



ARTS 549 801 41896 / Studio 9: User Design Experience
COURSE SYLLABUS: Summer 1 2024

Instructor: Raul Varela

Class Meeting Times: Wednesday 6:15pm - 10:00pm (6/5/2024 through 7/3/2023)

Class Meeting Location: 8750 N. Central Expressway, 19th Floor • Dallas, TX 75231

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

Phone: 972.672.8401 (Communication Response Time: 24 hours)

School Email: raul.varela@tamuc.edu

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 “virtual” 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

COURSE INFORMATION

RESEARCH SOURCES

1. Various sources identified through the student's individual research
2. Academic texts, peer-reviewed articles, scholarly papers, accessed either through brick-and-mortar libraries or online in scholarly databases, such as JSTOR.
3. Other major design university MFA archives (SVA, VCU, Stanford D-school)
4. AIGA archives
5. Publications: *Entrepreneur*, *Forbes*, *Harvard Business Review*, *Wall Street Journal*, *Strategy*, *Red Herring*, *Fast Company*, *Inc. Magazine.*, *Fortune*, *TIME*, etc.
6. Media: Broadcast news channels, credible newspapers or magazines such as CNBC or Bloomberg
7. Anything, anywhere that is relevant to your topic (recorded interviews, ethnography, etc.)
8. NOT Wikipedia!!!!

TAMU PRIMARY DATA SOURCES

<http://tamuc.libguides.com/busref>

This online research guide for your areas of study was put together by our business and marketing specialist. It includes contact info, various applicable library databases and how to get to them.

MARKET PRIMARY DATA SOURCES

1. <http://www.marketresearch.com>
2. <http://www.census.gov>
3. <http://www.data.gov>
4. <http://www.gallup.com>
5. <http://www.mintel.com>

ATTENDANCE

- FIRST ABSENCE: The student will receive an email from Christi Spruill and a copy goes to the instructor-Lee
- SECOND ABSENCE: The student will receive an email from Christi Spruill and a copy goes to the instructor-Lee
Lee will contact the student.
- THIRD ABSENCE: Lee emails the student that they have failed the course.
- Two tardies equals one absence
- A tardy of 60 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.

COURSE REQUIREMENTS

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.

GRADING

Grades will be assigned according to the following scale:

A — 90-100

Work well above the general class level, evidence of participation in related activities Outside of the classroom, thoughtful participation in classroom discussion and critique.

Superlative work: careful attention to craft and presentation. Originality of idea and execution work together. Goes beyond merely solving the problem – one who performs at this level is visibly outstanding, work is outstanding in every respect.

B — 80-89

Work above the general class level, participation in classroom discussion and critique.

Fine work: A few minor changes could have been considered and executed to bring piece together. Goes beyond merely solving the problem. Above average: solution to the problem and idea well planned. Execution is well done.

C — 70-79

Average work, minimal requirements met

Average or a bit above: Slipping in levels of originality, craft and presentation. The piece does not work well as a unified whole or statement, yet effort was made. You have solved the problem but in a relatively routine way.

D — 60-69

Work below class average, lack of participation and/or poor attendance

You have solved the problem but there is much room for improving your skills and developing your concepts further. You have neglected the basic craftsmanship skills and breadth and depth of idea development. You were unable to meet mini deadlines. Represents careless and/or incomplete effort. Work is substandard.

F – 0-59

Inferior or unacceptable work and effort, work not turned in, or failure to attend class.

In addition to exercises and projects, your 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 project 50.0%
- 2. Team Presentation 25.0%
- 3. 4 case studies 15.0%
- 5. Attitude and Participation 10.0%

ACADEMIC INTEGRITY

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

- Scholastic dishonesty will not be tolerated in any class -related activity.
- Scholastic dishonesty includes, but is not limited to, the submission of someone else’s materials as one’s own work.
- Scholastic dishonesty may involve one or more of the following acts: cheating, plagiarism, or collusion.
- Plagiarism is the use of an author’s words or ideas as if they were one’s own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation. Cite your references.
- Cheating is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, copying computer or Internet files, using someone else’s work for assignments as if it were one’s own, or any other dishonest means of attempting to fulfill the requirements of a course.
- Collusion is intentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, providing a paper or project to another student, providing an inappropriate level of assistance, communicating answers to a classmate during an examination, removing tests or answer sheets from a test site and allowing a classmate to copy answers.
- Academic dishonesty could result in expulsion from the University

INSTRUCTOR CONTACT AND RESPONSE TIME

Office: Adjunct Office

Office hours: Please make an appointment by sending an email to raul.varela@tamuc.edu

Please use your university email as your primary source of contact. If your email is more than a short paragraph, please consider making an appointment.

