

**IDS 30094: International Development and Design Thinking**  
Spring 2018 (3 Credits)

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<b>Teaching Assistant:</b> Andrew Petrisin, 2130G Jenkins Hall <a href="mailto:apetrisi@nd.edu">apetrisi@nd.edu</a> Office Hours: Tuesdays, 1-3 pm (or by appointment)	
<b>Co-Collaborators</b>	<a href="#">Wendy Angst, Mendoza College of Business</a> <a href="#">Jim Morrison, Assistant Provost for Strategic Initiatives</a>
<b>Course Meetings:</b>	Tuesday 3:30 - 6:15 pm Integration Lab (i-Lab) B107 Jenkins Hall (Lower Level)

**Course Description:** *International Development and Design Thinking* is an interactive studio seminar applying design thinking — a human-centered, creative, interdisciplinary approach for re-framing and solving problems — to critical international development challenges, as well as to one’s own life and how to engage effectively in a complex world.

The course will engage innovative approaches from the other fields (especially from negotiations and implementation science) to address critical challenges – “wicked problems” – related to education, health, and poverty in the international context.

**Learning Objectives:** This class will help students:

1. Understand principles and applications of design thinking;
2. Develop awareness of and engagement with a process of co-creation;
3. Apply design thinking to a semester-long “design your life” challenge to build a holistic personal and professional discernment process; and,
4. Utilize design thinking as part of your work on a
5. [Development Advisory Team](#) (DAT) to address a specific, real-world development challenge presented by an international organization.

The class meets on Tuesday afternoons and will be a mix of instructional time and studio (time to work) opportunity in most classes. Typically, classes will be in two 75-minute sessions: 3:30-4:45 p.m. (Block A) and 5:00-6:15 p.m. (Block B) with a short break between them.

The current syllabus provides a skeletal structure of what we will do together this semester.

In the first two weeks, your own input will help complete this syllabus and “co-created” course content. You will then help develop and teach what you proposed. You (working with a classmate in a pair) will conceptualize, develop, prototype, and then facilitate (“tandem teach”) an interactive class session (Block A or Block B).

Each session should connect with your learning objectives, address a skillset or mindset you want to share (and learn more about) and, ideally, link to one (or more) of the DAT projects or your Design Your Life Challenge.

**Pedagogical Approach:** The course is organized in modules around three themes:

**Module 1. Engaging Design Thinking:**

- **Innovative Pedagogy and Co-Creation (Weeks 1-3)**

**Module 2. Drawing on Experience:**

- **From Outside and From Within (Weeks 4-7)**

**Module 3. Theory to Practice:**

- **Putting Ideas Into Action (Weeks 8-14)**

**Mindset Development:** Assigned weekly readings and a brief reflective writing exercise (typically due by 11 pm each Monday before class) will help develop mindsets associated with using design thinking tools to understand and act on global challenges as well as your own personal, professional and collective journeys.

The following texts will be required for this course. These titles are available at the Notre Dame Bookstore or can be purchased online directly from other vendors.

- *Creative Confidence: Unleashing the Creative Potential Within Us All*, Tom Kelley and David Kelley, 2013
- *Designing your Life: How to Build a Well-Lived, Joyful Life*, Bill Burnett and Dave Evans, 2016

**Conceptual and Skillset Development:** Most classes will combine instructional sessions with studio time to provide students with a flexible and dynamic environment to connect theory to practice. We will work together to build a syllabus (a collective journey map) that will introduce and illustrate how these design thinking principles can be applied innovatively to your own lives, as well as to address complex global problems.

The class periods will ensure a balance between structured activities and time for individual/team work. Structured activities will include:

- **Teams of two students leading one class session** (Block A or Block B), developed in collaboration with the instructor, TA, and classmates.
- A semester-long **Design Your Life Challenge** resulting in a customized plan and activities for personal and professional development.
- A semester-long **Development Advisory Teams (DAT)** experience, in which student design teams (of typically 3-4 students) address a development problem or opportunity identified by a real-world client.

