CO-CREATED SYLLABUS: Updated March 28 2016 (with input from all students)
International Development in Practice II: Advanced Topics and Applications
Spring 2016

POLS 30596

Class time: Tuesday/Thursday 9:30-10:45 a.m.
Location: O'Shaughnessy 208 (& many other locations on campus)
Office hours: Wed 3-5 p.m. & Fri 3-5 p.m.
Kellogg Institute for International Studies
130A Hesburgh Center
Facilitator: Steve Reifenberg (574) 631-0517 sreifenb@nd.edu

Course Description

This *Advanced Topics and Applications—International Development and Design Thinking* course is highly interactive 'co-creation' seminar, where the instructor and students will engage in creating and teaching a new course. The broad theme for the course will be applying "design thinking" — a human-centered, team-based approach for discovering new opportunities and for solving problems — to critical international development challenges.

Together the students and instructor will learn about design thinking, and apply design thinking concepts to 1) course design, 2) international development challenges, and 3) real world problems and opportunities.

This class builds on the knowledge and practical skills developed in POLS 30595, *International Development in Practice: What Works in Development*. Participating students will take an active role in co-creating with the instructor the substantive content of the course as well as teaching the class. Based on student interest and extensive dialogue and coordination, the course will be organized around four modules: 1) effective course design and teaching, and design thinking; 2) conceptualizing design thinking; 3) transitioning from theory to practice of design thinking; and 4) putting design thinking to work for development. Each student is part of a team to design one of the modules (2, 3 or 4) and leads one class session within the module that has been jointly identified with peers and the instructor.

Students will also work in teams with a real world "client" organization to address a development problem or opportunity identified by the client. This Development Advisory Team (DAT) work will build on the existing relationships with leading international organizations such as *L'Arche*, Partners In Health, and *Enseña Chile*, as well as a new client this semester, *Hagamoslo Bien (Mexico)*.

Finally, throughout the semester, the instructor and students will also serve as a consultant to a number of Deans at Notre Dame, as the University explores ways to create new, collaborative, cross-university initiatives to support design thinking at the University. We will make every effort to identify and engage key actors, resources, and physical spaces across the University in this process.

Required course books: Books will be available at the ND Bookstore.

- Tim Brown, *Change by Design, How Design Thinking Transforms Organizations and Inspires Innovation*, Harper Business, 2009
- Tom Kelley and David Kelley, *Creative Confidence: Unleashing the Creative Potential Within Us All*, Crown Business, 2013
- Richard Light, *Making the Most of College*, Harvard University Press, 2001

Course Requirements and Grading

1. Class participation: Students will give feedback to their peers as well as evaluate their own participation (20%)
2. Module design and evaluation of design thinking work on behalf of the University– group effort (20%)
3. Individual teaching: preparation and presentation (20%)
   - Article for LinkedIn Pulse reflection on your teaching – Writing assignment 1
4. Development Advisory Team consulting project (25%)
   - Concept Memo – (2-3 pages, that includes statement of problem/opportunity, approach, proposed final product, and timeline)
   - Individual DAT research paper (3-5 pages) – Writing assignment 2
   - Draft DAT client presentation
   - Presentation of final DAT project to client
   - Final DAT project submission to instructor
   - Self-evaluation and evaluation of team member contribution
   - DAT blog:
     - Old website: http://intldevelopmentinpractice.wordpress.com/
     - New website developed this semester: https://intdev.squarespace.com
5. Final class synthesis (15%) - Writing assignment 3

Writing Assignment:

1. Write an article for LinkedIn Pulse reflecting on one of the following:
   - Some aspect of your experience of this course (including the co-creation model)
   - The substantive focus of your teaching (on international development and/or design thinking)
   - Your experience of teaching or how the teaching experience relates to real world practice

   Other topics can be proposed to instructor. ***This assignment is due no more than a week after your have taught. You should also request written feedback to help improve your article from at least two peers in the class (i.e, everyone in the class should provide feedback to at least two peers).**
   Instructions to write and publish on LinkedIn Pulse:
   - The student publishing site (https://students.linkedin.com/student-publishing) has everything you need to get started

- Suggested topics to write about: https://students.linkedin.com/student-publishing/inspiration_all
- Check out the student editorial calendar: https://students.linkedin.com/student-publishing/inspiration_monthly
- Cornelius McGrath will help publish each article. Whenever you publish, be sure to add #StudentVoices and #NotreDameCo-creation (needs to be confirmed) at the bottom of the post for possible promotion.
- See what other students are writing: https://www.linkedin.com/pulse/channel/studentvoices
- To start writing, click this link: http://www.linkedin.com/today/post/author/createArticle

2. Write a three to five page individual paper on a specific research issue related to your DAT that will help move along your DAT project. **Assignment is due at 11 p.m. on Wednesday, March 16th.** Class time on March 17th will be devoted to discussing your DAT members research and working through some specific DAT challenges.

