PSYCHOLOGY AND USER CENTER DESIGN

IE University
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Academic year: 22-23
Degree course: FIRST
Semester: 1º
Category: BASIC
Number of credits: 6.0
Language: English

PREREQUISITES

There are no requirements for this course.

SUBJECT DESCRIPTION

It is the aim of designers to create an ideal interface between objects and services and its users, human beings. Therefore a top aspiration of design students should be to empathise with people who end up using their products and services.

In this course, the student is sensitised to user-centric design through both theory and practice. In the first module, the student is introduced to anthropological, sociological and psychological research on human conduct. After that, in module 2 students explore the methodology of the social sciences as applied to the discipline of design and will learn both classical ethnography as well as design-thinking as practiced by companies such as IDEO. Finally, in a third module students will apply the learned content and practice the steps of user-cantered design with a real design brief.

OBJECTIVES AND SKILLS

Objectives

- To acquire basic notions of the scientific process for problem solving
- To understand basic insights of the human sciences
- To understand the responsibility of design practices
- To understand the necessity of design research as well as designing the research phase

Skills

- Development of a critical standpoint in the design practice
- The use of basic design-research methods.
- Improving the empathy between designer and end-user
- Improvement of critical thought.he ability to practice the fundamental steps of design-thinking

METHODOLOGY

The course will be taught employing IE's Liquid Learning methodology. Liquid learning is a transformational and interactive educational experience that transcends single methodologies and platforms to blend physical, digital and natural environments so that students obtain a world-class education no matter their location or situation. Students will learn alongside one other and work together in teams. Hybrid brings together the human, digital and natural worlds into a seamless whole and enables IE University to be a truly global campus.

The Liquid Learning methodology combines three essential elements for a complete and dynamic learning experience: synchronous interactions, asynchronous interactions and individual inquiry and discovery.

Synchronous Interaction is learning that happens in live, in real-time. For example, attending classes (lectures, discussions, labs, studios) in-person or virtually, working with classmates on team projects in a work-room or video-conference platform, or getting help and feedback from professors in-person or online.

Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms. For example, debating topics in a digital forum, critiquing the work of classmates posted in a digital gallery, working on a proposal or project using a collaborative document-sharing platform, or getting help and learning support in messaging-based system.

This course consists of both lectures and discussions concerned with weekly readings. Divided into three modules, it consists of lectures, discussions and student presentations with a specific assignment for each one. Oral and written discussions are critical to the design process and therefore students will be encouraged to share their thoughts and ideas in relation to issues presented in each class session.

At he end of module 1, students will be expected to critically reflect the material presented in class and corresponding texts by preparing a small assignment in response to a chosen topic.

Module 2 is based on the methodological tools available to the designer and-as is the case with all tools- they only become useful once used. Students will keep a journal based on their observations of people using products or services.

Finally in Module 3 students will learn the basic steps of user-centered design by walking them! Using an actual design brief and low-tech, simple prototyping students will form in groups and go through the process of empathising, defining, ideation, prototyping and testing and finally present the outcomes. For this, the student groups must prepare a poster showing their design process as well as a means of demonstrating their solutions. Each student is marked individually.

Based on the above competencies, students will dedicate their individual study hours to individual study, preparation of assignments, and group work.

Teaching methodology	**Weighting**	**Estimated time a student should dedicate to prepare for and participate in**
Lectures	30.0 %	45 hours
Discussions	13.33 %	20 hours
Exercises	30.0 %	45 hours
Group work	20.0 %	30 hours
Other individual studying	6.67 %	10 hours
TOTAL	100.0 %	150 hours

PROGRAM

MODULE I. (HUMAN SCIENCES)

PROGRAM

The following program is tentative. Although we will cover all of the listed topics, the selected readings, activities and pace of the class depends on group performance. Additionally, we may have to rearrange some sessions in order to accommodate guest speakers or field trips. Unless otherwise noted, you are expected to complete all corresponding reading BEFORE attending the session.

SESSION 1 (LIVE IN-PERSON)

Physical Anthropology 1

The designer must try and understand why something is done and desired on the level of phenotype and the human sciences offer invaluable theories and data to do just that. For example, Charles Darwin's theory of inherited variations that increase the individual's ability to compete, survive, and reproduce proves to be powerful (Darwin 2009). The field of behavioural economics can help in the understanding of individual market decisions as well as the mechanisms that drive public choice. The drivers for both may be the principles of natural and sexual selection (Miller 2009:1-18).