**Expectations:** In order to engage fully in the course, preparatory work is required in advance of each meeting. Students are expected to participate fully in the discussions and in all experiential activities. Participation and contribution to our learning environment will be considered in the evaluation process.

All assigned readings, pre-work and deliverables are outlined in the course schedule (housed on the course Google Drive). Please refer to the online syllabus regularly, as readings will be adjusted as we finalize the syllabus with student input. All work will be submitted to the student's designated deliverable folder (on a shared Google Drive).

**Attendance Policy:** What could be more important than being part of this creative process and attending each course meeting? If you anticipate missing a class or are ill, please communicate in advance to [sreifenb@nd.edu](mailto:sreifenb@nd.edu) and [apetrisi@nd.edu](mailto:apetrisi@nd.edu) (please include both).

**Criteria for Evaluation:**

1. Class participation and weekly reflections (20%): Students will give feedback to their peers as well as evaluate their own participation. Students will also be assigned and interact with a “mentor” who has taken the class before.
2. Tandem Teaching (15%): includes conceptualization, design, prototype, and execution of co-created interactive instructional session.
3. Development Advisory Team design project (35%), includes
  - Individual Writing Assignment #1: DAT research paper (4-5 pages)
  - DAT presentation to instructor (an opportunity to practice) and then formal DAT presentation to client, as well as final written DAT project submission to instructor and client
  - Self-evaluation and evaluation of DAT member contributions
4. Individual Writing Assignment #2 (15%): International Development and Design Thinking Blog reflection
5. Final Exam/Class Synthesis (15%): Individual Writing Assignment #3

## **Additional information on the three individual writing assignments:**

### **Individual paper #1: DAT comparative research paper**

Write a 4-5 page paper on a specific DAT research-related issue that you believe will help move along your DAT project.

- You might explore another organization addressing a similar problem or provide a specific analysis of how to apply a design-thinking tool to you clients' challenge. You can be creative and choose other topics as well.
- **Due at 11 p.m. on Sunday, 3/4, and then you need to read and give feedback on your DAT peers on your team by noon on Tuesday, March 6.**

### **Individual paper #2: Blog Reflection on co-creating and teaching**

Write an approximately 500-word article for [class blog](#), using the kind of narrative style that you would find engaging to read, that reflects on one of the following:

- Some aspect(s) of design thinking and/or international development connected to your experience of course (including the co-creation model)
- Something on substantive focus of your tandem teaching or something you learned from the design, preparation or prototyping the class.
- Your experience of teaching or how the teaching experience relates to real world practice
- Other topics can be proposed to instructor.

You are asked to get 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 before it is submitted). This means you will have to a good draft of your blog post BEFORE it is due. Ideally, you will also get feedback on your article from your mentor as well.

**Due by Monday 4/2 at 11 p.m.** (If you are on teaching tandem team 5 or 6, and you are planning to write about teaching, you can submit your blog post one week after you have completed your teaching session).

### **Individual final reflection paper #3: "Final Exam"**

Write a 5-8 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. Use specific examples and evidence to support your narrative. Possible questions might include:

- 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 DAT experience integrated with the course? relevant for your future work?
- What about the Design Your Life Challenge? Did it give you insights for your own path for engaging in a complex world?

- If you were redesigning the course, what would you do differently to make it more impactful?
- How has your thinking about teaching, design thinking, or international development changed or evolved over the course of the semester?

**Due by 10:30 am on May 7<sup>rd</sup> (final exam time slot). We will also meet in small groups during the exam period window (May 7, 10:30 a.m.-12:30 p.m.)**

**International Development in Practice blog:**

- Original blog: <http://intldevelopmentinpractice.wordpress.com/>
- New blog (we will use): <https://intdev.squarespace.com>

**Code of Honor:** Today, as a precondition for admission to the University, all students pledge: ***“As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty.”*** The website <http://honorcode.nd.edu/the-honor-code/> describes the principles, policies and procedures of the Academic Code of Honor.

