

Title	ヒル香炉の事例研究に基づく研究から教育までの感情的デザイン
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# Abstract

Emotional design has been used to ensure that the intended users are offered a positive emotional experience. It is a design direction which is still mostly restricted to research and industry with limited tries to teach it to design students. Most of the professionals using emotional design slowly acquired the required skills by experience without direct education. Teaching emotional design to students has been overlooked due to its difficulty. This research explores the design of products based on the users' emotional requirements and how it can stimulate students to generate novel emotional design ideas in design education. To achieve these aims, multistage evaluation design in a case study was utilized in this research. In case study I, 23 selected historical samples (hill censors) were evaluated based on content analysis, semantic network and methodological triangulation methods. In case study II, 18 selected contemporary samples were evaluated based on an explanatory sequential design to learn how to design products that reflect the professional knowledge of the designers and according to users' emotional requirements. In case study III, an online course was conducted to stimulate the students in order to generate innovational emotional design ideas. Thematic analysis and high-frequency vocabulary analysis approaches were employed to study the positive influence of the students' designs.

Through the case studies conducted in this research the findings were used to propose the design theory about emotional design. Case study I discovered the important relation 'emotional experience and design style'. Case study II proposed the emotional design method from design trend and emotional experience aspects. The theory explains the designers' tacit and explicit knowledge in providing positive emotional experience. This three-sided design theory (user, design trend and emotional experience) could help provide positive emotional experiences in product design. Two findings were obtained from case study III. The first finding is that the second-person perspective enables the students to acquire better design ideas quickly. The other finding was the vital themes offering positive emotional experiences to the users; 'design method', 'emotional experience' and 'culture connotation'.

Finally, an emotional design procedure was built in this research to help the students get innovational design ideas when designing products according to users' positive emotional requirements. This procedure is general enough to be utilized to design different kinds of products. Furthermore, an emotional design appraisal model was built to evaluate the products from knowledge, skills and value perspectives.

**Key words:** Hill censor, Emotional design, Emotional experience, Emotional requirements, Positive