Relevant Papers:

Article: Marris, Emma. (2011). "Evolution: Darwin's city." Nature News 474.7350: 146-149. (Nature) (ce)

Book Chapters: Sloan Wilson, D. (2005). The new fable of the bees: multilevel selection, adaptive societies, and the concept of self interest. In Evolutionary Psychology and Economic Theory (pp. 201-220). Emerald Group Publishing Limite (ce)

SESSION 2 (LIVE IN-PERSON)

Physical Anthropology 2

The concept of artificial selection helps when trying to understand cultural evolution and trends (Shermer 2008:44-65). Perhaps the most satisfactory explanation for why we have become so careless with our commodities comes from Thorsten Veblen, who explained why we conspicuously consume (Veblen, 1899).

Relevant Papers:

Article: Wilson, D. S., & Wilson, E. O. (2007). Evolution: Survival of the selfless. New Scientist, 196(2628), 42-46. (New Scientist) (ce)

Article: De Waal, F. B. (1999). The end of nature versus nurture. Scientific American, 281(6), 94-99. (Scientific American) (ce)

Article: Leube, M. (2014). "Back to the Roots: On The Positive Feedback Between Design Thinking And The Anthropological Sciences." Proceedings Cumulus conference, Johannesburg.

SESSION 3 (LIVE IN-PERSON)

Cultural Anthropology 1

Culture consists of material goods, values, attitudes, beliefs and customs and humans across the planet have displayed a dizzying array of different manifestations. Since designers are "culture makers", shaping local and global environments it is their responsibility to establish cultural sensitivity.

Relevant Papers:

Book Chapters: Harris, M. (1987). Cultural anthropology (No. 306 H2401c Ej. 1 003737). HARPER & ROW.

SESSION 4 (LIVE IN-PERSON)

Cultural Anthropology 2

Many indigenous cultures have disappeared and most craftsmanship has been industrialised. Yet, perhaps more than ever before, this globalised and disruptive post-Modern world has urban, visual, economic, corporate and cyber-anthropologists poring over new mysteries. Though exemplary, human-centered design research is merely a helpful extension of participant observation, practiced almost a hundred years ago by the founding fathers of cultural anthropology Bronislaw Malinowski and Franz Boas.

Relevant Papers:

Book Chapters: Leube, M. (2017). "A Renaissance of Animism: A meditation on the Relationship between Things and their Makers". Routledge Handbook of Sustainable Product Design,Taylor & Francis.

Article: Müller, F. (2014). The Ethnological Viewpoint, Hochparterre Special Issue.

SESSION 5 (LIVE IN-PERSON)

Evolutionary Psychology 1 (Synchronous)

Hominids living in small tribes of hunter-gatherers evolved a decision-making pattern for archaic- not modern- circumstances and if that pattern led to their survival then our heads hold a similar pattern to solve challenges today.

Relevant Papers:

Book Chapters: Cosmides, L., & Tooby, J. (1997). Evolutionary psychology: A primer.

Book Chapters: Carey, G. (2002). Human genetics for the social sciences (Vol. 4). Sage publications.

SESSION 6 (LIVE IN-PERSON)

Evolutinary Psychology 2

Since cultural evolution has been much faster than biological evolution, however, our mental algorithms are often inapt for the travesties of modern life. Science writer Michael Shermer puts it this way:

"What may seem like irrational behavior today may have actually been rational 100,000 years ago. Without an evolutionary perspective, the assumptions of Homo economicus—that "Economic Man" is rational, self-maximizing and efficient in making choices—make no sense." (Schermer, 2008)

Relevant Papers:

Article: Saad, G., & Gill, T. (2000). "Applications of evolutionary psychology in marketing." Psychology & Marketing, 17(12), 1005-1034. (Psychology & Marketing) (ce)

SESSION 7 (LIVE IN-PERSON)

Cognitive Psychology 1

How does something work? What happens when I press this? Should i use this ? What if I ruin it? Such situations of doubt- familiar to all of us- are the result of the designers' failure to understand their users' behaviour and thought processes. User's nature and behaviour, not the designer decide what and how something should function.

Relevant Papers:

Book Chapters: Norman, D. (2013). The design of everyday things: Revised and expanded edition. Constellation.

Book Chapters: Norman, D. A. (2004). Emotional design: Why we love (or hate) everyday things. Basic Civitas Books.

SESSION 8 (LIVE IN-PERSON)

Cognitive Psychology 2

Also aesthetically products will likely be selected over others and sometimes first-to-market commodities mark a path dependency (Stack & Gartland 2003:487-494). Thus the research of cognitive psychology provide valuable insights to designers.