3. "Final Exam": Write a 5-10 page paper reflecting on the international development and design thinking course and its relevance to your own personal and professional life. Try to integrate some of the different ideas and experiences. How has your thinking about teaching and design thinking changed or evolved? How would you evaluate the experience? Use specific examples and evidence to support your narrative. How have you applied or do you imagine applying or integrating these ideas, skills, and experiences going forward? What are the takeaways from the DAT project? How was your experience with the DAT integrated with the course? If you were redesigning the course, what would you do differently to make it more impactful? **Due at 10:30 am on May 3rd (final exam time slot).**

Attendance Policy: What could me more important than being part of this creative process and attending each session? If you anticipate missing a class or are ill, I expect you to communicate with me (ideally before class) at sreifenb@nd.edu

Office Hours: If established hours are not convenient, I will be happy to arrange an alternative time. It's generally a good idea to send me an email with a specific meeting time.

Code of Honor: Today, as a precondition for admission to the University, all undergraduates pledge: *"As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty."* The website www.nd.edu/~hnrcode/docs/handbook.htm describes the principles, policies and procedures of the Academic Code of Honor.

Module 1: Course Design, Effective Teaching, and Design Thinking

Module Framework:
Module 1 asks students to imagine themselves in the roles of the course instructor and to set learning goals for the course. Reflecting on their own best learning experiences, students discuss effective teaching methods and how these methods may be incorporated into the course. Students gain basic understanding of design thinking and, based on their interests, each student becomes part of a group focusing on one of the three following modules of the course. Additionally, students learn about Development Advisory Team opportunities and form teams to embark on their journeys working in service of their clients.

Tuesday, January 12
1. The Starting Point: Where Are We Going?

> *All that is gold does not glitter,*
> *Not all those who wander are lost.*
>
> J.R.R. Tolkhien

Readings:
Richard Light, *Making the Most of College*, Harvard University Press, 2001
David Kelley How to Build Your Creative Confidence TED talk 2012
<www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence/transcript?language=en>

One-page essays from each member of the class about his or her initial objectives and the area in which each student is interested in teaching and learning more.

- Please read *Making the Most of College*, paying particular attention to three chapters: Introduction, Chapter 4 (The Most Effective Classes) and Chapter 6 (Faculty Who Make A Difference). As you read, consider that, in this case, it is you who is designing the effective class, and it is you who will be the faculty who makes a difference.
- Identify at least three concrete ideas from *Making the Most of College* that you believe might be relevant as we create this new course.

Thursday, January 14
2. Thinking about Design Thinking and Course Design

> *"What was I put on Earth to do?" This book is part of the answer: To reach out to as many people as possible. To give future innovators the opportunity to follow their passions. To help individuals and organizations unleash their full potential – and build their own creative confidence.*
>
> David and Tom Kelley in Creative Confidence

Reading:

Tom Kelley and David Kelley, *Creative Confidence: Unleashing the Creative Potential Within Us All, Crown Business*, 2013, preface & pages 1-35

- Review draft course syllabus.
- What's different about this course syllabus?
- What are our collective objectives?
- What are <u>my</u> personal objectives for this class? How will I know if I am successful in achieving them?

Tuesday, January 19
3. Re-Imagining Course Design

The art of teaching is the art of assisting discovery.

Mark Van Doren

Reading:
L. Dee Fink, *A Self Directed Guide to Designing Course for Significant Learning,* in the book *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* Jossey-Bass, 2003

- Answer as many of the questions from the *Self Directed Guide* as you can before class.
- Are there useful frameworks and ideas in this article for course design?
- Are there insights will you try to take from the *Self Directed Guide* in designing your module? For the specific session you are planning to teach?

