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| <b>Module Title:</b>                       | Design Psychology  |
| <b>Language of Instruction:</b>            | English  |
| <b>Credits:</b>                            | 15   |
| <b>NFQ Level:</b>                          | 6  |
| <b>Module Delivered In</b>                 | No Programmes  |
| <b>Teaching &amp; Learning Strategies:</b> | Lectures, seminars, demonstrations and research based discussion groups. Analysis of design concepts and production psychology.  |
| <b>Module Aim:</b>                         | Introduce the student to the idea of design psychology and human psychology. Allow the student to understand the role human nature, human factors and mental models have in the influence of user through engagement. Allow students to engage with principles of semiotics, communication theory, and understand how these can be applied to create effect and engaging design solutions. Understand the concept of user centred design approach, understand its benefits and how it can enhance the project solution for students. |

| Learning Outcomes   |   |
|---|---|
| <i>On successful completion of this module the learner should be able to:</i> |   |
| LO1   | Understand Human Characteristics, and the concept of human needs. Develop an understanding of the psychology behind why people do what they do                                |
| LO2   | Understand various mental models, communication models  |
| LO3   | Understand the concept of semiotics, visual codes, colour theory  |
| LO4   | Develop a set of skills in user centre approach to design and interaction. Develop an understand the idea of user centre design process                                       |
| LO5   | Develop skills in the understanding of human interaction with computers and interface, mental mapping, hot-spots, motion patterns, and the psychology behind interface layout |

| Pre-requisite learning   |
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| <b>Module Recommendations</b><br><i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>         |
| No recommendations listed  |
| <b>Incompatible Modules</b><br><i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i> |
| No incompatible modules listed   |
| <b>Co-requisite Modules</b>  |
| No Co-requisite modules listed   |
| <b>Requirements</b><br><i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i>          |
| No requirements listed   |

## Module Content & Assessment

### Indicative Content

#### Design / Creative Process

Design / Creative Process Understand what the design and creative process is, the role of the UX / UI designer, how to use the process.

#### Human Characteristics

Understand what human characteristics are, how and why they are important to the design process.

#### Expression and Realisation of Ideas

How to take a concept from an initial rough thumbnail right through the process to finish product. Demonstrate skills in content writing, asset production and development

#### Mental Models

Understand the various mental models we can use, how they can influence people and why they are important in the process of design.

#### Requirements

Develop skills to understand the requirements of the projects. Through various research methods models understand the client, user, and project requirements and plan how to create and develop these.

#### Human Needs

Understand what human needs are, how they can be influenced through visual media and how we can achieve a better outcome for design solutions.

#### Propose, document, present

Enhance skills required to present a design concept, develop and pitch a design project and how to document the process effectively.

#### Semiotics

Understand what semiotics is and how it can be used to enhance and tailor design solutions to create more engaging and effective interactions. Understand the role of colour theory, and visual codes in society and how we can transfer these into design to create more effective and engaging messages.

#### Rapid prototyping

Investigate various methods of rapid project development. Taking a concept from thumbnail to prototype quickly through a series of steps. Develop a set of skills need to create a working prototype for client approval, presentation.

#### User centred Design

Understand the idea behind user centred design. Look at the process of engaging with the user at an early stage and allowing for more client / user development.

#### Engineering thinking

Understand the idea of engineering thinking and the process of analysis. Develop a set of analytical skills to allow the student to create a number of outcomes and select the best methods due to a number of quantifiable factors, or measures

#### Interface Psychology

Understand and investigate the process of mentally mapping user actions on screen, looking at how users interact with an interface, and allow this to influence design thinking.

### Assessment Breakdown

%

Continuous Assessment

100.00%

### Continuous Assessment

| Assessment Type | Assessment Description  | Outcome addressed | % of total | Assessment Date |
|-----------------|---|-------------------|------------|-----------------|
| Project         | Project submission - Students will take a number design assets. These may include advertising, games, concept art, or UX/UI elements. The student will deconstruct the elements and present their findings. These finding should be supported by knowledge acquired during the module. The presentation will compromise a digital presentation and a written element  | 1,2,3             | 40.00      | Week 15         |
| Presentation    | Students will present to the group and tutors a talk regarding their understand of the topic of design psychology. They will choose one area of design psychology covered and present extensive knowledge of this area. Practical examples will be used to support theory, and principles being discussed. These example may consist of any designed elements and should be broken down and chosen to support the presentation. | 1,2,3,4           | 40.00      | Week 25         |
| Project         | Student will be assessed using a project that spans multiple modules. The project will have a specific element relating to this module be assessed on its merits in relation to the project   | 1,2,3,4,5         | 20.00      | Week 27         |

No Project

No Practical

No End of Module Formal Examination

**Module Workload**

| <b>Workload: Full Time</b> |                  |  |
|----------------------------|------------------|--|
| <i>Workload Type</i>       | <i>Frequency</i> | <i>Average Weekly Learner Workload</i> |
| Lecture                    | Every Week       | 3.00                                   |
| Laboratory                 | Every Week       | 1.00                                   |
| Independent Learning Time  | Every Week       | 2.00                                   |
| Total Hours                |                  | 6.00                                   |