Relevant Papers:

Article: Chapman, J. (2009). Design for (emotional) durability. Design Issues, 25(4), 29-35. (Design Issues) (ce)

SESSION 9 (LIVE IN-PERSON)

Design Anthropology 1

How do we design so that humans choose, love and keep their products? Perhaps the most relevant for designers is the so-called nudge theory. The basic argument here is that non- forced compliance can be achieved at least as effective by positive reinforcement as by negative sanctions (Thaler & Sunstein, 2008). Especially designers of services and social innovation – but also those of commodities- can thus become choice architects by shaping the situations in which people make choices. Of course marketers, advertisers and shop designers have been excellent choice architects for decades but their motivation has been on behalf of the seller. Designers could just as easily study human behaviour and use choice-architecture on behalf of the chooser.

Relevant Papers:

Article: Leube, M, (2017). "Designing for the next (Circular) Economy. An appeal to renew the Curricula of Design Schools." Proceedings EAD conference, Rome (The Design Journal,) (ce)

Article: Radjou, N., & Prabhu, J. (2013). "Frugal innovation. A new business paradigm." Insead Knowledge, 10, 2013. (Insead Knowledge) (ce)

SESSION 10 (LIVE IN-PERSON)

Design Anthropology 2

Thinking of design as a participatory, emphatic discipline calls for optimism (Brown, 2008) and reminds us that in many ways design thinking is social science thinking. One promising contribution to fieldwork is the cultural probe devised by design professor Bill Gaver, where a member of the target group is asked to actively participate in the research phase of a project (Gaver, 1999).

Relevant Papers:

Article: Manzini, E. (2014). "Making things happen: Social innovation and design." Design Issues, 30(1), 57-66. (Design Issues) (ce)

Article: Gaver, B., Dunne, T., & Pacenti, E. (1999). Design: cultural probes. interactions, 6(1), 21-29. (Interactions) (ce)

SESSION 11 (LIVE IN-PERSON)

Ethnography 1

Beyond all the data, ethnology also has validated and rigorous methods for gaining entry, conducting interviews and analysing emic and etic information (Harris, 2001). Recommended by modern firms such as IDEO, obvious to ethnologists, the designer has to be – above all - empathic. In short: the designer has to become an ethnographer.

Relevant Papers:

Book Chapters: Naidoo, Loshini. (2012). "Ethnography: An Introduction to Definition and Method"

Book Chapters: Van Dijk, G. (2010). "Design ethnography: Taking inspiration from everyday life. This is service design thinking." Amsterdam: Bis publishers.

SESSION 12 (LIVE IN-PERSON)

Ethnography 2

Originally, ethnography is the study and description of an ethnic group. Through observation and research, the designer can truly empathise with the end-user (of products and services) and their issues. Ethnography, being strictly descriptive becomes a portion of design thinking but not vice versa.

Relevant Papers:

Article: Segelström, F., Raijmakers, B., & Holmlid, S. (2009). "Thinking and doing ethnography in service design." IASDR, Rigor and Relevance in Design. Seoul. (IASDR) (ce)

SESSION 13 (LIVE IN-PERSON)

User- Centered Design 1

Design research- qualitative, quantitative or otherwise- has become an important part of the design process (Brown, 2008). However, the feedback between scholarly theory and industrial practice could be deepened significantly. While academia is often accused of staying in an exclusive ivory tower, the creative industries are said to disregard evidence. The reason for designers' resistance and skepticism to scientific fieldwork may be the current emphasis on deductive exploration (Müller, 2011).

Relevant Papers:

Article: Abras, C., Maloney-Krichmar, D., & Preece, J. (2004). "User-centered design." Bainbridge, W. Encyclopedia of Human-Computer Interaction. Thousand Oaks: Sage Publications, 37(4), 445-456. (Encyclopedia of Human-Computer Interaction) (ce)

SESSION 14 (LIVE IN-PERSON)

User-Centered Design 2

The marketing sciences tend to use such a top-down approach of going from the general to the specific; when a product is accepted, a given strategy is repeated, when not it is dropped. Why, designers ask, should they do such research, when marketers already do it better? Numbers and facts on consumers are important but not sufficient for explaining why a person becomes a customer or not (Madsbjerg & Rasmussen, 2014). Marketing-driven research is skewed in behalf of the seller, rather than user and in behalf of profit rather than progress. Ideally, the design process is exploratory and neither inductive, nor deductive but abductive.

