Course form to fill in (2019-2020)

Course title:

Design Thinking for Business

Staff responsible for the course:

Lecturers:

First Name + Name
Margaret "Peg" Faimon

1) COURSE PRESENTATION

Aims:

Draw up a list of competencies and/or skills that the student should have acquired or improved at the end of the course.
You must fill in the field under the format "the student should be able to…" using action verbs such as define, realise, control… (This description should not take more than ten lines)

At the end of the course, the student should be able to:

- Define and identify the methods and terms of Design Thinking. (What is it?)
- Understand the importance of Design Thinking to business and innovation. (Why do it?)
- Assess a situation/problem/challenge via ethnographic research techniques. (What is?)
- Define the needs of the user based on observation tools. (What's needed?)
- Envision the future and identify what problem/opportunity inspires you and your user. (What if?)
- Develop a range of possibilities for solutions. (What wows?)
- Understand iteration and prototyping for testing. (What works?)
- Conceptualize a final solution based on user input. (What's best?)

Prerequisites:

You must not write courses' codes or names, but identify the preliminary skills as the knowledge or the know-how needed to efficiently follow this course.
Write it out in terms of knowledge and methodologies required to follow this course (this would help students from direct entry to position themselves). (This description should not take more than five lines)

There are no prerequisites for the course. It is at the beginning/entry level.

Course contents:

Here, an abstract of the course can be given or the different chapters of the course can be simply written down.
(The description should not take more than ten lines)

This course will focus on learning design thinking strategies that are particularly useful in a business setting. Design thinking has become a popular process used in organizations as varied as entrepreneurial start-ups, large established corporations, and government organizations. This alternative approach to traditional problem-solving combines empathy for the needs of the user and the context of a problem with creativity in the generation of insights and solutions, and rationality in analyzing and fitting various solutions to the particular context. The process guards against pre-conceived ideas about the user(s) or context so as to free the mind to discover more unbiased and alternate paths to reach a goal. As all innovative ways to reach a goal must meet both technical functionality and viability as a business strategy, the design thinking

process is iterative as prototypes are designed and tested and often redesigned. These iterations lead to a final solution that best meets the needs of the user(s) within a particular context.
The first goal of this course is to demystify the process of design thinking, develop an understanding of its tools and techniques, and offer guidelines for implementation. The second goal is to help change how we think about systems and problems, building from the analytic perspective and moving into the synthetic, empathetic, and creative perspective central to design thinking.

2) WORKING LOAD

Here, you should allocate the effective working load of the course, including an estimation of the personal work required from the student.

TABLE 1

Course's types	Number of hours	Notes
Effective presence		
- *Magistral Course*	8	
- *Interactive Course*		
- *Tutorials*		
- *Coaching*		
- *PBL Course*	8	
Training from a distance		
- *Video-conferences*		
- *Webinars*		
Self-learning		
- *Books 'readings*	2	out of class
- *E-learning*		
- *Research*	2	out of class
Outdoors-training		
- *In firms*		
- *Internship*		
Personal work		
- *Group Projects*	4	in class
- *Individual Projects*	4	in class
- *Personal work*		
Total working time for the student	***28***	

3) EDUCATIONAL METHODS

Tick here the different educational methods used:

☐ Coaching
☒ Case Study

☐ E-Learning and/or Self-learning
☐ Interactive courses
☒ Presentations
☒ Projects
☒ Research
☒ Seminars
☐ Tutorials
☐ Visits

4) ASSESSMENT

Sum up briefly the course assessment's mechanism (two or three lines) in order to introduce the assessment's table that you have to complete below (table n°2).
You must also define clearly how feedback will be given to students (in accordance with the feedback policy).

Course assessment will be a combination of team evaluation of group interactions; peer evaluations of presentations; instructor evaluation of projects and presentations; a reading/terminology test; and personal reflection. Project quality will be evaluated in terms of completion, quality/depth of thinking, and overall creativity/design.

List the assessment for each modality.

TABLE 2

Modality	Type of control	Length (h)	Number	Weighting (%)
Continuous assessment	Continuous assessment			
	Mid-term exam		1	15
	Participation		4	20
	Oral presentation			
	MCQ			
Final exam	Oral final exam		1	20
	Written final exam			
Others	Case study			
	Group Project		2	20
	Individual Project		2	25
	Written assignment			
	Exercises			
Total				**100%**

5) RECOMMENDED READING

Name of books (indicate only three or four must-read references) / Name of reviews:

Reference book (appellation reserved for books selected by the School and necessarily bought by all the students):

Class books :
IBM Design Thinking Field Guide (available online)

Stanford d.school Design Thinking Guide (available online)

Reviews :

Internet Resources:

Please indicate here if you use the school intranet site to put on-line documents and/or if you advise the visit of web sites to students.

Name of the Website	**URL**
IDEO Design Kit website	www.designkit.org
Design Council website	www.designcouncil.org.uk
Stanford University d.school	dschool.stanford.edu
This is Design Thinking	thisisdesignthinking.net