Communication from students will be responded to within a reasonable time during the work week.

Weekend communication will be handled the next business day unless noted. Due to the high volume of email that is received an important message may be missed, if an important email has not been responded to in 2 days, please send again.

HANDBOOK & SAFETY

While the online manual covers specific issues related to the Department of Art, Texas A&M University-Commerce policies must also be followed. All users of Department of Art (DOA) classrooms and facilities are required to follow the health and safety guidelines outlined in this manual at all times. Report any safety issues IMMEDIATELY to your instructor(s), Teaching Laboratory Specialist, or to the DOA Health and Safety Liaison. Each course instructor will discuss their area's inherent risks, procedures, and policies to provide the student with informed consent. These will be reviewed verbally at the start of each semester.

A link to the online Handbook: <http://sites.tamuc.edu/art/resources/healthandsafety/>

Students that meet in face-to-face Department of Art courses must complete the online form for each course they attend. A link to the online form: <http://dms.tamuc.edu/Forms/ArtLabPolicy>

*This must be completed on-campus while using the University Wi-Fi or ethernet connections.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.html

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

LAB INFORMATION

Use your university login information to work on the machines.

Please use your USB drive as a storage device and for transport only, it is not an additional hard drive.

You are responsible for keeping up with your files. When arriving in class:

- 1) Insert USB drive
- 2) Copy your work to the 310 folder
- 3) Remove your USB drive
- 4) Work and enjoy class or lab time
- 5) Insert USB drive
- 6) Copy current work on to it

Students may also choose to keep their work on their personal google drive to always have access to their work and be prepared to work in class.

You may not eat in the lab.

Please make sure cell phones are silenced. No headphones on during class.

Do not load any type of personnel software onto these computers. Resist this temptation.

Always leave the lab clean.

A & M - COMMERCE SUPPORTS STUDENT'S MENTAL HEALTH

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

STUDENTS WITH DISABILITIES

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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

NONDISCRIMINATION NOTICE

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

STUDENT CONDUCT

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook below.

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

SYLLABUS CHANGE POLICY

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

CAMPUS CARRY RULE

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

WEB URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

REQUIRED READINGS

There are no required textbooks for this class. Instead, you will download 5 Harvard case studies listed below. Your cost will be minimal. A link to download the case studies will be provided by the instructor on the first day of class. These readings will inform your weekly assignments and support your learning outcomes. You are required to read all case studies and discuss their application to your project. All case study analysis and discussion will take place on a course management website called Schoology.

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*

COURSE OUTLINE / WEEKLY ASSIGNMENTS

This is a schedule of assignments and deadlines for the entire semester. Bring it with you to every class. If an adjustment becomes necessary, an announcement will be made during class. It will be your responsibility to adjust your copy of the schedule. If you are absent, it is your responsibility to check with a classmate or contact the instructor for schedule revisions. Failure to turn in EVERY assignment in accordance with the class schedule will negatively affect your final grade. All projects are due on the dates noted below. NO late projects will be accepted for grading. You are responsible for turning in work on time regardless of attendance.

CLASS CALENDAR

THE PROCESS – WEEK 1

CLASS 1: Deep diving

Deep dive on social issues that you are passionate about in Dallas or surrounding areas. The problems are all around us.

Discover opportunities by doing the following:

1. Do some research on local non-profits to help you identify the problems
2. Browse local media to understand some of the problems we are facing in our community
3. Talk to people you know who are involved with social issues on a local level
4. Go to <http://www.volnow.org> or <http://greatnonprofits.org/city/dallas/TX> to help you identify organizations instigating change. Could you collaborate with a local non-profit and apply design thinking to their efforts?

