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- HUMOR U OGLAŠAVANJU NA DRUŠTVENIM MREŽAMA
- ETIKA MENADŽERA U JAVNOJ UPRAVI
- VAŽNOST ETIČKOG DIZAJNA
- KVALITETE I KARAKTERISTIKE SUVREMENE ŠKOLE
- SVEUČILIŠNO PODUZETNIŠTVO

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- HUMOR IN SOCIAL MEDIA ADVERTISING
- ETHICS OF MANAGERS IN PUBLIC ADMINISTRATION
- IMPORTANCE OF ETHICAL DESIGN
- QUALITIES AND CHARACTERISTICS OF THE MODERN SCHOOL
- UNIVERSITY ENTREPRENEURSHIP



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UVODNIK

Dragi čitatelji i suradnici,

pred vama je 19. izdanje međunarodno indeksiranog znanstveno-stručnog časopisa za ekonomiju i interdisciplinarne znanosti – Oeconomicus.

Časopis je od prvog izdanja uvršte u jednu od tri najposjećenije akademske baze u EBSCO Publishing Database, čime je osigurana veća dostupnost marketinških poruka kao i prepoznatljivost radova naših autora milijunima čitatelja u cijelom svijetu.

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i
međunarodni urednički tim
Oeconomicusa

EDITORIAL

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Since the first issue, Oeconomicus has been indexed in one of the three most visited academic databases in the EBSCO Publishing Database, ensuring greater availability of marketing messages as well as the recognition of our authors' work to millions of readers worldwide.

This edition contains scientific papers and results of research from various interdisciplinary fields: from research related to humor on social networks, issues of ethics in public administration, research on attitudes related to ethical design, characteristics of contemporary schools to research related to university entrepreneurship.

We thank our subscribers, users of our marketing services, and our associates for their trust and quality scientific papers.

Kind regards.

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Gabrijela Budimir Šoško, PhD
and
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The papers are submitted electronically to the following address:

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- Spacing: 1.
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- No indentation the first row of words.
- All footnotes are without quotes and are

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For books:
Horvat, J., Johnson, M., (2001), book title, publisher.
For journals:
Novak I., Oeconomicus, 10 (1): 50-60. (10 indicates volume / year / journal, (1) number magazines within the year and 50-60 is the number of pages in the text used).

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- Abstract contains up to 150 words.
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Znanstveni rad
Scientific paper

Prethodno priopćenje
Preliminary report

UDK/UDC 331.5

STAVOVI STUDENATA DIZAJNA PREMA VAŽNOSTI ETIČKOG DIZAJNA

Sažetak:

Dizajn kao vizualni i umjetnički izraz ideja i/ili proizvoda utječe na doživljaj stvarnih ljudi i istovremeno nadilazi vizualne granice. Iako je u osnovi poslovno-ekonomski orijentiran, dizajn je i odgovornost njegova autora, što se odnosi na sve namjerne i nenamjerne posljedice koje mogu nastati pojavom dizajniranog proizvoda. Etički dizajn je sustav načela koji ima za cilj učiniti i potaknuti “dobro”, za razliku od neetičkog dizajna. Prema Manifestu etičkog dizajna, kojim je Aral Balkan (2015) predložio revoluciju etičkog dizajna koja ima za cilj osporiti i promijeniti trenutnu mainstream ideologiju nadzornog kapitalizma, stvorenu posebno kroz nove tehnologije, ali mnogo više povezana s društvenim problemima nego samo tehnološkim. Kako bi se smatrao etičkim, dizajn mora biti dosljedan i poštivati ljudska prava, ljudski trud i ljudsko iskustvo. Glavna svrha istraživanja provedenog na uzorku studenata dizajna u ljetnom semestru 2020./2021. bila je istražiti u kojoj je mjeri etički dizajn i njegovi elementi važni za studente dizajna i razmatraju li posljedice svojih dizajna u društvenom i etički odgovoranom načinu.

