

COURSE SYLLABUS

DESIGN THINKING

ECTS 5

Misija ZSEM-a je prenijeti vrijednosti, znanja i vještine potrebne studentima za dugoročan uspjeh u globaliziranom poslovnom svijetu izloženom stalnim tehnološkim i tržišnim promjenama.
The mission of ZSEM is to transfer values, knowledge, and skills that students need for long-term success in a globalized business world undergoing constant technological and market transformations

INSTRUCTOR

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Consultations

Before and after class and by appointment

CREDIT HOURS

Lectures + Exercises	45 hours
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WHY TAKE DESIGN THINKING (DT) AT ZSEM?

ZSEM views this course as providing essential skills for its graduates to lead the innovative organizations of tomorrow. This course aims to develop a unique methodology of innovation and creativity called design thinking, based on the Stanford d.school. The approach helps individuals identify customer understanding; this is the human-centered approach, empathy, prototyping, and testing of products, processes or services.

HOW IS DESIGN THINKING ORGANIZED AT ZSEM?

Drive, Passion, Achievement. What motivates a person to start thinking about their customers? What is the use of this methodology, and how can this methodology help individuals but also companies? How do you define an entrepreneur? This course will introduce students to the principles and practices of design thinking. Students will explore the design thinking process through a combination of lectures, workshops, discussions, and hands-on projects. Develop the skills needed to apply design thinking to real-world problems and better understand how design thinking can help them create innovative solutions.

During summer school, students will explore the methodology and experience and learn how to use it in everyday life and their jobs.

COURSE GOALS AND OBJECTIVES

General goals of the course: KNOWLEDGE

- Students will be able to apply the acquired knowledge in new and unknown circumstances through a conceptual understanding of the design thinking methodology.

Objectives of the course:

- Students will acquire new techniques for generating novel ideas and will understand the art and science of applied creativity which will be evaluated through peer review and instructor feedback during in-class exercises. Students create and manage a design thinking project.

General goals of the course: COMMUNICATION

- Students will be able to communicate their ideas effectively to both peers and professionals.

Objectives of the course:

- Students will follow course templates to learn design thinking and effectively present their ideas and prototypes. Students will develop individual strengths through peer interaction in class through frequent active learning exercises.

TIMELINE OF MAJOR COURSE THEMES (SUBJECT TO CHANGE)

(Tentative SCHEDULE OF LECTURES, SEMINARS, FIELD TRIPS AND EXAMS WILL BE UPDATED VIA THE DESIGN THINKING COURSE PAGE CALENDAR.)

	Reading+activity	Topics
1	TBD	Introduction+games+introduction to the course
2	TBD	Everyone is a Designer/Understand class objectives & harness the designer mindset. The Wallet/Bag Challenge – a crash course Gain a quick introduction to the design thinking methodology Go through all stages of the methods through a simple design challenge & Examples of DT methodology
3	TBD	PREPARATION OF - Groups - design challenge #1 Empathizing - Continue Design Challenge #1 and learn empathy Learn techniques on how to empathize with users
4	TBD	Go to the field and interview people in their environments.
5		Empathy reflection+summary...preparation for DEFINE phase
6		DEFINE phase
7		Ideating Continue the Design Challenge and learn how to brainstorm effectively. Encourage exploration and foster spaces for brainstorming.
8		Prototyping Continue Design Challenge #1 and learn how to create effective prototypes Start giving constructive feedback to classmates and teammates
9		Testing+Iteration Finish Design Challenge #1 and iterate prototypes and ideas through user feedback Evolve ideas and prototypes through user feedback and constructive criticism. Get peer feedback on individual and group performance
10		Reflection
11		Final presentations + guest lecture
12		Ceremony

Reading (TBD on what days)

- Design: Chapters 1-7
- HBP: "Design Thinking," by Tim Brown, *Harvard Business Review*, June 2008
- HBP: "Informing Our Intuition: Design Research for Radical Innovation," by Jane Fulton Suri, *Rotman Magazine*, Winter 2008
- HBP: "Re-Framing Opportunities: Design Thinking in Action," by Jeanne Liedtka, Andrew King and Kevin Bennett, *Rotman Magazine*, Fall 2013
- "Question Everything," by Roberta Cruger, *HowDesign*, June 2007:
<https://www.ideo.com/images/uploads/news/pdfs/QuestionEverything.pdf>

GRADING SYSTEM

Students acquire points by actively participating in class. In class, students are expected to come prepared to work on exercises and share relevant current events. Online via course page and course blog, students are expected to submit contributions to discussion topics, check the calendar for updates, review course materials as needed and take interactive quizzes and surveys as directed.

<i>Class Assessment and Deliverables Assessment/Assignment</i>		<i>Deadlines</i>
Participation (individual)	10%	
Final report (reflection paper-individual)	30%	
Group presentation	60%	
TOTAL	100%	

<i>Distrubution</i>		<i>ECTS</i>
Lectures	45	1,66
Final report	30	1,12
Group work + presentation	60	2,22
TOTAL	135 hours (5 ECTSx27 hours)	5

DESCRIPTION OF KEY COURSE ELEMENTS

1. Participation

Regular class attendance and online contributions are expected; failure to actively participate will result in loss of points. Students will be required to participate in class through exercises actively. A variety of exercises will be used throughout the semester to develop individual strengths and cater to the different learning styles of the class. Students who consistently come to class lectures and exercises will benefit from practicing techniques necessary for performing well on graded elements of the course.

2. Report + presentation

The final report will count as 30% of the final grade. Final presentation – will count as 60% of the final grade. This should represent a significant effort of three weeks working on design thinking methodology. Without a final report and presentation, you cannot pass the course.

STUDENT RESPONSIBILITIES DURING THE COURSE

Individuals enrolled in this course are upper-level students. They actively participate in online and offline course activities and take ownership of their own learning. As responsible adults, they approach the assignments of this course with integrity and professionalism. They understand that their success is tied to their open and clear communication with the instructors, assistants, guest speakers, clients, and peers.

If for some reason a student is unable to fulfill the criteria above, they must notify the professor in writing within the first three sessions of the summer school, to be considered for any exceptions.