## COURSE SCHEDULE

<b>MODULE 1: Engaging Design Thinking, Innovative Pedagogy, and Co-Creation (Weeks 1-3)</b>	
<b>Week 1</b>	<b>The Starting Point: Where Are We Going?</b>
Facilitator:	Steve Reifenberg
Readings and Video	<p>Tom Kelley and David Kelley, <i>Creative Confidence: Unleashing the Creative Potential Within Us All</i>, Crown Business, 2013 <a href="#">pp. xii-35 (Preface, Introduction, Chapter 1)</a></p> <p>Bill Burnett and Dave Evans, <i>Designing Your Life, How to Build a Well-Lived, Joyful Life</i>, 2017 <a href="#">pp. ix-xxi (Introduction: Life by Design)</a></p> <p><a href="#">David Kelley How to Build Your Creative Confidence TED talk 2012</a></p>
Class Tues, 1/16	<p><b>Block A: Developing Learning Goals and Ideating Possibilities</b></p> <ul style="list-style-type: none"> <li>• What's different about this course syllabus?</li> <li>• What are <u>my</u> personal objectives for this class?</li> <li>• How will I know if I am successful in achieving them?</li> <li>• What are the big ideas from the Creative Confidence reading and TED talk by David Kelley?</li> <li>• What are the big ideas from Designing Your Life?</li> </ul>
	<p><b>Block B: Inspiration &amp; Ideation</b></p> <ul style="list-style-type: none"> <li>• Introducing DAT opportunities</li> </ul> <p style="text-align: right;"><a href="#">DOWNLOAD SLIDES</a></p>
<b>Week 2</b>	<b>Thinking about Design Thinking and Course Design</b>
DELIVERABLE: Mon, 1/22 11p.m.	<p><a href="#">Reflection questions:</a></p> <ol style="list-style-type: none"> <li>1) What areas you are most interested in teaching about (and generally learning more) and why?</li> <li>2) How do you see the ideas of <i>Creative Confidence</i> linking with your life, your DAT, and/or our course design?</li> <li>3) Do you see any ideas in the Ken Robinson TED Talk relevant to your life, education, and/or course design?</li> <li>4) Please indicate if you have a preference to be paired with any specific mentor(s), and if so, why.</li> </ol>
Facilitator:	Steve Reifenberg

Reading and Video	Tom Kelley and David Kelley, <i>Creative Confidence</i> , Chapters 2-5, page 37-173 <a href="#">Ken Robinson Do Schools Kill Creativity TED talk 2006</a>
Class Tues, 1/23	<b>Block A: Engaging Creativity</b> <ul style="list-style-type: none"> <li>• Exploring how to design a curriculum/educational program that promotes creativity</li> <li>• What relevance do these ideas have for our practical work with course design? The DAT client? Your own life?</li> <li>• Assigning Mentors</li> </ul>
	<b>Block B: Implementation</b> <ul style="list-style-type: none"> <li>• Co-creating the semester syllabus together</li> <li>• Creating high-value teaching opportunities for each student (and student team)</li> </ul> <p style="text-align: right;"><a href="#">DOWNLOAD SLIDES</a></p>
<b>Week 3</b>	<b>Designing Your Life</b>
DELIVERABLE Monday, 1/29 11 p.m	<a href="#">Response Questions:</a> <ol style="list-style-type: none"> <li>1) What did you connect with on the Designing Your Life reading? Where there areas you didn't connect?</li> <li>2) Share information on which DAT you are interested in and why.</li> </ol> <p>Please bring your <i>Individual Aspirations</i> sheet to class</p>
Facilitator:	Steve Reifenberg
Reading	Bill Burnett and Dave Evans, <i>Designing Your Life, How to Build a Well-Lived, Joyful Life</i> , 2017 pp. 3-127 (Chapters 1-6)
Class Tues, 1/30	<b>Block A: Learning about Yourself and about a New Problem:</b> <ul style="list-style-type: none"> <li>• Designing Your Life</li> <li>• Building the DAT Project Teams</li> <li>• Learning Agendas</li> </ul>
	<b>Block B: Putting the Designing Your Life in Practice</b> <ul style="list-style-type: none"> <li>• Mind Maps</li> <li>• Good Time Journal</li> </ul> <p style="text-align: right;"><a href="#">DOWNLOAD SLIDES</a></p>
<b>MODULE 2: Drawing on Experience: From Outside and From Within</b>	
<b>Week 4</b>	<b>Strategy: Scoping and Mapping your DAT Project</b>