Ključne riječi: dizajn; etički dizajn; ljudska prava; ljudski napor; ljudsko iskustvo; studenti.

DESIGN STUDENTS' ATTITUDES TOWARD THE IMPORTANCE OF ETHICAL DESIGN

Abstract:

Design as a visual and artistic expression of ideas and/or products affects real people's experiences and at the same time transcends visual boundaries. Although business and economic oriented, design is also the responsibility of its author, which refers to all intentional and unintentional consequences that may occur with the appearance of the designed product. Ethical design is a system of principles that are intended to do and encourage “good”, as opposed to unethical design. According to the Manifesto of Ethical Design, by which Aral Balkan (2015) proposed an ethical design revolution that aims to challenge and alter the current mainstream ideology of surveillance capitalism, created specifically through new technologies, but much more related to the social problems than just technological. To be considered ethical, the design must be consistent with and respect human rights, human effort, and human experience. The main purpose of the research conducted on a sample of design students in the summer semester of 2020/2021 was to investigate the extent to which ethical design and its elements are important to design students and whether they consider the consequences of their designs in a socially and ethically responsible way.

Keywords: design; ethical design; human rights; human effort; human experience; students.

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1. INTRODUCTION

Design as a visual and artistic expression of ideas and /or products, whether produced in analog or digital form, affects real people and their experience and at the same time transcends visual boundaries. Although the design is business and economic oriented, it is also the responsibility of its author, which refers not only to the final product but to all intentional and unintentional consequences that may occur with the appearance of the designed product. The design has a huge influence on how people behave and live their lives. Designers are trained to solve problems and make people's lives better, but it is rarely taken into account what is actually "better". It is important to understand that design is not neutral (Gispén, 2017).

The design does not exist in a vacuum and society is the biggest system designers can impact; everything they do is a part of that system, good and bad, so they should take into consent the consequences of their work more than love for the cleverness of their ideas (Monteiro, 2017). Design is an inherently ethical activity and designers should consider all the rules. Designers should understand ethics and learn to incorporate them into their design so that their design contains all ethical norms and rules and is in line with the code of ethics. Ethical design is designing great products alongside morals, beliefs, and the principles of business. Whether it's a website, a marketing campaign, or a product, influencing real people and those effects can create networking. Ideally, the designer should take responsibility for their ethical efforts, but that responsibility is often transferred to others. Culture, society, and politics are changing the status of what is "ethical" and what has become normalized (Sownie, 2021).

The research conducted for this paper aims to examine the attitudes of design students on the importance of ethical and responsible design, given that design and modern technologies will be combined in their studies and later work, as will be explained in more detail later, mainstream technology is the base tier of ethical design (but often ignores or neglects it)..

1. THE IMPORTANCE OF ETHICAL DESIGN

The definition of design ethics, according to the Encyclopedia.com (2019) can be pronounced very comprehensive: "Design ethics concerns moral behavior and responsible choices in the practice of design. It guides how designers work with clients, colleagues, and end-users of products, how they conduct the design process, how they determine the

features of products, and how they assess the ethical significance or moral worth of the products that result from the activity of designing". Although considerations of ethics have not been foreign to design thinking in the past, the development of science and technology has deepened this awareness. The ethical dimensions of design are increasingly evident through products in which designers incorporate new knowledge and, accordingly, increase awareness of the consequences of design for individuals, but also communities in whole, as well as for cultural and natural environment.

Design is difficult to define because of its breadth of application; "Design is the human power of conceiving, planning, and bringing to reality all of the products that serve human beings in the accomplishment of their individual and collective purposes" (Encyclopedia.com, 2019). The four ethical dimensions represented in this definition concern the designers' character and personal values, integrity of performance activity, the product nature i.e. integrity and the intimate purpose of design which is to help other people accomplish their purposes. Ethics is always associated with responsibility, and it refers to responsibility toward society; to the profession; to the employer and client; responsibility for colleagues and subordinates; and liability to oneself (Atak, Şık, 2019 according to Kipöz, Atalay, 2015). Also business practice shows that best places to highlight brand's mission, as well as its ethical values, is in marketing and designs, because consumers are paying attention to the moral standards of brands (Bump, 2020).