Thursday, January 21
4. Effective Teaching

Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water.

Loris Malaguzzi

Reading:
Ken Bain, *What the Best College Teachers Do,* Harvard University Press, 2004 Chapters 2 (pages 22-47) & Chapter 5 (98-134)

- Bring to class one example of what you consider effective teaching and why.
- What do you anticipate will be most challenging about this process of designing the syllabus and teaching a session?
- What are your thoughts for overcoming these challenges?

Tuesday, January 26
5. Design Thinking and Mapping Your Development Advisory Team Project

The surprising, compelling mathematics of innovation: if you want more success, you have to be prepared to shrug off more failure.

David and Tom Kelley in Creative Confidence

Reading:
Tom Kelley and David Kelley, *Creative Confidence*, pages 37-147

- What are the central insights of *Creative Confidence*?
- What relevance do these have for your practical work with your DAT client and on the design thinking opportunities at Notre Dame?
- Assignment: Type up the insights you gained from interviewing your mentor (from the class of 2014) as it relates to course design, DAT, and any other relevant advice provided.

Thursday, January 28
6. Preparing the course syllabus

> *To achieve great things, two things are needed: a plan, and not quite enough time.*
> Leonard Bernstein

- Review the readings to date of Light, Bain, and especially L. Dee Fink.
- Write up your best thinking on your own individual class, including title for class, a quote, up to three learning goals, reading assignment(s) & any other preparatory materials (such as a video), and two or three review questions. (Use this syllabus as a model that includes everything except the explicit learning goals for each class.) Also, think about a useful writing assignment as part of your module.
- During this class you will have a chance to work with others in your module, as well as to formulate connections across modules.

Tuesday, February 2
7. Finalizing the Syllabus

> *No one learns as much about a subject as one who is forced to teach it.*
> Peter Drucker

Reading:
Tom Kelley and David Kelley, *Creative Confidence,* pages 149-256
- What ideas does the *Creative Confidence* give you related to our course design?
- Each module team will present their module, including group learning goals and individual learning goals.

Module 2: Conceptualizing Design Thinking

Module Framework:

Erik Jensen and Dustin Mix start us off with an interactive discussion of the steps in design thinking, analyzing both the strengths and weaknesses of the proces. Ena presents us with a problem- solving workshop and guides us through the full experience of engaging in design thinking. Eryan addresses an essential tool for engaging in Design Thinking in collaboration with a group: visual communication of ideas. Yes, she will have you draw. Finally, Hind confronts us with the real world relevance of design thinking and its shortcomings, in this instance in relation to noticing trends.

Module Learning Goals:

1. Gain comfort in using/ engaging in the design thinking process as a problem solving tool
2. Think innovatively about the communication of ideas
3. Enhance understanding of design thinking strengths and shortcomings
4. Capture a sense of possibilities in design thinking.

Module Learning Process:

1. Interact with individuals and design thinking both in and out of class
2. Engage in discussion, production, and implementation within small and large groups
3. Maximize opportunities for inspiration and problem solving
4. Think critically about the processes occurring

Thursday, February 4 - Dustin Mix and Erik Jensen
8. Design Thinking in Context

> *I like nonsense, it wakes up the brain cells. Fantasy is a necessary ingredient in living,*
> *it's a way of looking at life through the wrong end of a telescope.*
>
> Dr. Seuss

Reading:

Tim Brown and Jocelyn Wyatt, *Design Thinking for Social Innovation*.
IDEO.org, *Bancarización: Bringing a Savings Product to Market*

- As you watch the IDEO.org video, **draw** the Bancomer design project using the three spaces of design thinking described in the article (*Inspire – Ideate - Implement*)
- We ask that you do the sketching exercise that we describe in our class syllabus. BUT, we have rules. We don't want it to be elaborate or time consuming, so we are asking that you draw as you watch and only use the duration of the video to sketch.

Tuesday, February 9
9. Opportunity to work in class on DAT:

Each DAT group should come to class with a one to two page write-up of your DAT project, including 1) problem/opportunity, 2) approach to addressing the issue (with some discussion of how design thinking/creativity is part of that approach) and 3) what success looks like (for you and for your client).

Thursday, February 11
10. No Class.