Relevant Papers:

Article: Roser, T., Samson, A., Humphreys, P., & Cruz-Valdivieso, E. (2009). "Co-creation: new pathways to value: an overview." Promise & LSE Enterprise.

Article: Ramaswamy, V. (2011). "Co-creating development." Development Outreach, 13(2), 38-43.

SESSION 15 (LIVE IN-PERSON)

Design Thinking 1

Chris Jones, one of the first design science thinkers defines the discipline of design as holistic, centered primarily on problem solving (Jones, 1970) and thus the basic steps of research in the anthropological sciences and design are similar.

Relevant Papers:

Article: Raskin, Aza (2010). "You are solving the wrong problem." Stanford Innovation and Entrepreneurship

SESSION 16 (LIVE IN-PERSON)

Design Thinking 2

Design thinking, as opposed to designing refers to the specific methodology with a clear aim to foster creativity for problem solving (Brown, 2008). In design thinking, the testing of assumptions is done repeatedly through prototyping (IDEO, 2008). To make an analogy to design thinking, a concept or idea would be the genotype, while a representation of such an idea like a prototype, could be described as the phenotype (Thoring & Mueller, 2011).

Relevant Papers:

Article: Brown, T., & Wyatt, J. (2010). "Design thinking for social innovation." Development Outreach, 12(1), 29-43. (Development Outreach) (ce)

Article: Gould, J. D., & Lewis, C. (1985). "Designing for usability: key principles and what designers think.) Communications of the ACM, 28(3), 300-311. (Communications of the ACM) (ce)

SESSION 17 (LIVE IN-PERSON)

IDEO and others 1

IDEO has firmly adopted the human-centered approach to designing products and services for a variety of industrial partners at their locations in Cambridge (Massachusetts), Chicago, London, Munich, New York City, Palo Alto, San Francisco, Shanghai and Tokyo.

Relevant Papers:

Book Chapters: Brown, T. (2009). Change by design.

Article: Brown, T. (2008). "Design Thinking - How to deliver on a great plan" (HBR R0806E-PDF-ENG)

SESSION 18 (LIVE IN-PERSON)

IDEO and others 2

Design-thinking is the method of choice and they have developed and branded their own "Human-centered Toolkit" as well as "Designing the Circular Economy Toolkit." Management consultation and organisational design has also been added to their services.

Relevant Papers:

Book Chapters: IDEO, D. K. (2015). "The field guide to human-centered design."

Technical note: Bootcamp Bootleg, D. School. 2010.

SESSION 19 (LIVE IN-PERSON)

User-Centered Bootcamp: Empathise

Students are required to (desktop) research the chosen topic before they go "out on the streets" and speak to people connected to the problem we aim to solve.

SESSION 20 (LIVE IN-PERSON)

User-Centered Bootcamp: Prototype

Very simple mock-ups are constructed in order to understand better the feasibility, viability and desirability of the product and/or service designed.

SESSION 21 (LIVE IN-PERSON)

User-Centered Design Bootcamp: Feedback 1

After a debriefing, we define the actual problem to be solved.

SESSION 22 (LIVE IN-PERSON)

User-Centered Design Bootcamp: Ideation

What should the solution necessarily entail and what should it definitely not?

SESSION 23 (LIVE IN-PERSON)

User-Centered Design Bootcamp: Ideation

Ideas are generated through brainstorming sessions and cross-pollination with other groups.

SESSION 24 (LIVE IN-PERSON)

User-Centered Design Bootcamp: Presentation of Designs

SESSION 25 (LIVE IN-PERSON)

User-Centered Design Bootcamp: Presentation of Designs

SESSION 26 (LIVE IN-PERSON)

Sustainable Design and the Circular Economy 1

When the designer manages to engage and design with the end-user, then the resulting products and services automatically become more environmentally friendly. However there are many things such as material choice and the business plan to consider in order to make products truly sustainable. An effective and rigorous approach for sustainable design is the concept of “cradle to cradle” as formulated by Braungart and McDonough (Braungart & McDonough, 2010). It stands at the centre of the so-called circular economy and is of immenseness importance for the design student.

SESSION 27 (LIVE IN-PERSON)

Sustainable Design and the Circular Economy 2

Relevant Papers:

Book Chapters: Sterling, B. (2005). “Shaping Things.” (Mediaworks Pamphlets).