DELIVERABLE Mon, 2/5 11 p.m.	<p><a href="#">Reflection Questions:</a></p> <ol style="list-style-type: none"> <li>1) Write up the insights gained from interviewing your mentor as it relates to course design, DAT, and any other relevant insights provided.</li> <li>2) In dialogue with your co-creator(s) for your individual team-taught class, what are your initial ideas for the class you'll be teaching? <ul style="list-style-type: none"> <li>• Also, please be sure to be entering information daily in your <i>Good Time Journals</i></li> </ul> </li> </ol>
Facilitator:	<a href="#">Wendy Angst</a> , Associate Teaching professor in the Management Department at the Mendoza College of Business
Reading	Tom Kelley and David Kelley, <i>Creative Confidence</i> , Chapters 6-8, pages 175-256
Class Tues, 2/6	Block A: Thinking about strategy and key strategic questions (Wendy Angst)
	Block B: Insights from mentors and moving forward on course design (Steve Reifenberg)  <a href="#">DOWNLOAD SLIDES</a>
<b>Week 5</b>	<b>Collaborative Design</b>
DELIVERABLE: Mon, 2/12 11 p.m.	<p><a href="#">Reflection Questions:</a></p> <ol style="list-style-type: none"> <li>1) Write at least two “provocative, challenging or contemplative” questions that reading Chapter 2 of <i>Staging for Creative Collaboration in Design Team</i> raises for you.</li> <li>2) Suggest at least two possible readings for the class you will co-teach and explain why you are considering these readings. (Your “team” can submit one list jointly).</li> </ol>
Facilitator	<a href="#">Neeta Verma</a> , Associate Professor in Visual Communication Design at the University of Notre Dame
Reading	Erik Lerdahl, <i>Staging for Creative Collaboration in Design Teams</i> , <a href="#">Read Chapter 2 pp. 13-60 (full book text provided)</a>
Class Tues, 2/13	Block A: Creative Collaboration in Design (Neeta Verma)
	Block B: DAT & Class Co-Creation Open Work
<b>Week 6</b>	<b>Discovery and Design</b>



DELIVERABLE: Mon, 2/19 11 p.m.	<p><a href="#">Reflection Questions:</a></p> <ol style="list-style-type: none"> <li>1) Suggest and upload at least one possible reading that might be useful for your DAT team</li> <li>2) After reading “Negotiating the Capstone Experience,” write up at least three concrete ideas on how you might use negotiations and negotiation theory related to your DAT client, your teammates, or in any other way related to your DAT project or this class.</li> </ol>
Facilitator	Steve Reifenberg
Reading	Steve Reifenberg and Sean Long, <i>Negotiating the Capstone Experience</i> , <a href="#">International Journal of Teaching and Learning in Higher Education pp. 580-588</a>
Class Tues, 2/20	Block A: Delivering Value: Negotiating with Your Client
	Block B: DAT Panel
<b>Week 7</b>	Flow and Growth Mindset
DELIVERABLE Mon., 2/26 11 p.m.	<p><a href="#">Reflection Questions:</a></p> <ol style="list-style-type: none"> <li>1) Reflecting on your Good Time Journal, what are some of your weekly reflections? Did you experience “Flow” in the same way Csikszentmihalyi describes?</li> <li>2) What is a growth mindset? Why is it important?</li> <li>3) Reflect on the reading “Growth mindset tempers the effects of poverty on academic achievement.” In what ways have you used or witnessed the growth mindset being applied to situations in international development, your DAT, or your own life?</li> </ol>
Facilitator:	Andrew Petrisin
Reading	<p>Block A: Mihaly Csikszentmihalyi, <i>Flow: The Psychology of Optimal Experience</i>, <a href="#">pp. 1-5, 71-77</a> Mihaly Csikszentmihalyi, <i>Flow, the Secret to Happiness</i>, <a href="#">TED Talk</a></p> <p>Block B: Susana Claro, David Paunesku and Carol S. Dweck, <a href="#">Growth mindset tempers the effects of poverty on academic achievement</a> Carol Dweck, <i>Mindset: The New Psychology of Success</i>, <a href="#">Chapter 1</a> Shawn Achor, <i>The Happiness Advantage: Linking Positive Brains to Performance</i>, <a href="#">TED Talk</a></p>