Tuesday, February 16 - Ena Solórzano
11. Design Project Zero: The Wallet Project

> *You sort of start thinking anything's possible if you've got enough nerve.*
> - Ginny Weasley

*Note: Class is from 9:00am to 10:45am. Location: Hesburgh Center - C103

Learning Goals:

1. To develop creative ideas to design and create prototypes of a wallet for your partner using design thinking.
2. To have a full experience of the design thinking process.
3. To reflect on your experience and begin to feel comfortable with design thinking.

Readings and Pre-work:

1. Read the d.school's *An Introduction to Design Thinking PROCESS GUIDE*
2. Meet with your partner and conduct interviews for up to 1 hour before class on February 16. Read and go over Interview Guideline Document for more instructions.

Guiding Questions:

1. Print out and fill out the first three boxes of the Design Project 0 Package as you go through the Interview. Follow the instructions from Interview Guideline document. Bring this sheet to the workshop on Tuesday.

Thursday, February 18 - Eryan Gwin
12. Visual Communication in Brainstorming

> *I don't want just words. If that's all you have for me, you'd better go.*
> F. Scott Fitzgerald, The Beautiful and Damned

Learning Goals:

1. Learn methods for effective communication through visuals
2. Become comfortable with drawing and diagramming to communicate ideas
3. Practice using drawing and diagramming in a group brainstorming session

Readings and pre-work:

1. Look through Data Visualization pdf
2. Read "Frames, Framing and Reframing"
   (http://www.beyondintractability.org/essay/framing)
3. While you are reading "Frames", map the key ideas. Get creative -- use colors, draw
   causal relationships, include connections to ideas outside of the reading from your own
   experience, highlight what stands out as important to you, etc. The first iteration of this
   will be messy because you'll be diagramming as you go, and you may find that you
   create multiple pages. After you've completed the reading, look over your map(s).
   Consolidate the information and connections you find the most important into one, more
   coherent idea map, on a single 8.5 x 11 sheet of paper. Bring it to class.

Guiding Questions:

1. Describe your experience in creating your idea map.
2. Do you think engaging in mapping these ideas was different than if you had simply read
   the article?

Tuesday, February 23 - Hind Ourahou*
13. Design Thinking Shortcomings.

"Where there is a rise of a dynasty, there is a fall of a dynasty."
- Jeffrey Tjendra

*Note: Please come ready to doubt your DAT plans.

Class learning goals:
1. To understand the shortcomings of design thinking.
2. To understand Albert Otto Hirschman's "Argument about Doubt".
3. To reflect on your DAT plans and decide on where you could design less and think/
   doubt more.

Reading:
   The Gift of Doubt by Malcolm Gladwell
   http://www.newyorker.com/magazine/2013/06/24/the-gift-of-doubt

Guiding Questions:

1. What do you understand by "The shortest line between two points is a dead end"?
2. What relationship does the Hiding Hand have with creativity in Hirschman's perspective?
3. "Colonialism is not Africa's history. Colonialism interrupted Africa's history" Explain this statement through both the Hiding Hand principle and the lenses of development.

Thursday, February 25 – Instructor
14. Module 2 Wrap-up

Module 3: Transitioning from Theory to Practice

Module Framework:

Building off of the first module on theory, Lily and Sarah give a deeper dive into empathy and prototyping, teaching us about those essential parts of Design Thinking. Next, we explore possible constraints. Philisha examines time constraints, and Joel discusses situations which might be resistant to the creative processes of Design Thinking. Finally, Danny reflects on how to get ideas to spread and how this and the preceding modules can inform our DAT projects. This transitions into the next module on practice.

Module Learning Goals:

1. Learn to adapt design thinking process
2. Learn to identify and work through constraints in the practice of design thinking
3. Nurturing skills and mindsets that transcend the process of design thinking, e.g. cross-cultural communication, empathy, dignity, etc.

Module Learning Process:

1. Work in diverse groups
2. Bring students "whole selves" to class
3. Use multidisciplinary approach and solution
4. Start class with a thought-provoking question
5. Build "creative confidence"
6. Be interactive

Tuesday, March 1 – Lily Kang
15. The Transcendent Power of Design Thinking: Empathy and Dignity

"This ability to see yourselves in the faces of others, this daily proximity to their share of troubles--because they exist and we all have them--and their little acts of heroism: this is what enables you to practice the commandment of love, not on the basis of ideas or concepts, but rather on the basis of genuine interpersonal encounter. We need to build up this culture of encounter."