2. PYRAMID OF ETHICAL DESIGN

Many of the principles for ethical design revolve around respect for human rights, effort, and experience, and are even inspired by the United Nations Declaration of Human Rights. The "Ethical Hierarchy of Needs" pyramid, created by Aral Balkan and Laura Kalbag, illustrates the core of ethical design and how each layer of the pyramid rests and depends on the layer beneath it to ensure that the design is ethical (Sownie, 2021). The ethical design manifesto created by UK start-up Ind.ie describes that the trifecta of ethical design is the 3 Rs: respect for human rights and dignity, respect for human effort, and respect for human experience (Ind.ie, 2021). All of which boils down to a simple concept: respect for the human. The problem with mainstream technology today is that it is either ignorant of, or willfully ignores, the base tier of ethical design. When creating products that do not respect human rights, it is not products that are built for people, but products that use people which means that the whole pyramid is built not for people, but on people's backs (Ind.ie, 2021).

Figure 1. Pyramid of Ethical Design Manifesto



Source: authors according to Balkan, Kalbag, 2021 and King, 2015.

A. HUMAN RIGHTS

Technology that respects human rights is decentralized, peer-to-peer, zero-knowledge, end-to-end encrypted, free and open-source, interoperable, accessible, and sustainable. It respects and protects civil liberties, reduces inequality, and benefits democracy.

B. HUMAN EFFORT

Technology that respects human effort is functional, convenient, and reliable. It is thoughtful and accommodating; not arrogant or demanding. It understands that humans might be distracted or differently-abled. It respects the limited time humans have on this planet.

C. HUMAN EXPERIENCE

Technology that respects the human experience is beautiful, magical, and delightful. It just works. It's intuitive. It's invisible. It recedes into the background of your life. It gives joy. It empowers humans with superpowers. It puts a smile on faces and makes life better (Ethical Design Manifesto, 2015).

3. VALUE SENSITIVE DESIGN

Value Sensitive Design (shortly VSD) is a theoretically grounded approach to the design of technology that accounts for human values in a principled and comprehensive manner throughout the design process. It brings forward a unique constellation of features. The application of the value-sensitive design methodology provides a bridge between analyzing ethical issues and the technical engineering design process. What makes value-sensitive design particularly appealing as part of the instructional design process is that it is an integrated approach to ethics in design (Friedman, Kahn,

Borning, 2002). VSD focuses on human values bridging the gap between design and ethics. Values are expressed and embedded in technology; they have real and often non-obvious impacts on users and society (Shonhiwa, 2020). It considers value tensions, and how certain values may have benefits or harms. VSD requires designers to seek out and consider a robust set of stakeholder groups strongly affected by technology. There are two overarching stakeholders' categories; direct stakeholders, who directly interact with the technology, and indirect stakeholders, who never or rarely interact with it but are affected by its use. It views technology from a socio-structural perspective (Friedman, Hendry, 2019).

4. THE RESEARCH METHODOLOGY

A. The Research Aim and Questions

To achieve the goal of this paper, which was to examine the attitudes of design students about the importance of ethical and responsible design, the main research question was defined: Do design students think it is important when creating a design to base it on the principles of ethical design?

To make it easier to answer the main research question, the following auxiliary sub-questions have been defined:

1. *What elements of human rights do design students consider important when creating their design?*
2. *What elements of human effort do design students consider important when creating their design?*
3. *What elements of human experience do design students find important when creating their design?*

B. The Research Sample

The research has been conducted among undergraduate and graduate students of design studies.

The sample of participants was appropriate. The total number in the sample was 41 participants, among whom were 53.7 % undergraduate students of Visual Communication Design (22) and 46.3 % graduate students (19) of the study program Design and Communication Management. 50.9 % of students (55) were female and 49.1 % (53) were male.