Book Chapters: Bakker, C., den Hollander, M., Van Hinte, E., & Zljlstra, Y. (2014). Products that last: Product design for circular business models. TU Delft Library.

SESSION 28 (LIVE IN-PERSON)

User-centered Design and Psychology: Presentation of Final Project

SESSION 29 (LIVE IN-PERSON)

User-Centered Design and Psychology: Presenation of Final Project

SESSION 30 (LIVE IN-PERSON)

Wrap-Up: Discussion of Material Covered

EVALUATION CRITERIA

I. Class attendance, weekly tasks and class participation: 25%

II. Individual Research Essay: 25%

III. Individual Research/ Presenttion: 25%

IV. Group Research/ Poster Presentation: 25%

Criteria	Percentage	Comments
Class Participation	25 %	Reading, Participation
Individual Work	25 %	Research Essay
Group Presentation	25 %	Poster Presentation
Individual Presentation	25 %	Ethnographic Research

I. CLASS ATTENDANCE, WEEKLY TASKS, CLASS PARTICIPATION AND INDIVIDUAL PRESENTATION

It is expected from students to participate in class discussions. There are two ways for individual participation: In the discussions that each seminar will hold and in the individual presentations that students will have to give based on their reading of the assigned texts. It is expected that participation should be oriented to enrich the intellectual climate of the class, participating in debates, carefully listening to peers and engaging in dialogues with them.

II. INDIVIDUAL RESEARCH ESSAY

Following the guidelines provided and explained in class, each student will have to write a theoretical research essay. They will have to elaborate a research question and contextualise it theoretically. The essay has to be at least 5 pages long, has to be written in a scientifically adequate style and include at least 5 sources. Proper citation will be taught in class and is mandatory.

III. FIELDWORK JOURNAL

Students are expected to observe people in their everyday use of objects and services. What works well and what does not? People should be asked as well all notes must be collected and presented in class.

IV. GROUP PRESENTATION

The class will probably be organised in four groups of five students that work on a project using the human- centered design approach. At each step of the way groups will present their progress. Each student is graded separately. Groups can count on the professor for help in preparing the presentation.

GRADES

Sobresaliente/Outstanding: 9.0-10.0 (A to A+)
Consistently produces work of the highest quality and craft; exhibits notable progress and development over the course of the semester; meets all course objectives at highest level; attendance is near-perfect, and contributions to course discussions are extremely valuable.

Notable: 7.0-8.9 (B to B+)
Completes all assignments with work of above-average quality and craft; exhibits significant progress and development; meets most course objectives; attendance and participation are very good.

Aprobado: 6.0-7.0 (C to C+)
Completes all assignments with work of acceptable quality and craft; exhibits some progress and development; meets a majority of course objectives. Attendance and participation are acceptable.

Aprobado: 5.0-6.0 (D)
Assignments are delivered but are incomplete and/or of low quality and craft; exhibits little progress and development; meets few course objectives. Attendance and participation are poor, but absences do not total more than 30%.

Suspenso: 0-4.9 (F)
Work is incomplete, missing, or does not meet course objectives. Attendance and participation are poor.

Automatic Failure/Suspenso: 0 (F)
Please note that a student who misses 30% or more of the scheduled sessions receives an automatic 0.0, and loses his or her right to the second “convocatoria.”

RETAKE POLICY

Each student has 4 chances to pass any given course distributed in two consecutive academic years (regular period and July period).

Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enrol again in this course next academic year).

Grading for retakes will be subject to the following rules: Students failing the course in the first regular period will have to do a retake in July (except those not complying with the attendance rules, which are banned from this possibility). Dates and location of retakes will be posted in advance and will not be changed. Please take this into consideration when planning your summer. The maximum grade that a student may obtain in any type of retake will be 8 out of 10. The retakes will consist on a comprehensive exam. The grade will depend only on the
performance in this exam; continuous evaluation over the semester will not be taken into account. This exam will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8.

PROFESSOR BIO

Professor: **MICHAEL LEUBE**

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Professor: Michael Leube, Ph.D.
E-mail: mleube@faculty.ie.edu

Office hours: TBA: In classroom

Leube is an anthropologist working on the complex relationship of people and objects. His research for the last ten years has been focused on investigating humanitarian design as well as the circular economy. For him design represents the important link between the theory provided by the human sciences and practical social innovation. He is convinced that only when everyone is involved in the design process and innovation, production and consumption is truly open can society become sustainable. Leube holds a Ph.D. in Anthropology (Thesis: “Culture and Evolution: Comparison of British Social Anthropology, American Cultural Anthropology and Vienna‘s Kulturkreislehre”) from the University of Zagreb, an M.A. in Anthropology/ Human Biology from the University of Vienna and a B.A. in Anthropology/ Religious Studies from the University of California at Berkeley.