Pope Francis (July 9, 2015)

Learning Goals:

1. Learning techniques to become an empathetic interviewer and observer in the process of design thinking;
2. Understanding how empathy in design thinking relates to development topics such as dignity, agency, and equality;
3. Sharing inspirations with each other about how design thinking can act as a mechanism to cultivate empathy in our communities.

Readings:

- Battarbee, Katja, Jane Fulton Suri, and Suzanne Gibbs Howard. *Empathy on the Edge: Scaling and Sustaining a Human-Centered Approach in the Evolving Practice of Design*. IDEO. <https://www.ideo.com/images/uploads/news/pdfs/Empathy_on_the_Edge.pdf>.
- Watch "The Power of Empathy" by Anita Nowak <https://www.youtube.com/watch?v=BoEC7qMvTFE>
- Closely examine three photos documenting a stranger's belongings, living environment, and treasures. Photos will be sent via email.

Guiding Questions:

1. Based on the three photos, describe the central theme of your observation. What do you think this person value? If you had a chance to interview this person, what is the *one* question you will ask to get to know this person?
2. Summarize your understanding of empathy from the video and the reading and explain the role of empathy in the context of international development.

Thursday, March 3 – Sarah Clark
16. Prototyping in Action

"Prototyping is always inspirational – not in the sense of a perfected artwork but just the opposite: because it inspires new ideas."
– Tim Brown, *Change by Design*

Learning Goals:

1. Participate actively in the process of individual and collaborative prototyping and testing
2. Iteratively apply lessons from prototyping in order to improve projects
3. Analyze the prototyping process as it broadly relates to international development

Reading/Background Materials:

- Chapter 4 "Building to Think" in *Change by Design*
  o Jot down a few ideas from the chapter that you think get at the heart of the prototyping concept and come to class ready to *Build to Think*!

Guiding Questions:

1. What are the most valuable lessons drawn from the process of prototyping?

2. Is this process truly adaptable to different types of ideas? Can you imagine scenarios where prototyping might not work?
3. How can this process be applied to problems in your DAT project?

Tuesday, March 15
17. Workshop with SAP Design Team on DAT Design Thinking at ND

Thursday, March 17
18. Opportunity to work in class on DAT

Tuesday, March 22 – Philisha Mesidor
19. Exploring Constraints: Innovation as a Response to Limited Time

> *Many of life's puzzles can be solved by understanding your time perspective and that of others. And the idea is so simple, so obvious, but I think the consequences are really profound.*
>
> Phillip Zimbardo, *The psychology of time*

Learning Goals:
1. Thinking critically and realistically about time limits and how to adapt the design thinking process in order to reach success.
2. Understanding to which steps of the design thinking process can time constraints be helpful or harmful.
3. Discussing what ways time limitations can affect your DAT project and what can be done to ensure you are using the time efficiently.

Reading:

1) https://hbr.org/2013/02/why-innovators-love-constraint (Harvard Business Review: Why Innovators love Constraints)
2) https://dschool.stanford.edu/wp-content/uploads/2011/03/METHODCARDS2010v6.pdf (Page 32: Imposing Constraints)
3) Tim Brown, *Change by Design,* HarperBusiness, 2009.
    a) Three spaces of Innovation (p.15-21)
    b) Quick and dirty, Enough is enough (p. 89-92)

Guiding Questions:

● Are time constraints always an obstacle to overcome? Are there simple ways that time constraints can help drive innovation?
● How do we decide which steps of design thinking deserves more time than the others? Where do we need more time in order to give our product the best possible result?
● What is the difference between doing design thinking with no time constraint or a severe time constraint? What are the positive and negatives?

Wednesday, March 23rd - Writing on DAT individual contribution DUE at 11 p.m.

Thursday, March 24 – Joel Ostdiek

20. Exploring Constraints: Navigating Cultural Differences in Design Thinking

> *The designer must not be imagined as an intrepid anthropologist, venturing into an alien culture to observe the natives with the utmost objectivity… It's not about "us versus them" or even "us on behalf of them." For the design thinker, it has to be "us with them."*
>
> - Tim Brown

Learning Goals:
1. Unfold whether it is the nature of design thinking to go in and co-create with locals, regardless of their reluctance to the process, or if that is a form of cultural imperialism. Grapple with the tension between trying to teach a new process to people and asserting a process we have deemed as correct upon others.
2. Examine how cultural imperialism can be avoided by employing genuine empathy in the process.
3. Investigate and discuss what steps are necessary to avoid insensitive posturing between the parties involved — not Silicon Valley gurus lending wisdom to the less-informed locals but rather co-creators in the process.