C. The Research Methods

The research was conducted through an anonymous voluntary survey among designers to explore the importance of ethical design during the summer semester of the academic year 2020/2021. The questionnaire through which the survey was conducted was made in the Google Forms tool and it had 15 closed-ended questions, 4 of which were related to demographic characteristics. The questions included 11 statements for which respondents could indicate the degree of agreement related to ethics in design and for which answers with frequency degrees according to the Likert scale were defined.

At the beginning of the research, the respondents were introduced to the concept of ethical design, which was already known before, as it is still related to their structure in design. Also, respondents were instructed on all information related to the implementation of the survey. It was presented by a quantitative research method and the result was processed through Google Forms.

D. The Research Results

The following is an overview of the respondents' answers to the main research questions and auxiliary sub-questions.

1. CREATING A DESIGN BASED ON THE PRINCIPLES OF ETHICAL DESIGN: When designing, is it important to take care that your design is ethical and responsible?

The results of the research showed that 58.6 % (24) of the respondents think that it is very important to take care that the design is ethical and responsible, and 36.6 % (15) of them think that it is important. Only 4.8 % (1) of students think that ethical design is moderately (2.4 %) and slightly important (2.4 %). 0 % of the students think that using ethical and responsible design when designing is not important at all.

As for the ethical importance in design, 68.3 % (28) of design students claim that it is very important to them that the design is for the general well-being of people, and 26.9 % (11) of design students consider it important. Furthermore, 58.5 % (24) of design students consider ethics in design to be very important because it is in line with the clients, while 17.1 % (7) of design students consider design to be important and moderately important. 61 % (25) of students find it very important that the design is in line with them for their benefit, whether or not it is ethical while 24.4 % (10) students consider it important whether or not it is ethical. More than half (63.4 %) of design students believe that it is essential for design to be in line with their well-being, while 26.9 % (11) of students think it is important. 0 % of the listed design respondents think that this area of ethical design is not important. The distribution of students' designer responses to the importance of ethical design features is shown in Table 1.

Table 1. Distribution of design students' responses concealing the importance of ethical design features.

Using ethical and responsible design				
Very important	Important	Moderately important	Slightly important	Not important
58.6 %	36.6 %	2.4 %	2.4 %	0 %
General well-being of the people				
Very important	Important	Moderately important	Slightly important	Not important
68.3 %	26.9 %	2.4 %	2.4 %	0 %
In accordance with the human rights of the client well-being				
Very important	Important	Moderately important	Slightly important	Not important
58.5 %	17.1 %	17.1 %	7.3 %	0 %
According to own benefit, independently is ethical				
Very important	Important	Moderately important	Slightly important	Not important
61.0 %	24.4 %	7.3 %	7.3 %	0 %
Keeping with own well-being				
Very important	Important	Moderately important	Slightly important	Not important
63.4 %	26.9 %	7.3 %	2.4 %	1. %

Source: authors

2. CREATING A DESIGN THAT SUPPORTS HUMAN RIGHTS: Do students feel that it is important to ensure that design supports human rights?

Design students were informed at the beginning of the survey what design that supports human rights is concerned with: respecting and protecting civil liberty and privacy, reducing inequality and benefiting democracy, and is accessible, secure, sustainable, and interoperable. Student designers were first examined

in general about the importance of human rights. 63.4 % of design students (26) think that it is very important to consider that design supports human rights, while 34.2 % (14) of design students think that it is important to consider human rights. Only 2.4% (1) think that ethical design which is in line with human rights is moderately important to them. Data on the importance of human rights in design for design students are shown in Table 2.

