

Course Outline (Higher Education)

School:	School of Arts
Course Title:	INTRODUCTION TO DESIGN THINKING
Course ID:	COMDT1001
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	100501

Description of the Course :

Design thinking is an iterative problem solving process of discovery, ideation, and experimentation that employs designbased techniques to gain insight and yield innovative solutions for virtually any type of organizational or business challenge. The word "design" has traditionally been used to describe the visual aesthetics of objects such as books, websites, products, architecture, and fashion. Yet increasingly design as a discipline is expanding to include not just the shaping of artifacts but also the ways people interact with systems, services, and organizations. As the challenges and opportunities facing society grow more complex, and as stakeholders grow more diverse, an approach known as "design thinking" is playing a greater role in finding meaningful paths forward.

In Introduction to Design Thinking students will be introduced to the fundamentals of the design thinking approach. Case studies from different organizations that use design thinking to understand design process and outcomes are examined. Students will unpack each step of the design thinking process and become familiar with the design thinker's toolkit. An overview of design thinking is provided and students will work with a model containing tools to help them understand design thinking as a problem solving approach.

Grade Scheme: Graded (HD, D, C, etc.)

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks..

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

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Knowledge:

- K1.** Understand the role of design thinking in innovation and problem solving activities.
- K2.** Explore the role and significance of critical evaluation and active reflection in the creative process.
- K3.** Collaborate and engage actively in iterative design thinking process.

Skills:

- S1.** Work effectively in teams.
- S2.** Apply design thinking techniques and visual ethnographic research skills to the design process.
- S3.** Develop and define an actionable problem statement from the research.
- S4.** Generate multiple ideas through ideating and visual brainstorming.
- S5.** Build and test a prototype to explore the concept for evaluation and elicit feedback.
- S6.** Apply feedback and refine product to resolve model.
- S7.** Present and communicate concepts in an articulate and engaging manner.

Application of knowledge and skills:

- A1.** Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas.
- A2.** Collaborate, contribute and use skills for teamwork, problem-solving and risk-taking.

Course Content:

In this course students will be introduced to the fundamentals of the design thinking approach. Case studies from different organizations that use design thinking to understand design process and outcomes are examined. Students will unpack each step of the design thinking process and become familiar with the design thinker's toolkit. An overview of design thinking is provided and students will work with a model containing tools to help them understand design thinking as a collaborative problem solving approach.

Values:

- V1.** Develop an empathic approach to collective problem solving
- V2.** Develop a willingness to explore and take creative risks
- V3.** Respect and practice professional and responsible behavior in the workplace
- V4.** Appreciate and respect various attitudes and values within contemporary creative practice.

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	Understand design thinking as a way of gaining insight and yielding innovation solutions for virtually any type of organizational or business challenge. Develop skills as visual thinkers and problem solvers through discussion, reflection and collaborative projects.	High

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Attribute	Brief Description	Focus
Critical, creative and enquiring learners	Students will understand the potential and use of design thinking as a problem solving approach.	High
Capable, flexible and work ready	Students will be able to apply design thinking to the shaping of artefacts and interactions with systems, services, and organisations.	Medium
Responsible, ethical and engaged citizens	Students will apply empathetic listening and problem solving approaches to projects.	Medium

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K3, S2, S3, A1	Group Project: Individual progress report midway through the semester	Report	20-40%
K1, K2, K3, S1, S2, S3, S4, S5, S6, S7, A1, A2	Group Project: Over the course of the semester, students will work in groups on an agreed upon design project/articulated problem. Assessment will be built around the group work on that project as well as individual reflections on the process and learnings. Group presentation on process and final product	Group presentation	40-50%
K1, K2, K3, S2, S3, S4, S5, S5, S6, A1, A2	Maintain a personal design journal with reflections throughout the semester. This journal will include: individual reflections on the process of the group project as followed through the five iterative design levels; On-going personal reflection on learnings throughout the process.	Reflective journal	20-30%

Adopted Reference Style:

Chicago