Reading:
Tim Brown, *Change by Design,* HarperBusiness, 2009. Chapters 9 (pages 203-225)
- http://www.fastcodesign.com/1661859/is-humanitarian-design-the-new-imperialism
- http://www.fastcodesign.com/1661885/are-humanitarian-designers-imperialists-project-h-responds

Guiding Questions:
1. Reflect upon and share any previous encounters in places that had different cultural characteristics that might make design thinking difficult.
2. Compare the portrayal of design thinking in global contexts between the successful examples in Chapter 9 of *Change by Design* and the more critical view in the two articles.
3. Consider how cultural differences may impact design thinking work for your DAT project. Explain how you might try to overcome those challenges.

Tuesday, March 29 - Daniel Espinoza

21. Idea Dissemination and Connecting the Course with DAT Project

> *If at first the idea is not absurd, then there is no hope for it.*
> ― Albert Einstein

Learning Goals:
- Connect classroom learning with our DAT projects
- Focus on key factors regarding idea dissemination and how to draw lessons from real life cases

Pre-Class Preparation:

Submit via email to Danny Espinoza (despino1@nd.edu) responses to the following questions 2 days before class: What is the central idea or opportunity of your DAT project? What is your theory of change to achieve this opportunity? Who is your target group? What have you tried so far or what would you want to try?

Readings/Resources:

- http://ssir.org/articles/entry/going_to_scale
- https://www.cs.kent.ac.uk/people/staff/saf/share/great-missenden/reference-papers/Overviews/NHS-lit-review.pdf
  Read the Executive Summary and Case Studies.

Guiding Questions:

1. Reflecting on your DAT experience thus far, what has been your biggest success in working for your client? Why has this been successful? **How can you continuing utilizing it to be successful**?
2. What has been your biggest failure in working for your client? I challenge you to think beyond surface level difficulties, such as "need better communication." Why did you have this difficulty? Is there anything we have learned in class that can help you improve? If so, what? If not, what do you think would help you improve to avoid that sort of failure in the future?
3. What assumptions did you have when you begin your DAT work? Have you checked them? Do they still hold true? Why or why not?
4. With your answers to the previous questions in mind, what, if anything, have we learned in class connects with these successes and failures? Are there any explicit connections you can draw to class discussions and activities to your work with your DAT?

Additional Resources:

- http://www.success.com/article/spreading-your-ideas
- https://www.ted.com/talks/seth_godin_on_sliced_bread?language=en#t-80223

While watching the talk list several principles that Seth Godin discusses as what causes ideas to spread. How does this relate to your DAT project? How can the "idea" of your project be made remarkable?

Module 4: Putting Design Thinking to Work for Development

Module Framework:

In this Module, we bring the class full-circle and connect the design thinking skills we have gained with real-world development challenges to demonstrate the applicability of design thinking to international development. To start, Andrew will focus on the impact of creative space on design thinking, focusing on how this will impact the Design Thinking at Notre Dame DAT, and possibly the Keough School. Dan will continue by applying design thinking to the favelas of Rio de Janeiro with future scenario planning, an application of design thinking.

Maggie and Lauran will then use the module for a weeklong seminar on how design and marketing can affect the sustainability and viability of developmental organizations, specifically in relation to our Development Advisory Team Projects. Finally, Maria will conclude the module and class with the challenge of using design thinking to promote higher rates of immunization at Notre Dame with some insights from Psychology.

Module Learning Goals:

Tell me and I forget. Teach me and I remember. Involve me and I learn.
- Benjamin Franklin

- Characterize the relationship between design thinking and international development.
- Utilize case-specific studies to analyze practical implementations of how individuals, systems, and organizations use design thinking to impact their communities
- Connect design thinking with students' own areas of interest in global development.