Table 2. Distribution of design students' responses on how important it is to them that their design respects human rights

Civil liberty				
Very important	Important	Moderately important	Slightly important	Not important
78.1 %	17.1 %	2.4 %	2.4 %	0 %
Citizens' privacy				
Very important	Important	Moderately important	Slightly important	Not important
78.1 %	14.7 %	4.9 %	2.4 %	0 %
Reduces inequalities citizens				
Very important	Important	Moderately important	Slightly important	Not important
75.6 %	17.1 %	4.9 %	2.4 %	0 %
Benefit democracy				
Very important	Important	Moderately important	Slightly important	Not important
58.6 %	26.8 %	12.2 %	2.4 %	0 %
Accessibility to citizens				
Very important	Important	Moderately important	Slightly important	Not important
75.6 %	14.7 %	7.3 %	2.4 %	0 %
Citizens' security				
Very important	Important	Moderately important	Slightly important	Not important
75.6 %	17.1 %	4.9 %	2.4 %	0 %
Sustainable				
Very important	Important	Moderately important	Slightly important	Not important
73.2 %	17.1 %	7.3 %	2.4 %	0 %
Interoperable				
Very important	Important	Moderately important	Slightly important	Not important
68.3 %	17.1 %	12.2 %	2.4 %	0 %

Source: authors

78.1 % (32) of students believe that it is very important that design respects and protects human rights based on civil liberties and the privacy of citizens. 75.6 % (31) of design students consider design to be very important in reducing inequality among citizens, accessibility, and security of citizens. Sustainable design is considered very important by 73.2 % (30) of design students, while 68.3 % (28) of students think that interoperability is a very important item of ethical design when looking at human rights. 58.6 % (24) of design students consider it very important that ethical

design that respects human rights benefits democracy. 26.8 % (11) of student designers believe that it is important for them that design uses democracy, while 17.1 % (7) of design students consider it important that design respects civil liberties, reduces inequality of citizens, security of citizens, and that it is sustainable and interoperable. 14.7 % (6) of design students consider the privacy of citizens important, that inequality among citizens is reduced and that it is available to citizens in respect and protection of human rights. 12.2 % (5) of design students consider

it moderately important that design respects and protects human rights when using democracy and interoperability. In comparison, 7.3 % (3) of design students consider accessibility to citizens and sustainability moderately important. On the other hand, 4.9 % (2) of design students consider the privacy of citizens, reduction of inequality, and security of citizens when designing moderately important. Only 2.4 % (1) of students from each field believe that respecting and protecting human rights in design is less important. None of the surveyed design students (0 %) think that designing following human rights is irrelevant.

3. CREATING A DESIGN THAT RESPECTS AND PROTECTS HUMAN EFFORT: How much importance do students place in design when respecting and protecting human effort?

Human effort respects limited time in such a way that it is functional, designed, provided, etc. for a specific purpose or need, and that it is appropriate and reliable. In a survey in which students responded about the importance of human effort, 68.3 % (28) of design students believe that human effort in designing is very important, while 22 % (9) of students think that it is important. Just 4 (9.8 %) design students consider human rights to be moderately important when designing. 73.2 % (30) of design students need to

respect and have significant values of human effort when designing and when it comes to the design is functional, i.e. designed, provided, and the like for a specific purpose or need and that it is reliable. 65.9 % (27) of design students consider it very important that design respects the limited time and is suitable when respecting and protecting human efforts and is appropriate.

31.7% (13) of students consider suitability in design that respects human effort important. 24.4 % (10) of design students consider it important to respect limited time. 19.5 % (8) of students consider it important that a design that respects and protects human efforts is also functional, while 17.1 % (7) of design students consider reliability when designing important. 7.3 % (3) of design students consider it moderately important to respect human time limit and reliability as an item of human effort, while 4.9 % (2) of students consider functionality to be moderately important when designing. Only 2.4 % (1) of students consider suitability in design to be moderately important and only one student does not care about human effort, limited time, functionality, and reliability. None of the respondents think that these values of human effort are not important. The distribution of students' designer responses on the importance of design respecting and protecting human effort is shown in Table 3.

