in design Learn how to document social inclusion in design
Learning Outcomes	By the end of this session students will be able to: - Document social inclusion decision in writing and orally - Visaualise social inclusion decisions in an interactive poster
Content	In this session, you will think about how social inclusive design decisions are being documented and disseminated to others. You will document your project in the format of an extended abstract. You will present your design solution in the form of an interactive poster and share your findings in a class-wide session. By the end of this session, you will be required to share your interactive poster with your peers and complete a peer review activity for at least one extended abstract.
Self-evaluation activities	Interactive activities: Activity 7.1 Presentation of extended abstract and interactive poster
Bibliography	Obligatory Misra, S. (2021). A step by step guide for choosing project topics and writing research papers in ICT related disciplines. In Information and Communication Technology and Applications: Third International Conference, ICTA 2020, Minna, Nigeria, November 24–27, 2020, Revised Selected Papers 3 (pp. 727-744). Springer International Publishing. Higgins, M., Eogan, M., O'Donoghue, K., & Russell, N. (2013). How to write an abstract that will be accepted. BMJ, 346. Optional Walski, T., & Watkins Jr, D. (2017). How (not) to write an abstract. Journal of Water Resources Planning and Management, 143(8), 01617001.
Hours of Study including self-evaluation activities and or assignment's preparation	Studying: 10 hours Group project: 6 hours
Keywords:	document design decisions; interactive poster; extended abstract