

Course Outline (Higher Education)

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| Faculty: | Faculty of Education and Arts |
| Course Title: | DESIGN THINKING: A CREATIVE APPROACH TO PROBLEM SOLVING |
| Course ID: | FEAFN2002 |
| Credit Points: | 15.00 |
| Prerequisite(s): | Nil |
| Co-requisite(s): | Nil |
| Exclusion(s): | Nil |
| ASCED Code: | 129999 |

Description of the Course :

Design thinking is an iterative problem solving process of discovery, ideation, and experimentation that employs design-based 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 Design Thinking: A Creative Approach to Problem Solving, students will develop skills as ethnographers, visual thinkers, strategists, and storytellers through a hybrid of seminar discussions and collaborative projects. 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. Over the course of the semester, students will directly apply what they have learned to public service and social entrepreneurial challenges about which they are passionate by producing a product in response to an articulated problem.

Grade Scheme:

Graded (HD, D, C, etc.)

Program Level:

| AQF Level of Program | | | | | | |
|----------------------|---|---|---|---|---|----|
| | 5 | 6 | 7 | 8 | 9 | 10 |
| Level | | | | | | |
| Introductory | | | | | | |
| Intermediate | | | ✓ | | | |
| Advanced | | | | | | |

Learning Outcomes:

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Knowledge:

- K1.** Examine and explore how design thinking and design processes are applied in 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 of increasing sophistication.
- A2.** Collaborate, contribute and use skills for teamwork, problem-solving and risk-taking.

Course Content:

Topics may include:

- Overview of design thinking: theory and practice
- Design thinking model and toolkit
- Case studies from different organizations that use design thinking
- Work collaboratively on a project
- Stages of iterative design:
 - Understand the design thinking process
 - Observe the setting
 - Synthesise: define the problem
 - Ideate: create ideas
 - Prototype: develop project plan
 - Iterate: implement and evaluate project (Evans, B, 2015, Outline of the design thinking model in Anderson, Adam, Petray, Taylor & Otto, 2015. Design-thinking frameworks as transformative cross-disciplinary pedagogy. p. 41).

Values:

- V1.** Develop empathy.

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.

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| Attribute | Brief Description | Focus |
|---|---|-------|
| Knowledge, skills and competence | Understand design thinking as a way of gaining insight and yielding innovative solutions for virtually any type of organizational or business challenge. Develop skills as ethnographers, visual thinkers, strategists, and storytellers through a hybrid of seminar discussions and collaborative projects | High |
| 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 artifacts and interactions with systems, services, and organizations | High |
| Responsible, ethical and engaged citizens | Students will apply empathetic listening and problem solving to public service and social entrepreneurial challenges in response to articulated problems | High |

Learning Task and Assessment:

| Learning Outcomes Assessed | Learning Tasks | Assessment Type | Weighting |
|--|---|--|-----------|
| K2, K3, S2, S3, A1 | Individual mid-point progress report | Report | 5-15% |
| K1, K2, K3, S2, S3, S4, S5, S5, S6, A1, A2 | Personal Journal, reporting on the process followed through the five iterative design levels, including ongoing personal reflection on learning | Personal design journal with reflections | 35-45% |
| K1, K2, K3, S1, S2, S3, S4, S5, S6, A1, A2 | Group presentation on process and final product | Group presentation | 35-45% |
| K4, A1, A2, S7 | Presentation skills (final group presentation) | Group presentation | 5-15% |

Adopted Reference Style:

APA