A. General data

Name of the field	Content
Course title	Human-Centered Design
Organizational unit:	Faculty of Management
Organizational unit where the course is offered:	Faculty of Management
Course ID	
Erasmus code / ISCED	14.0 / (0400) Business and administration and law
Course groups *(in Polish)*	Przedmioty 4EU+ (z oferty jednostek dydaktycznych) Konwersatoria English dla DSM i DSZFR
Period when the course is offered	Summer semester 2024/25
Short description	This course focuses on providing participants with essential tools and techniques rooted in Human-Centered Design (HCD) for innovative problem-solving. Upon successful completion of this course, students will gain a deep understanding of the core principles of HCD, emphasizing empathy-driven approaches to identifying, defining, and addressing complex challenges. The course will explore theoretical and practical frameworks for fostering user-centric solutions, with an emphasis on the Design Thinking methodology.
Type of course:	Discussion course *(konwersatorium)*
Full description	The primary objective of this course is to provide participants with an understanding of Human-Centered Design (HCD) and develop the skills needed to effectively integrate HCD principles into organizational practices. This will be enabled by a course structure combining lectures, discussions and workshops. The course will be divided into three main topics which will be discussed during classes: ● **Introduction to Human-Centered Design** – The origins, key principles, and core components of HCD. This module emphasizes empathy, user understanding, and the iterative nature of the HCD process. ● **The Human-Centered Design Process** – Identifying user needs, defining problems, ideation, prototyping, and testing. Practical exercises will ensure participants can apply these stages to real-world challenges. ● **Design Thinking** – The importance of mindset and collaboration; brainstorming, visual thinking, and affinity diagrams for generating and refining ideas.

Prerequisites	Formal	Communicative knowledge of English
	Initial	
Learning outcomes		The course participant: ● has an understanding of the core principles of Human-Centered Design (HCD) and is capable of applying them in practice, including identifying, defining, and solving user-centric problems, ● possesses knowledge of organizational and managerial factors that influence the successful implementation of HCD processes, ● is able to discover and define new, previously unknown needs of customers / target groups, ● understands the practical application of Design Thinking as a methodology for creative problem-solving within the broader context of HCD.
ECTS credit allocation		
Assessment methods and assessment criteria		The course will be graded via a final assignment, in which students will be asked to design a product using the techniques discussed during classes.
Examination		Graded credit
Type of class		Elective course
Mode		Remote
Language		English
Bibliography		Brown, T. (2008). Design Thinking. Harvard Business Review. Dym, C. L., Agogino, A. M., Eris, O., Frey, D. D., & Leifer, L. J. (2006). Engineering design thinking, teaching, and learning. IEEE Engineering Management Review. Hallgren, M., & Olhager, J. (2009). Lean and agile manufacturing: External and internal drivers and performance outcomes. International Journal of Operations and Production Management. Hanington, B. (2003). Methods in the Making: A Perspective on the State of Human Research in Design. Design Issues. Hasso Plattner Institute of Design at Stanford (2019). Stanford Design Thinking Bootleg. Hoeft, R. M., & Ashmore, D. (2019). User-Centered Design in Practice. In Human Factors in Practice.

	IDEO. (2014). the Field Guide To Human-Centered Design. In Igarss 2014. Kimbell, L. (2011). Rethinking Design Thinking: Part I. Design and Culture. Kimbell, L. (2012). Rethinking design thinking: Part II. Design and Culture. Razzouk, R., & Shute, V. (2012). What Is Design Thinking and Why Is It Important? Review of Educational Research.
Internship as part of the course	-
Coordinators	Maria Schulders
Group instructors	Maria Schulders
Notes	-

B. Detailed data

Name of the field	Content
Group instructors:	Maria Schulders
Title	Master of Arts *(mgr)*
Type of class:	Discussion course *(konwersatorium)*
Learning outcomes defined for didactic method used during the course	The course participant: ● has an understanding of the core principles of Human-Centered Design (HCD) and is capable of applying them in practice, including identifying, defining, and solving user-centric problems, ● possesses knowledge of organizational and managerial factors that influence the successful implementation of HCD processes, ● is able to discover and define new, previously unknown needs of customers / target groups, ● understands the practical application of Design Thinking as a methodology for creative problem-solving within the broader context of HCD.
Assessment methods and assessment criteria for didactic method used during the course	The course will be graded via a final assignment, in which students will be asked to design a product using the techniques discussed during classes.
Examination for didactic method used during the course	Graded credit
Range of content	The course will be divided into three main topics which will be discussed during classes: ● **Introduction to Human-Centered Design** – The origins, key principles, and core components of HCD. This module emphasizes empathy, user understanding, and the iterative nature of the HCD process.

	● **The Human-Centered Design Process** – Identifying user needs, defining problems, ideation, prototyping, and testing. Practical exercises will ensure participants can apply these stages to real-world challenges. ● **Design Thinking** – The importance of mindset and collaboration; brainstorming, visual thinking, and affinity diagrams for generating and refining ideas.
Didactic methods	Presentations, discussions, case studies, educational games, workshops.
Bibliography	Brown, T. (2008). Design Thinking. Harvard Business Review. Dym, C. L., Agogino, A. M., Eris, O., Frey, D. D., & Leifer, L. J. (2006). Engineering design thinking, teaching, and learning. IEEE Engineering Management Review. Hallgren, M., & Olhager, J. (2009). Lean and agile manufacturing: External and internal drivers and performance outcomes. International Journal of Operations and Production Management. Hanington, B. (2003). Methods in the Making: A Perspective on the State of Human Research in Design. Design Issues. Hasso Plattner Institute of Design at Stanford (2019). Stanford Design Thinking Bootleg. Hoeft, R. M., & Ashmore, D. (2019). User-Centered Design in Practice. In Human Factors in Practice. IDEO. (2014). the Field Guide To Human-Centered Design. In Igarss 2014. Kimbell, L. (2011). Rethinking Design Thinking: Part I. Design and Culture. Kimbell, L. (2012). Rethinking design thinking: Part II. Design and Culture. Razzouk, R., & Shute, V. (2012). What Is Design Thinking and Why Is It Important? Review of Educational Research.
Group limit	
Location	Online (Zoom, Kampus)