ASSIGNMENT

1. Watch ALL the videos and click all the links from Page 7 to 10. Be inspired!
2. Download your case studies: <https://hbsp.harvard.edu/import/1179074>

ASSIGNMENT: Read Case Study 1

Observe First, Design Second: Taming the Traps of Traditional Thinking

Provide a one- page analysis by the end of the week and post in discussion board: What did you learn from this case study? Share any relevant insight. How can you apply what you learned into your human centered design process.

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CLASS 2: Planning your approach

We will use the *FIELD GUIDE* (Pages 31 to 37) in class to do the following:

1. Frame your design challenge (Page 31-33)
2. Create a project plan (Page 34)
3. Designate team roles (Page 35)
4. Think about subject matter experts you will need to talk (Page 36)
5. Identify secondary research to gain knowledge (Page 37)

ASSIGNMENT

Polish your workplan and read the research over the weekend

THE PROCESS – WEEK 2

CLASS 3: Interview questions and strategy

We will use the FIELD GUIDE (Pages 39 to 72) in class to do the following:

- 1. Develop the interview questions (Pages 39-41)
- 2. Discuss, define and setup your knowledge groups (Pages 42-44)
- 3. Define interview strategies for knowledge groups (Page 45-72)

ASSIGNMENT: Read Case Study 2

Ten Tools for Design Thinking

Provide a one- page analysis by the end of the week and post in discussion board: What did you learn from this case study? Share any relevant insight. How can you apply what you learned into your human centered design process.

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CLASS 4: Ethnography and interviews

We will use the ETHNOGRAPHY PRIMER in class to do the following:

- 1. Conduct field study and observe (Ethnography)
- 2. Q&A knowledge groups during class or outside of class.

ASSIGNMENT

- 1. Continue ethnography. Continue Q&A with knowledge groups.

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THE PROCESS – WEEK 3

CLASS 5: Downloading knowledge

We will use the FIELD GUIDE (Pages 77 to 80) in class to do the following:

- 1. Download your learnings (Page 77)
- 2. Share inspiring stories. (Page 78)
- 3. Discuss ideas (Page 79)
- 4. Find themes (Page 80)

ASSIGNMENT: Read Case Study 3

Re-Framing Opportunities: Design Thinking in Action

Provide a one- page analysis by the end of the week and post in discussion board: What did you learn from this case study? Share any relevant insight. How can you apply what you learned into your human centered design process.

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CLASS 6: Creating the framework

We will use the FIELD GUIDE (Pages 81 to 87) in class to do the following:

- 1. Create insight statements (Page 81-83)
- 2. Explore your hunch (Page 84)
- 3. Discuss opportunities (Pages 85-87)

ASSIGNMENT

- 1. Get together with your team over the weekend to began creating a framework (Page 89-90)

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THE PROCESS – WEEK 4

CLASS 7: The solution

We will use the FIELD GUIDE (Pages 97 to 102) in class to do the following:

- 1. Bundle ideas (Page 97-98)
- 2. Get visual (Page 101-102)
- 3. Mash-ups (Page 104)
- 4. Develop design principles (Page 105-106)
- 5. Create user personas

ASSIGNMENT: Read Case Study 4

Empathy on the Edge: Scaling and Sustaining a Human-Centered Approach to Innovation

Provide a one- page analysis by the end of the week and post in discussion board: What did you learn from this case study? Share any relevant insight. How can you apply what you learned into your human centered design process.

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CLASS 8: Concepting and prototyping

We will use the FIELD GUIDE (Pages 108 to 121) in class to do the following:

- 1. Decide on the big idea (Page 108)
- 2. Determine rapid prototype (Page 111-121)

ASSIGNMENT

- 1. Get together with your team over the weekend and invite SMEs so you can present your solution to them and their feedback

THE PROCESS – WEEK 5

CLASS 9: Work during class time

Continue work on prototype

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CLASS 10: Solicit feedback

You will present you ideas or prototype to the knowledge expert. Informal is the key. This is not your final pitch.

Consider this your 1st iteration to solicit feedback

1. Get feedback (Page 126)