Thursday, March 31 - Andrew Petrisin
22. Redesigning the Moreau Experience

A joyful life is an individual creation that cannot be copied from a recipe.
Mihaly Csikszentmihalyi

Reading:
The Psychology of Optimal Experience, *Introduction p. 1-5*

Reflection Question:
http://goo.gl/forms/4ZrZivcVy6

See you all at **9:20 am** on Thursday at **129 Hesburgh Library**! It is right by the Center for Digital Scholarship.

Tuesday, April 5 at 9 a.m
23. Laudato Si' and the Sustainable Development Goals,
Hesburgh Center for International Studies Auditorium, University of Notre Dame
"Achieving the SDGs: What Will It Take?"

 Jeffrey Sachs, *Director, Earth Institute; Quetelet Professor of Sustainable Development, Professor of Health Policy and Management, Columbia University*

http://keough.nd.edu/news-events/for-the-planet-and-the-poor/

Thursday, April 7
24. Guest Speaker: Dr. John Meara, Partners in Health, Director of Global Surgery
Global Health, Global Surgery, and Accompaniment

Tuesday, April 12
Daniel Oliveri
25. Design Thinking using Scenario Planning in the Favelas of Rio de Janeiro

To deal with the future, we have to deal with possibilities. Analysis will only tell us what is.
--Edward de Bono, Parallel Thinking

Learning Goals:

- Run a participatory scenario planning workshop using design thinking
- Understand strategies utilized for solving healthcare challenges in the favelas of Rio de Janeiro
- Propose ways that design thinking can be further integrated into scenario planning

Required Readings:

- "Introduction to Foresight Scenario Planning", pages 5-20, 22-36, *Foresight Horizon Scanning Centre, U.K. Ministry of Defence* http://webarchive.nationalarchives.gov.uk/20140108140803/http:/www.bis.gov.uk/assets/foresight/docs/horizon-scanning-centre/foresight_scenario_planning.pdf
- "Innovation and education to improve life improve health in Rio's favelas", Sharmila Devi, *The Lancet* (2 pages) http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(10)61064-1/fulltext?version=printerFriendly

Recommended Background Material:

- "Helping Brazil's Poor Heal at Home", David Bornstein, New York Times (1 page) http://opinionator.blogs.nytimes.com/2013/12/11/helping-rios-poor-continue-to-heal-at-home/
- "Trauma of life in one of Brazil's most violent slums", CNN Article (1 page) http://www.cnn.com/2009/HEALTH/09/04/mental.health.brazil/index.html?iref=nextin

Brief summary of the purpose of the class / activities you'll be doing:

- Activity #1: Scenario Planning Workshop (35 minutes)
  - The class will be separated into working poor, government officials, and business owners, and each will be provided with individual focuses and goals for the workshop. As a group, the class will participate in a workshop that utilizes design thinking to examine potential paths for development.
- Activity #2: Discussion on Design Thinking (15 minutes)
  - This workshop will be followed by a discussion on the viability of scenario planning and the resulting effects of scenario planning on the favelas of Rio de Janeiro.
- Activity #3: Applying Scenario Planning to Our Future (15 minutes)
  - Class discussion section on how scenario planning can help inform our future goals

Thursday, April 14 – Lauran Feist and Maggie Guzman (they will condense their two classes into one class, beginning at 9 a.m. on April 14th)
26. Using Innovation to Start and Sustain an Organization

There is a power that can be created out of pent-up indignation, courage, and the inspiration of a common cause, and that if enough people put their minds and bodies into that cause, they can win. It is a phenomenon recorded again and against in the history of popular movements against injustice all over the world.

-Howard Zinn

Learning Goals:

• Think broadly about how Design Thinking can be applied to organizations hoping to create a sustainable project
• In the case of the L'Arche, Hagamoslo Bien, and Notre Dame DATs, this class will push students to think of how organizations and initiatives can gain the most traction and have the most success.
• Address the question, how do you create energy around an issue without it burning out very quickly? How do you avoid a fizzling out of great ideas and simply jumping from one cause to another?

Reading/Background material:

• The Secret of Scale. *Stanford Social Innovation Review*.

Further Reading (not required but recommended):

• http://www.wikihow.com/Start-a-Revolution
• The Solution Revolution (book)
• *How to Start a Revolution* (film)

Brief summary of the purpose of the class / activities you'll be doing:

The purpose of this class is to challenge students to utilize their existing knowledge of and experiences using Design Thinking to answer: How do organizations create a sustainable movement? How do organizations get buy-in on a local, regional, and global scale? How to convince individuals of the importance of an issue - an important broad question that is being posed by a number of our DAT teams in how they are tackling their project? How does your organization differentiate itself from its peers?