OTHER INFORMATION

Technology in the Classroom – The course does not require the regular use of laptops unless you are using them to take notes. If I catch you using the laptop inappropriately during class, I will give you a warning. If you get caught a second time, you will be kicked out of the classroom and marked as absent for that day. I am very strict about this. The use of mobile phones will not be permitted under any circumstances during this course.

Attendance – Attendance is mandatory. Missing more than 9 class sessions will result in an automatic fail of the course. If you are unable to make it to a session, I appreciate an email letting me know, but absences will only be excused for extraordinary circumstances and with valid evidence documenting your absence.

I will ask students who do not come to class prepared to be active and engaged to leave the classroom. These students will be marked as absent. For asynchronous sessions, attendance will be assessed depending on your participation in group discussion forums and/or submission of the deliverables for that session.

I will answer emails sent M-F within 24 hours, but if you write me after 5 pm on Friday (with the exception of a true emergency), I reserve the right to respond on Monday morning.

Per University Policy:

Each student has 4 chances to pass any given course over two consecutive academic years (regular period and July retake period). Failure to pass students who do not comply with the 70% attendance rule during the semester will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course next academic year). Grading for retakes will be subject to the following rules:

- Students who failed the subject in the first regular period will have to do a retake in July (except those not complying with attendance rules who are banned from this possibility and must automatically re-enroll the following year).
- Dates and location of the July retakes will be posted in advance and will not be changed under any circumstances. Please take this into consideration when planning your summer. In the event that you decide to skip the opportunity to re-sit for an exam during the re-take period, you will need to enroll in the course again for the following academic year and pay for the corresponding costs.
- The maximum grade that a student may obtain in the re-take exam is 8 out of 10.
- Students in the 3rd call will be required to attend 50% of the classes. If there is a schedule overlap, a different option will be discussed with the professor in order to pass the subject.
- Students failing more than 18 ECTS credits after the June-July re-sits will be asked to leave the program.

Students with Special Needs:
To request academic accommodations due to a disability, please contact Jessica Tollette via email at: jessica.tollette@ie.edu.

Student Privacy Statement:
At times, students may disclose personal information through class discussions. It is expected that all members of the class will respect the privacy of their classmates. This means that the information disclosed in the class will not be repeated or discussed with other students outside of the course.

Decisions about Grades:
Decisions about grades are made very carefully, and are final at the end of the course. If you have questions regarding a certain grade or you would like to receive personal feedback, you must request a meeting with me to discuss grades on specific assignments beforethe last session of the course. Any disputes regarding grades must be resolved before the final session. “Extra credit” or makeup assignments will only be allowed under extenuating circumstances at the sole discretion of the course professor.

ACADEMIC INTEGRITY

Unless you are specifically instructed to work with other students in a group, all of your assignments, papers, projects, presentations, and any work I assign must reflect your own work and thinking.

What is academic integrity? When you do the right thing even though no one is watching. The core values of integrity, both academic and otherwise include: honesty, fairness, respect, responsibility, and trust. Academic Integrity requires that all students within Instituto de Empresa (IE) act in accordance with these values in the conduct of their academic work, and that they follow the rules and regulations concerning the accepted conduct, practices and procedures of academic research and writing. Academic Integrity violations are defined as Cheating, Plagiarism or other violations of academic ethics.

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Any student found cheating or plagiarizing on any assignment or component of this course will at a minimum receive a "0" on the affected assignment. Moreover, the student will also be referred to the University Judicial System for further action. Additional penalties could include a note on your transcript, failing the class, or expulsion from the university.

It is important to note that, while the list below is comprehensive, it should not be considered exhaustive.

Cheating includes:

a. An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.

b. Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.

c. Unauthorized co-operation or collaboration.

d. Tampering with official documents, including electronic records.

e. The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.

Plagiarism includes:

a. Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.

b. Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).

c. You don't have to commit "word for word" copying to plagiarize – you can also plagiarize if you turn in something that is "thought for thought" the same as someone else.

Other violations of academic ethics include:

a. Not acknowledging that your work or any part thereof has been submitted for credit elsewhere.

b. Misleading or false statements regarding work completed.

c. Knowingly aiding or abetting anyone in committing any form of an Academic Integrity violation.