



Design Thinking

Module Coordinator	Dr Jake Byrne, School of Education / Academic Director, Tangent Dr Daniel Rogers, Education Lead, Tangent, Trinity's Ideas workspace
What will you learn from this Elective?	<p>About Tangent, Trinity's Ideas Workspace</p> <p>Tangent, Trinity's Ideas Workspace offers a suite of certified and professional education programmes that aim to motivate and inspire students, academics and industry professionals. We provide a space where individuals can collaborate, develop ideas and cross disciplinary boundaries. Our team of academics and industry experts provide transformational learning experiences to facilitate personal and professional growth and enable the translation of knowledge and ideas into innovative products, services and policies of the future.</p> <p>Design Thinking – Module Aims</p> <p>Challenges faced by our society impact everyone. Different disciplines provide a unique lens through which these challenges can be addressed. This module provides a platform for multiple disciplines to learn about and collaborate on projects that address our societal challenges using the established framework of Design Thinking. These challenges may include climate change, food security, migration and conflict. Design thinking, has its roots in industrial design and engineering, but borrows from a variety of disciplines, including ethnography, computer science, psychology, organisational learning and business. Students who participate in this module will have the opportunity to explore looking at problems from these alternative perspectives, how they might impact their own discipline, and how their discipline might inform the solution. To achieve this, students will work within multidisciplinary teams on projects that are not necessarily aligned to their area of expertise. Students will be encouraged to reflect on this experience to better understand their own preferred learning environment and behaviours. Skills related to critical thinking will be developed in students in order to ensure high quality outcomes.</p> <p>The syllabus for this module is informed by research and best practice internationally in the area of Design Thinking.</p>
Student Workload	4 x 2-hr online sessions; 6 x 2-hr workshops; 40 x hrs project work 65 hours of independent study (including online engagement and application elements of online sessions)
Assessment Components	60%: Team project. Using Design Thinking to address societal challenges. In teams of 5, students are required to apply the Design Thinking methodology to one of the following societal challenges: a) Poverty b) Climate change or c) International conflict. Project deliverables are communicated through a short presentation (5-7 minutes) worth 15% and a project report (2000 words) worth 45%.

Indicative Reading List

20%: Personal Reflection (800 words): The depth, honesty and richness of the reflection provided using recognised models of reflection and appropriate grading criteria / rubrics; e.g. for descriptive, critical and dialogic reflection. Particular attention will be sought for changes in beliefs, attitudes and values.

20%: Engagement and Participation in online discussion: The quantity and quality of engagement in online discussion and material will be assessed in line with the learning outcomes. The quality of engagement will be assessed using appropriate grading criteria / rubrics; e.g. for relevance, peer regulation and feedback.

Evans, D., & Burnett, B. (2016) *Designing Your Life*.

Kumar, V. (2012). *101 design methods: A structured approach for driving innovation in your organization*. John Wiley & Sons.

Brown, T. (2009). *Change by design*.

Patnaik, D. (2009). *Wired to care: How companies prosper when they create widespread empathy*. Ft Press.

KELLEY, T. A. (2001). *The art of innovation: Lessons in creativity from IDEO, America's leading design firm* (Vol. 10). Broadway Business.

T. Brown and J. Wyatt, "Design thinking for social innovation," *Develop. Outreach*, vol. 12, no. 1, pp. 29–43, 2010.

H. Plattner, C. Meinel, and L. Leifer, *Design Thinking: Understand—Improve—Apply*. Heidelberg, Germany: Springer, 2010.

Learning Outcomes

On successful completion of this module, students should be able to:

1. Demonstrate development of skills in empathy, problem definition, idea generation and prototype development.
2. Reflect on how Design Thinking could be applied within a wide variety of contexts (including their own discipline).
3. Work effectively within a multidisciplinary context.
4. Appraise the value of Design Thinking to specific complex problems.
5. Articulate the value of proposed solutions in a meaningful and concise manner.