Produkt- og Designpsykologi: Considerations on revising Studieordning (BSc)

SICT aftagerpanelmøde
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Program title and general direction: What is the ultimate goal?

- Current title: “Produkt- og designpsykologi” (DA) / “Engineering Psychology” (EN) – not, e.g., “Ingenørpsykologi” (DK)
- “Design psychology”: the focus is on end user interfaces and devices, and on UX (User eXperience) – the ”Don Norman” focus
- “Engineering psychology”: the focus is on end user and industrial applications, ergonomics, control systems, human factors – the “Christopher Wickens” focus
- Which focus and which title makes more sense to the employers?
- Possible undiscovered market for engineering psychology in Denmark
- Switching program to English?
Education core: Psychology side

• Shift from “cognitive psychology” to “cognitive science” in the past 10-15 years: CogSci combines traditional cognitive and perception psychology with computer science and neuroscience

• Aligning with cognitive science could help marketability and transferability of our program and courses

• Psychology core: trajectory from basic sensation (psychophysics) to perception (sensation and perception) to complex cognition (cognitive psychology), with an overview of other fields of psychology and with research design focus

• Integration with engineering: more emphasis in psychology courses on data analysis and programming. Programming in psychology: three main languages in order of importance are R, Matlab, Python
Psychology courses in PDP BSc

• Core: cognitive science from basic sensation to higher cognition
• Introductory course should be as early as possible, and we should avoid having consecutive semesters with no psychology courses
• Current scheme of early intro experimental class (2\textsuperscript{nd} sem.) followed by research design review ("Eksperimentalpsykologi") on 6\textsuperscript{th} sem. works very well
• Do we need a stand-alone "qualitative methods" course?
• All courses should have clearly transferable names, to increase legibility and transferability of student profile and achievements