

Socially Ingenious

1. Course Title – Socially Ingenious

General information

Language of instruction	English
Taught hours	
Credits	3
Lecturers	Tinne Van Echelpoel/Inge Vervoort

Objectives

1. The learner is able to formulate an appropriate technical solution to a 'real need' with a clear link to the social domain.
2. He/she can address the formulated need via the 'User Centred Design' (UCD) process in interaction with the end user and/or other relevant stakeholders.
3. He/she is able to collect additional information if necessary, on an independent basis.
4. Upon completion of the programme the learner is capable of communicating his/her acquired knowledge and understanding via the UCD process and the technical result achieved, in a well-structured and clear manner utilising advanced information technology.
5. The learner can categorise organisations active in the social domain in an accurate way using a social road map and can make a comparison of identified organisations in different countries.
6. The learner can illustrate and substantiate the societal added value of these organisations and explain what social innovation is.
7. The learner can explain what assistive technology is, give examples and can illustrate how assistive technology can contribute to the empowerment of vulnerable groups in society.
8. The learner can explain what accessibility is and give examples of accessibility in the private, public and ICT sector.
9. The learner can illustrate how using technology to support social profit organisations can contribute to optimising these organisations.

Learning outcomes

Summarise all competencies here: DLR/OLR

- Analysing
- Managing projects
- Communication
- Professionalism

Requirements

This course module is intended for:

- Undergraduate students in Electronics ICT, Geel campus
- Undergraduate students in Electromechanics, Geel campus
- Undergraduate students in Applied ICT, Geel campus

Candidates must demonstrate a good command of English, CEFR B2 is advised.

Multidisciplinary: students know how to use databases to look up information.

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Students know how to find their way about the digital learning platform and are able to use different software and online tools to interact with fellow students and other stakeholders.

2. A good command of the English language - B2 is recommended
As set out in the CEFR system (Common European Framework of Reference for languages)

3. Educational activities

Course content

1. User Centred Design & Participatory Design

Topics:

- User Centred Design/Participatory Design/Inclusive Design
- Appreciative Inquiry
- Communication
- Culture
- Empowerment, participation and inclusion

2. Technology in the social domain

- Two frames
 - students have to find their 'real life' problem and address it
 - students interact in groups in order to help each other in the 'user centred design' process
- Meetings with representatives of vulnerable groups in society
- Assistive Technology, International Organisations and international standards
- Accessibility

3. Organisations in the social domain

- Subsectors in the Care/Welfare and Social Work domain
- Social Innovation

Teaching methods

This (extra) Socially Ingenious course module makes the link between technical implementations and social need.

This (extra) introductory course module lays the foundation for other course modules with the label 'socially ingenious'. You will be able to put what you have learnt on the course to immediate use, while the module also gives you a good grounding if you decide to take a course module with the label 'socially ingenious' from the standard programme and when completing undergraduate coursework with a clear social dimension. These three aspects together result in the 'socially ingenious' diploma supplement.

In this course module, we start with a weekend in which the three main topics (1. User Centred Design, 2. Technology in the social domain and 3. Organisations in the social domain) are introduced. For this weekend, you will be split into groups of at least three students. The members of each group will decide on their own technical challenge from the two frames that map out the technical opportunities for the social domain. You will then set about tackling the challenge as a group, with assignments presented in a series of steps. These assignments are based on the User Centred Design model.

There are two options:

Working as a group towards a single result. This is more difficult to organise in practical terms, but may produce a better result. You can achieve more together than alone! Make sure you organise yourselves so that everyone makes a valuable contribution to the team result. Each member will also give their own individual presentation at the end. Each member of the group works towards their own individual result around the same challenge. This will be easier to organise in practical terms. It is intended that interaction

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within the group should help to boost your own result. Everyone can take inspiration from the others within the group.

It is intended that the technical challenge should result in a design showing what the product or service could be. It could be in the form of a sketch, a mock-up or perhaps you could even take it a step further?

There is an emphasis is on understanding and applying a process. This will act as a blueprint that you can apply later on in other course modules or when completing undergraduate coursework with a social dimension.

As background to help in completing the technical assignment, you will follow instructions in the designers workbook, watch the lectures and material offered via the online learning platform and you will take part in field visits and meetings with vulnerable groups in society.

4. Evaluation

Type and form

Oral examination outside the normal examination period - pass/fail

A fail may result if:

- If no design for a technical end result is provided or the one provided is inadequate
- If interaction with potential end users is lacking or inadequate
- If students do not sufficiently participate in the online interaction and peer feedback sessions with other Thomas More students
- If students do not sufficiently participate in the online interaction and peer feedback sessions with students across borders
- If students do not provide any or sufficient evidence of attending online web lectures or reading suggested articles.
- If students do not sufficiently demonstrate that the understanding gained through consultation with end users, peers, participation in online classes and reading articles has been applied in their development for the technical end result.

Individual presentation on the technical result and the associated process

The technical end result of the project:

- is a sketch, a mock-up or could even be taken a step further
- is innovative, interesting and well thought out
- is appropriate to task, audience and purpose
- is achievable (provided that further development takes place)

The narrative of the project:

- demonstrates that thorough research was carried out at the start of the project
- demonstrates that different options were considered (analysis) and that the decision to choose the applicable technical solution was well thought through
- demonstrates that users and other stakeholders were involved in the design process and that the principles of 'User Centred Design' were put into practice
- demonstrates an active interest in and research with respect to the context in other countries

Learning resources used

- Designers Workbook Thomas More
FeedbackFruits/Toledo

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- Online learning platform with:
 - Short online track on UdeMy supplemented by web lectures, TED talks, video clips, personal testimony
- Assignments as and when, to be discussed in (online) groups

Method of testing

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Explanatory notes

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Resits

Opportunity to resit

Reworked presentation