



CAPILANO UNIVERSITY

COURSE OUTLINE			
TERM:	Fall 2020	COURSE NO:	DSGN 325
INSTRUCTOR:		COURSE TITLE:	Design Thinking and Research
OFFICE:	LOCAL:	SECTION NO(S):	CREDITS: 3.0
E-MAIL:			
OFFICE HOURS:			
COURSE WEBSITE:			

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE FORMAT

60 hours classroom instruction over 15 weeks.

COURSE PREREQUISITES

50 IDES/DSGN credits.

CALENDAR DESCRIPTION

This course examines how design thinking is used to identify new solutions to diverse problems. Using a case study approach, students explore ways that design thinking has been successfully used around the world, and how cultural differences can influence design. The emerging field of design research is explored, including the value of evidence-based design; how ethnographic research can uncover audience values; and how these values can be integrated into the language of design.

COURSE NOTE

DSGN 325 is an approved Self and Society course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

Brown, Tim. *Change by Design, How Design Thinking Transforms Organizations and Inspires Innovation*, HarperBusiness. (Revised & Updated.)

IDEO. *The Field Guide to Human Centred Design*. Second edition. Free download from ideo.org.

Details on *recommended* texts and readings, if any, will be supplied by the instructor.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- Define design thinking;
- Describe how design thinking can produce solutions to diverse problems;
- Identify and describe different research methodologies used in the visual communication industry;
- Identify a variety of research strategies, tactics, and processes used in research-driven design solutions; and
- Develop documentation of research for the analysis, application, and dissemination of findings for visual communications solutions.

Students who complete this Self and Society course will be able to do the following:

- Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies;
- Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society;
- Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change; and
- Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures.

COURSE CONTENT

Week	Content/Lecture	Assignments	Due
Week 1	OUTLINE, BRIEF AND ORIENTATION What is Design Thinking and Research? Process overview, examples and case studies. Mini 1 hr workshop. Form teams.	1. Reading Reviews x 12 2. Presentations & Assignments x 4	Various Dates
Week 2	INTRO TO HUMAN CENTERED DESIGN Exploration of Research Techniques and how they can be used to empower design thinking. Case study examples. Mini 1 hr workshop.	3. Workshops x 8	Various Dates
Week 3	START OF THE DESIGN CHALLENGE DISCOVERY PHASE: Research methods. Create a Hypothesis/project brief. Framing the design challenge/plan.	4. Milestone & Final Presentations	Various Dates

Week	Content/Lecture	Assignments	Due
Week 4	DISCOVER PHASE: Methods to know the people and context. Create a research plan. Ethnographic/observational. Qualitative/quantitative. Interviews. The difference between market research and design research.		
Week 5	DISCOVERY PHASE: Methods for interpreting and synthesizing. How to conduct research. Identify interview targets. Competitive/comparative analysis.		
Week 6	DISCOVERY PHASE: Seeking the unmet need. The use of empathy – the designer’s secret weapon. Observe the ordinary. Creating a brand strategy. The role of storytelling.		
Week 7	DISCOVER PHASE: Presentations and feedback. Planning for next phase. The role of design thinking in business.		
Week 8	IDEATE PHASE: Brainstorming & collaboration methods – building on the ideas of others. Concept development. Case studies and examples.		
Week 9	IDEATE PHASE: Presentations and feedback. Sprint based iteration. Plan for the next phase.		
Week 10	IDEATE PHASE: Wrap-up.		
Week 11	EXPERIMENT PHASE: Prototype and refine methods. Rapid prototyping workshop.		
Week 12	EXPERIMENT PHASE: Multi-team workshops. Storytelling and role playing.		
Week 13	EXPERIMENT PHASE: Presentations and feedback. The importance of presentation skills – public speaking.		

Week	Content/Lecture	Assignments	Due
Week 14	TEST & IMPLEMENT PHASE: Improve and implement solutions. How to create a pitch.		
Week 15	TEST & IMPLEMENT PHASE: Final Presentations (Pitch Style). Group discussion and evaluation. CLOSE: Overview of process, methods and tools. 360 review. Design thinking's greater role. Discussion: The future and value of design thinking. Design activism.		

EVALUATION PROFILE

1. Reading reviews (2.5% each)	25%
2. Presentations & Assignments (6% each)	24%
3. Workshops (2% each)	16%
4. Milestone & Final Presentation	20%
Participation	15%
Total	100%

Participation

Students will be evaluated on the frequency and relevance of their comments, questions, observations and discussions of weekly course content; on their active engagement in in-class assignments; on their completion of required lab hours (if any) and on their work-in-progress, at 1% per class or to a maximum of 15% of the course grade.

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

If a course contains assignments, 20% will be deducted from the assignment grade for each period of 1 to 7 days that an assignment is late, unless prior arrangements have been made with the instructor.

Missed Exams/Quizzes/Tests etc.

Missed exams, quizzes and tests (if any) will be assigned a grade of zero. Make-up exams, quizzes and tests are generally given only in medical emergencies or severe personal crises, at the discretion of the instructor.

Attendance

Students are expected to attend all classes and associated activities. Students who are absent for more than three classes without the permission of the course instructor will fail the course. Students must inform the instructor and program assistant by email if a class will be missed.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class time for course-related purposes only.

On-line Communication

Instructors and students should communicate using their official Capilano University addresses.

UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

PROGRAM OPERATIONAL DETAILS

Punctuality/Penalties for Lateness

Punctuality is essential. Students more than 15 minutes late for class, or students who leave early without instructor permission, risk being marked absent.

Professional Behaviour

Students should demonstrate a professional attitude and behaviour towards their work, their fellow students and their instructors. Reliability, a willingness to work cooperatively under sometimes difficult conditions, and a determination to achieve quality work to deadlines are all expected. Students must respect equipment and procedures, and should be receptive to constructive criticism of their work.