We want to debate the information on "Secret of Scale." Should the ND, Hagámoslo Bien, and L'Arche projects, which are currently trying to gain momentum surrounding an issue, try to think of the movement as membership?

Finally, in the case of Hagámoslo Bien, how do they bring something new to the table? How is Notre Dame going to use Design Thinking in a way that is different than what has been done before?

Technology in our DAT Projects: Inspiring Critical Engagement

One of the main lessons I have learned during my five years as Secretary-General is that broad partnerships are the key to solving broad challenges. When governments, the United Nations, businesses, philanthropies and civil society work hand-in-hand, we can achieve great things."

-Ban Ki Moon

Learning Goals:

- Bridging the gap between the ideation and implementation process
- Prototyping different options for the framework of the online platform, Agora, for Hagámoslo Bien
- Getting comfortable and understanding the framework of the ideation process by applying it to a real-world example

Reading/Background material:

- Let's design social media that drives real change (Ted Talk)
- Tech and Innovation to Re-engage Civic Life
- The case of Palermo (short video)

Guiding Questions
Come with a website that you actively visit or were impressed by. Please try to go beyond the typical news sources or social media sites.

Write up a short paragraph reflecting on what draws you to that website. If you're interested in the topic, why do you keep visiting this particular site and not another? Are there any insights you can draw from that website and apply it to other organizations that are looking to use social media? What makes a website user friendly?

Brief summary of the purpose of the class / activities you'll be doing:

This class will be using the tools developed from last class to ideate and prototype the best design for the online platform Agora. The discussion will push students to think about how Hagamoslo Bien can fulfill its goal of creating a self-sustaining platform, a website that has enough traffic and following so that it attracts information from other organizations and users.

Tuesday, April 19
27. Accompaniment Workshop 9 a.m.
Visitation Hall, Remick Common (ACE Building)
Accompaniment in One's Life and Work
http://kellogg.nd.edu/events/calendar/spring2016/accompaniment-workshop.shtml

Thursday, April 21 - Maria Oviedo
28. Design Thinking for Immunization

Human Behavior Flows from Three Main Sources: Desire, Emotion and Knowledge.

Learning Goals:

- Learn how design thinking can be applied to increase rates of immunization in developing countries
- Understand how and why design thinking can change human behavior
- Practice design thinking through an in-class activity

Reading/Background material:

- CGD, "Behavioral Design: a New Approach to Development Policy" (sections 3 & 4) http://www.cgdev.org/publication/behavioral-design-new-approach-development-policy
- https://www.youtube.com/watch?v=aZNZ71eK6aQ (first 8 minutes)
- Empathy Assignment: Interview at least 5 students who did not get the flu vaccine last Fall to try to understand *why* they did not get vaccinated. Use what we have learned about empathizing and interviewing techniques. Compile your findings and bring them to class. The design thinking exercise will seek to answer the question: "How may we improve the effectiveness of the flu vaccination campaign at Notre Dame?"

Guiding Questions:

- Chapter 3 discusses a number of behavioral "scarcities." What scarcities did the Peruvian mothers have and how did the vaccination bracelets help them overcome these?
- Reflecting on your interviews, what scarcities did Notre Dame have that kept them from getting immunized?
- Pg.14-15 talk about the importance of defining the behavioral 'bottleneck.' In your interviews to students who did not get immunized, where was the behavioral bottleneck? (I.e., at point of decision, of action, etc.)

Brief summary of the purpose of the class / activities you'll be doing:

The purpose of the class will be to understand how design thinking can use insights from Psychology to promote higher rates of immunization.

Activity:

Design Thinking Workshop: Students will assemble into groups of 3-4, and engage in a design-thinking workshop to find ways to improve flu immunization at Notre Dame. They will first consolidate findings from their own interviews, define the problem more narrowly, ideate and prototype solutions, and finally share them with the class.

Tuesday, April 26 - Instructor
28. Final Class Synthesis: What we've done, what we've learned, and what we've contributed

Tuesday, May 3 - "Final Exam" Writing assignment 3, reflection on and learning from the semester's experience