Akashi College	Year	2022	Course Title	Inclusive Design

Course Information

Course Code	4013	Course Category	Specialized / Elective
Class Format	Lecture	Credits	Academic Credit: 2
Department	Mechanical and Electronic System Engineering	Student Grade	Adv. 1st
Term	First Semester	Classes per Week	2
Textbook and/or Teaching Materials			
Instructor	OTSUKA Takehiko,AKITA Naoshige,IWATA Naoki,HIRAI Yasuyuki,OKAMURA Hideki		

Course Objectives

The goals are to:
(1) Understand inclusive design in Japan and Europe
(2) Understand user-participation methods
(3) Cultivate solid knowledge and practical ability, and humanity to comprehensively support the lives of diverse people with disabilities.

Rubric

	Ideal Level	Standard Level	Unacceptable Level
Achievement 1	Fully understand and can explain inclusive design	Understand and can explain inclusive design	Do not understand or can explain inclusive design.
Achievement 2	Can fully apply multiple kinds of knowledge and present multiple ideas instead of a single solution.	Can apply multiple kinds of knowledge and present multiple ideas instead of a single solution.	Cannot apply multiple kinds of knowledge and present multiple ideas instead of a single solution .
Achievement 3	Fully understand and can explain various user characteristics	Understand and can explain various user characteristics.	Do not understand and cannot explain various user characteristics.

Assigned Department Objectives

Teaching Method

Outline	Inclusive design is a concept aimed at mainstream design development that includes users who have been excluded until now, and makes good business sense. Recently, in particular, it has been attracting attention as an effective method of UX (user experience) and innovation. This course focuses on case studies in specific fields such as medical and welfare, and discusses inclusive design in Europe and Japan, and the user-participation method as that process. It aims to understand this through WS, etc. Hirai has been a designer for 14 years and is currently a professor at the Graduate School of Kyushu University. Akita has worked as a designer for seven years and is currently an assistant professor at the Graduate School of Kyushu University. Iwata has been a designer for 27 years. Asao has been managing a company in the nursing care and barrier-free housing sector for 32 years. The classes will make use of all their experiences.
Style	The classes are taught in ways including lectures and exercises such as workshops. The materials required for classes will be distributed in the lectures as appropriate. Reference Books: Hirai et al. Inclusive Design: Shakai no Kadai o Kaiketsusuru Sankagata Design (Inclusive Design: Participatory Design to Solve Social Problems) (Gakugei Shuppansha)
Notice	This course's content will amount to 90 hours of study in total. These hours include the learning time guaranteed in classes and the standard self-study time required for pre-study / review, and completing assignment reports. The course is open to students from any department. Classes will be taught as simply as possible, and group workshops will also be held. Students who miss 1/4 or more of classes will not be eligible for a passing grade.

Characteristics of Class / Division in Learning

☐ Active Learning	☐ Aided by ICT	☐ Applicable to Remote Class	☐ Instructor Professionally Experienced

Course Plan

			Theme	Goals
1st Semester	1st Quarter	1st	What is an inclusive design? 1) (Yasuyuki Hirai, professor at Kyushu University) Understand accessible design around the world. What is the difference between conventional and inclusive design? Think together to discover why there is a need for this using specific cases as a subject.	Understand universal design from accessible and barrier-free design around the world.
		2nd	What is an inclusive design? 2) (Hirai) Using specific cases in the medical and pharmaceutical fields to think together on topics, including the background behind inclusive design and the differences between it and other similar concepts such as universal and barrier-free design.	Understand the concepts and methodologies of inclusive design.
		3rd	Week 3: Barrier-free design in schools by simulation, Otuska Conduct a facility inspection at Akashi College using various simulation equipment.	Understand each user's special features through simulations as the elderly, visually impaired, etc.

		4th	Office space and inclusive design 1 (Naoshige Akita, Assistant Professor, Kyushu University), Otsuka Companies are developing products based on their management philosophy and vision. Consider inclusive design at companies by referring to the relationship between corporate management and manufacturing, the relationship with the market, and the relationship with customers.	Learn how to research users based on examples of office-space inclusive design.
		5th	Office spaces and inclusive design 2 (Akita) What is an office, what functions are in an office space, and what products are there? Consider what to do in order to plan an office and design its space.	Can think about inclusive design in an office space with the parties concerned.
		6th	Office spaces and inclusive design 3 (Akita) Products used in the office include stationery and furniture. Study based on examples, how they are designed through concepts and processes.	Understand the inclusive design process in an office space.
		7th	Office spaces and inclusive design 4 (Akita), Otsuka Discuss in groups things all noticed in the class room and school space, set challenges, and share ideas.	Can set social challenges based on behavioral observation, and solve them.
		8th	Team-made design 1 (Naoki Iwata, Atelier Caprice) Learn and experience the "team-made designs" that are actually applied in society. Hold a lecture on "graphic design."	Understand participatory and co-creational design .
	2nd Quarter	9th	Team-made design 2 (Iwata), Otsuka Practice "graphic design" (a department introduction brochure and DVD produced by students) based on team-made designs. Identify issues by practically doing and validating it.	Create a graphic design (brochure) using a team-made design
		10th	ICF and the welfare community (Hiroyasu Asao, Amenity & Safety Corporation) Recognize the relevance and importance of the ICF's thinking, which has become mainstream for welfare, and its living environment. Study the points for building a living environment for each case of disease from practical examples, and learn approaches toward diverse people.	Recognize the relevance and importance of the ICF's thinking and living environment, and understand the basics of building a living environment.
		11th	Living environment and housing facilities: Simulated learning (Asao), Otsuka Examine the main facilities and design of barrier-free housing, comprehensively capture the lives of people with physical disabilities, conduct problem analysis, and learn approaches.	Students will learn the basics of inclusive barrier-free house development.
		12th	Social innovation through dialog with the parties concerned, Otsuka Explain the outlines of Japan's "User Expert System" that involves participation of parties concerned, the "Advisor for Welfare Community Development" scheme in the Hyogo Prefectural Welfare Community Development Ordinance, and so on.	Understand the development of welfare communities in Japan's local governments.
		13th	Inclusive design workshop 1 (Akita), Otsuka Hold a workshop with the theme "Design aspiration: What design can do." Explains as an introduction, the workshop's concept and how it will run.	Research various issues through inclusive design methodology with the parties concerned.
		14th	Inclusive design workshop 2 (Akita), Otsuka Identify and visualize key issues from needs within the process. Organize insights from direct user interaction and observations to identify key issues.	Identify, research, and visualize social issues and solve them.
		15th	Inclusive design workshop 3: Review sessions (Akita), Otsuka Design solutions for the key issues identified. Finally, present them in teams.	Can present solutions for important issues through inclusive design.
		16th	No final exam	

Evaluation Method and Weight (%)

	Examination	Presentation	Mutual Evaluations between students	Behavior	Report	Other	Total
Subtotal	0	70	0	0	30	0	100
Basic Proficiency	0	0	0	0	0	0	0
Specialized Proficiency	0	0	0	0	0	0	0
Cross Area Proficiency	0	70	0	0	30	0	100