



ARTS 549.801 – Studio 9 / User-centered Design Experience
COURSE SYLLABUS: Summer I – 2015

Instructor: Raul Varela

Class Meeting Times: Monday and Wednesday: 6:00pm - 10:00pm (6/8/2015 thru 7/9/2015)

Class Meeting Location: UCD

Consultation Hours: Monday – Friday, 9am-6pm (by appointment only)

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COURSE DESCRIPTION

Design Thinking is a common catchphrase in our society’s quest for social innovation. According to Tim Brown, President and CEO of IDEO “Design thinking is a human—centered approach to innovation that draws from the designer’s toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success.”

This course will explore design thinking and how it can be used for social innovation. Weekly case studies related to human centered design processes will be read and analyzed. Process is a key part of this 4-week course as students will be required to tap into their own creative processes and tacit knowledge in a team-based environment. Finding a solution to a “social problem” in the Dallas area that promotes transformative change will be the goal of this class.

Students are expected to use design thinking tools to identify a problem, build empathy for that problem, create user personas, explore and develop ideas; and document the process. A presentation will be given to a panel of individuals who represent the user personas created in the process.

STUDENT LEARNING OBJECTIVES

1. Identify problems in need of social innovation
2. Assess and evaluate human-centered design case studies
3. Examine how empathy can solve design thinking problems
4. Apply human centered design processes through a collaborative team-based approach
5. Utilize ethnography to assess potential solutions to social problems
6. Gather necessary data and other related information to build effective user personas
7. Implement design-thinking tools and methodologies to solve real social problems
8. Document process while proposing a social innovation solution

A T T E N D A N C E

You may be absent from class twice.

- On your first absence you will receive an e-mail warning, which is copied to Lee Whitmarsh.
- On your second absence you will receive an e-mail and you will be contacted by Lee Whitmarsh.
- On your third absence you will receive an F in the class. If you wish to drop the class you will receive a drop/fail.

- Two tardies of 20 minutes or more equals an absence.
- A tardy of 60 minutes equals an absence.
- Two late returns from break of more than 10 minutes equals one absence.
- If a student is OVER 10 MINUTES late for the final, a full grade will be deducted from his or her final grade.
- If a student does not show up for the final they automatically fail the class.

There is no distinction between excused and unexcused absences.

C O U R S E R E Q U I R E M E N T S

Instructional / Methods / Activities Assessments:

A willingness to participate and collaborate will be a key component in a productive and positive outcome for each student. It is the job of the student to follow the schedule and adhere to it on a weekly basis. The role of the professor and the class is to respond to the work that is brought in week-by-week and comment, direct, expand on, and suggest possible areas for further research.

G R A D I N G

Grades will be assigned according to the following scale:

- A** Work well above the general class level, evidence of participation in related activities outside of the classroom, thoughtful participation in classroom discussion and critique
- B** Work above the general class level, participation in classroom discussion and critique
- C** Average work, minimal requirements met
- D** Work below class average, lack of participation and/or poor attendance
- F** Inferior work, work not turned in, failure to attend class

In addition to a major project, students final grade will also be based on critique participation and application, work ethic, and attitude. These specifications are applied with the following percentages

1. Team effort on social innovation project50.0%
2. Team Presentation25.0%
3. 4 case studies15.0%
5. Attitude and Participation10.0%

ACADEMIC INTEGRITY AND PLAGIARISM

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. “Academic dishonesty” includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement: In addition to classroom time, you are welcome to call or email me at any time with questions or concerns (raul@highbandwidth.com or 972-672-8401). Announcements from the University will come to you through its network.

TECHNOLOGY REQUIREMENTS

Home computer or laptop with graphics and presentation software or access the lab.

ACCOMODATIONS FOR ADA ELIGIBLE STUDENTS

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services | Texas A&M University-Commerce
Gee Library, Room 132 | Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148 } StudentDisabilityServices@tamu-commerce.edu

STATEMENT ON STUDENT BEHAVIOR

All students enrolled at the University shall follow the tenet of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct).

All students must show respect toward the instructor and the instructor's syllabus, presentations, assignments, and point of view. Students should respect each others' differences. If the instructor determines that a student is not being respectful towards other students or the instructor, it is the instructor's prerogative to ask the student to leave, to refer the student to the department head, and to consider referring the student to the Dean of Students who may consider requiring the student to drop the course. Please refer to pages 42 – 46 of the Texas A&M University-commerce Student guidebook's Codes of Conduct for details.

STUDENT CONDUCT/CITIZENSHIP

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook). Students are expected, at all times, to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time and effort toward the educational process.

REQUIRED READINGS

There are no required textbooks for this class. Instead, students will download, read and analyze four Harvard case studies. Case studies are meant to inform the process and support your learning outcomes. Students will also use the Field Guide to Human-Centered Design to guide their process of social innovation.

CASE STUDIES

1. Week 1: **Observe First, Design Second: Taming the Traps of Traditional Thinking**
2. Week 2: **Ten Tools for Design Thinking**
3. Week 3: **Re-Framing Opportunities: Design Thinking in Action**
4. Week 4: **Empathy on the Edge: Scaling and Sustaining a Human-Centered Approach to Innovation**

RECOMMENDED BOOKS

- Field Guide to Human-Centered Design *by IDEO*
- Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation *by Tim Brown*
- Design Thinking for Strategic Innovation: What They Can't Teach You at Business or Design School *by Idris Mootee*
- Solving Problems with Design Thinking: Ten Stories of What Works *by Jeanne Liedtka*