Class Tues, 2/27	Block A: Flow and Designing your Life (Andrew Petrisin) <a href="#">DOWNLOAD SLIDES</a>
	Block B: Happiness and Growth Mindset (Caroline Murtagh & Kyersten Siebenaler) <a href="#">DOWNLOAD SLIDES</a>
<b>COURSE MODULE 3: Theory to Practice: Putting Ideas Into Action</b>	
<b>Week 8</b>	
DELIVERABLE: Due 11 p.m Sunday, 3/4	Individual Paper #1: DAT Research Paper ( <a href="#">Upload</a> )  <a href="#">Reflection Questions:</a> <ol style="list-style-type: none"> <li>1. What were your top three "take-aways" from the reading?</li> <li>2. Within your DAT project team, have you experienced "group genius"? "Group think"? Explain.</li> <li>3. Do you typically think about the way(s) you brainstorm before actively engaging and finding solutions to a problem? Why/why not?</li> </ol>
Reading	Review, evaluate and comment on peer DAT individual papers, as well as your own by class time on Tuesday.  Block B: Keith Sawyer, <i>Group Genius</i> , <a href="#">Chapter 4</a>
Class Tues, 3/6	Block A: DAT Open Work (Discussing feedback and planning for future)
	Block B: Brainstorming (Claire Danes & Francesco Tassi) <a href="#">DOWNLOAD SLIDES</a>
<b>Tues, 3/13</b>	<b>NO CLASS (SPRING BREAK)</b>
<b>Week 9</b>	
DELIVERABLE Mon., 3/19 11 p.m.	<a href="#">Reflection Questions:</a> Block A: <ol style="list-style-type: none"> <li>1) Can you think of a time when you were a part of a high functioning team? If so, how did the team member's individual skillsets contribute to the collective success?</li> <li>2) Can you think of a time when you were a part of a group where a typically positive attribute showed its "shadow side"?</li> <li>3) Have you filled out your superhero story?</li> </ol>

	<p>Block B:</p> <ol style="list-style-type: none"> <li>1) What did you resonate most with in Jin Jiang’s TED Talk? What were some key takeaways?</li> <li>2) The Gift of Doubt offers a unique perspective on the idea of doubt and how it is used as a tool for personal advancement and success. Have you thought about doubt in this way? Was anything surprising to you?</li> <li>3) Upload and print your Failure Resume</li> </ol>
Reading	<p>Block A: IDEO U, <a href="#">What’s Your Superpower-and its Shadow Side?</a>, Create Confidence Series Podcast  Tema Okun, <a href="#">White Supremacy Culture</a>, Changework  Fill out your “<a href="#">Superhero Story</a>”</p> <p>Block B: Malcolm Gladwell, <a href="#">The Gift of Doubt</a>, The New Yorker  Jia Jang, <a href="#">What I Learned from 100 Days of Rejection</a>, TED Talk  Complete your “<a href="#">Failure Resume</a>”</p>
Class Tues, 3/20	Block A: King Fok & Casey Kennedy (Teams)
	Block B: Irla Aranda, Emily Pohl, & Carly Kreber (Failure)
<b>Week 10</b>	
<b>DELIVERABLE:</b>	<p>2nd Mentor Engagement (DAT)</p> <p><a href="#">Reflection Questions:</a></p> <p>Block A:</p> <ol style="list-style-type: none"> <li>1) Does this reading and video help you better communicate with your DAT client(s)? If yes, how so?</li> <li>2) Can you describe a time you switched from a knowing to learning mindset? What helped you to make this switch?</li> </ol> <p>Block B:</p> <ol style="list-style-type: none"> <li>1) What is Chip and Dan Heath’s central argument about trying to bring about change?</li> <li>2) What is a “bright spot”? How is the Vietnam bright spot example related to international development more generally?</li> </ol>
Reading	<p>Block A: Chip and Dan Heath, <i>Made to Stick</i>, <a href="#">Introduction</a>  Tom Chi, <i>Knowing is the Enemy of Learning</i>, <a href="#">TED Talk</a></p>