Table 3. Distribution of design students' responses on how important it is to them that their design respects and protects human effort

Limited time respect				
Very important	Important	Moderately important	Slightly important	Not important
65.9 %	24.4 %	7.3 %	2.4 %	0 %
Functional, designed and provided for a particular purpose or need				
Very important	Important	Moderately important	Slightly important	Not important
73.2 %	19.5 %	4.9 %	2.4 %	0 %
Suitable				
Very important	Important	Moderately important	Slightly important	Not important
65.9 %	31.7 %	2.4 %	0 %	0 %
Reliable				
Very important	Important	Moderately important	Slightly important	Not important
73.2 %	17.1 %	7.3 %	2.4 %	0 %

Source: authors

4. CREATING A DESIGN THAT RESPECTS AND PROTECTS HUMAN EXPERIENCE: Do design students consider that design respects and protect the features of the human experience?

Human experience conditions in an intuitive way make the user experience positive and make the life

experience better. When designing, 65.9 % (27) of design students think it is very important to make sure that the design supports the human experience (in an intuitive way, makes the user experience positive and makes the life experience better), while 31.7 % (13) of design students think it is important. Only one design

student thinks that the notion of human experience in designing is slightly important. 73.2 % of design students (30) consider design that has an intuitive and positive user experience to be very important, while 70.7 %

(29) of design students find it very important to make the experience of life better. 29.3 % (12) of design students think it is important that the design respects human experience which makes the life experience better, 26.8 % (11) of design students think that it is important and has a positive effect on user experience, while 24.4 % (10) of design students consider it

important to be intuitive in respecting human experience. Only one student considers intuition to be moderately important in respecting and protecting the human experience when designing. All students agree that design that respects the human experience is important and only one believes it to be moderately important. 0 % of students think that this segment of human experience is not important, which is very important for ethical design. The distribution of students' designer responses on the importance of design respecting human experience is shown in Table 4.

Table 4. Distribution of the answers to the question: Do design students feel that design respects the features of the human experience?

Intuitive				
Very important	Important	Moderately important	Slightly important	Not important
73.2 %	24.4 %	2.4 %	0 %	0 %
Better life experience				
Very important	Important	Moderately important	Slightly important	Not important
70.7 %	29.3 %	0 %	0 %	0 %
Positive user experience				
Very important	Important	Moderately important	Slightly important	Not important
73.2 %	26.8 %	0 %	0 %	0 %

Source: authors

5. CONCLUSION

Ethical design is about moral behavior and responsible choices in design practice. The intention of ethical and consensual design refers to the principle of "do good". To be considered ethical, the design must seek to anticipate and integrate and protect all factors that affect and protect human rights, human effort, and human experience. The results of the research conducted among 41 undergraduate and graduate design students at Algebra University College showed that it is important for design students to apply ethical design. It is important to point out that human rights, human effort, and human experiences, i.e. the pyramid of 3 scales, are very important to design students. Most students agreed to the same things when it comes to importance in design, believing that it is very important that their design is ethically relevant when designing, and more than half of students are careful that their design is worth sensitive. Ultimately, ethics in design is based on decision-making. Each product is a set of decisions. When designing, designers strive to use ethics to respect all rights and be by laws and

norms. According to the research, students tend to apply ethical design. Most designers are committed to ethical design for their own and others 'well-being. The conclusion is based on the fact that most design students consider ethical design as important and take into account that design supports human rights, respects and protects human effort, and supports the human experience. Recommendations for further research in the field of design ethics. The research was conducted among 41 student designers of the Algebra University College, but it would be desirable for future research to be conducted among design students at other colleges. Also, in future research, it would be desirable to add what percentage of students care about the importance of ethical design, whether they work in their profession and how they apply this type of design. Also, their level of experience in design should be considered, as to whether they work independently, under a contract, or with a company. This is very important because their knowledge of ethics in design also depends on their work in the profession. After all, if there is no practice, there is no experience.

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