	Block B: Chip and Dan Heath, <i>Switch</i> , <a href="#">Chapters 1-2</a>
Class Tues, 3/27	Block A: Joshua Pine & Cat Edmonds (Communications/MVP)
	Block B: Preparing for HISE design thinking engagements
<b>Week 11</b>	
DELIVERABLE: Mon, 4/2 11 p.m.	<p>Individual Paper 2: Blog Reflection on Co-Creating and Teaching (<a href="#">Upload</a>)</p> <ul style="list-style-type: none"> <li>Please indicate which students gave you feedback (minimum two, and ideally from your mentor as well), and how useful was the feedback.</li> </ul> <p><a href="#">Reflection Questions:</a></p> <ol style="list-style-type: none"> <li>1) From your experience, why do you think students seek service opportunities abroad? [answers may be used anonymously in our presentation]</li> <li>2) Reflecting on the insights from the video and reading, in what ways can short term service projects be unsustainable?</li> </ol>
Reading	<p>Block A: Maya Roberts, <a href="#">Duffle Bag Medicine</a>, JAMA, American Medical Association, University of Wisconsin - Madison</p> <p>Daniela Papi, <i>What's Wrong with Volunteer Travel</i>, <a href="#">TED Talk</a></p>
Class Tues, 4/3	Block A: Kristin Andrejko & Laura Labb (Sustainable Development)
	Block B: DAT Open Work
<b>Week 12</b>	<b>Preparing to Present to your DAT Client</b>
Deliverable By class time on 4/10	Your DAT presentation (plan to present for 15 minutes to instructor and "practice panel", with 15 additional minutes to get feedback and discuss)
Facilitator	Steve Reifenberg
Reading	No additional reading
Class Tues, 4/10	Block A: DAT Prototype Presentations & Feedback
	Block B: DAT Open Work

<b>Week 13</b>	<b>Hesburgh International Scholars Experience (HISE) class</b>
Facilitator	Steve Reifenberg and class
Reading (for visiting students)	Chip and Dan Heath, <i>Switch</i> , <a href="#">Chapters 1-2</a>
Class Tues, 4/17	Block A: Hesburgh International Scholars Experience: <ul style="list-style-type: none"> <li>• 3:30 p.m. Ten minute intro about the class and DAT projects (student led)</li> <li>• 3:40 p.m. - 4.20 p.m. interactive session on "Making Change when Change is Hard" with Steve Reifenberg</li> <li>• 4:20-4:45 p.m. break out into small groups each led one student in class</li> <li>• 4:45-5 p.m. reconvene whole group and debrief experience</li> </ul>
	Block B: HISE debrief.
<b>Week 14</b>	<b>Final Presentations to DAT partner organizations</b>
Facilitator:	Steve Reifenberg
Reading	None
Class Tues, 4/24	Block A: Class check-in/Design Your Life/Final Class Synthesis
	Block B: Open DAT work for final presentation
<b>Week 15</b>	<b>Bringing it all Together: A Final Class Synthesis</b>
<b>DELIVERABLE:</b>	<a href="#">DAT Peer Evaluation</a>
Facilitator:	Steve Reifenberg
Class Tues, 5/1	Block A: Debrief and Lessons from DAT experiences
	Block B: Review of Design Your Life Challenge
<b>DELIVERABLE</b> <b>Mon, 5/7</b> <b>10:30-12</b>	<b>Final Class Synthesis (<a href="#">Upload</a>)</b> Final Exam Slot: Three minutes oral summary of one idea from final reflection paper.