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

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Teaching Assistant: Andrew Petrisin, 2130G Jenkins Hall apetrisi@nd.edu Office Hours: Tuesdays, 1-3 pm (or by appointment)	
Co-Collaborators	Wendy Angst, Mendoza College of Business Jim Morrison, Assistant Provost for Strategic Initiatives
Course Meetings:	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 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 and 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 (team) Concept Memo: Includes statement of problem/opportunity, approach and use of design thinking methodology, proposed final product, and timeline (3-5 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 <u>11 p.m. on Sunday, 3/4</u>, 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 your 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 3/26 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 7ʳᵈ (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

MODULE 1: Engaging Design Thinking, Innovative Pedagogy, and Co-Creation (Weeks 1-3)	
Week 1	**The Starting Point: Where Are We Going?**
Facilitator:	Steve Reifenberg
Readings and Video	Tom Kelley and David Kelley, *Creative Confidence: Unleashing the Creative Potential Within Us All, Crown Business*, 2013 pp. xii-35 (Preface, Introduction, Chapter 1) Bill Burnett and Dave Evans, *Designing Your Life, How to Build a Well-Lived, Joyful Life*, 2017 pp. ix-xxi (Introduction: Life by Design) David Kelley How to Build Your Creative Confidence TED talk 2012
Class Tues, 1/16	**Block A: Developing Learning Goals and Ideating Possibilities** ● What's different about this course syllabus? ● What are <u>my</u> personal objectives for this class? ● How will I know if I am successful in achieving them? ● What are the big ideas from the Creative Confidence reading and TED talk by David Kelley? ● What are the big ideas from Designing Your Life? **Block B: Inspiration & Ideation** ● Introducing DAT opportunities **DOWNLOAD SLIDES**
Week 2	**Thinking about Design Thinking and Course Design**
DELIVERABLE: Mon, 1/22 11p.m.	Reflection questions: 1) What areas you are most interested in teaching about (and generally learning more) and why? 2) How do you see the ideas of *Creative Confidence* linking with your life, your DAT, and/or our course design? 3) Do you see any ideas in the Ken Robinson TED Talk relevant to your life, education, and/or course design? 4) Please indicate if you have a preference to be paired with any specific mentor(s), and if so, why.
Facilitator:	Steve Reifenberg

Reading and Video	Tom Kelley and David Kelley, *Creative Confidence*, Chapters 2-5, page 37-173 [Ken Robinson Do Schools Kill Creativity TED talk 2006](#)
Class Tues, 1/23	**Block A: Engaging Creativity** ● Exploring how to design a curriculum/educational program that promotes creativity ● What relevance do these ideas have for our practical work with course design? The DAT client? Your own life? ● Assigning Mentors
	Block B: Implementation ● Co-creating the semester syllabus together ● Creating high-value teaching opportunities for each student (and student team) **[DOWNLOAD SLIDES](#)**
Week 3	**Designing Your Life**
DELIVERABLE Monday, 1/29 11 p.m	[Response Questions:](#) 1) What did you connect with on the Designing Your Life reading? Where there areas you didn't connect? 2) Share information on which DAT you are interested in and why. Please bring your *Individual Aspirations* sheet to class
Facilitator:	Steve Reifenberg
Reading	Bill Burnett and Dave Evans, *Designing Your Life, How to Build a Well-Lived, Joyful Life*, 2017 pp. 3-127 (Chapters 1-6)
Class Tues, 1/30	**Block A: Learning about Yourself and about a New Problem:** ● Designing Your Life ● Building the DAT Project Teams ● Learning Agendas
	Block B: Putting the Designing Your Life in Practice ● Mind Maps ● Good Time Journal
MODULE 2: Drawing on Experience: From Outside and From Within	
Week 4	**Strategy: Scoping and Mapping your DAT Project**

DELIVERABLE Mon, 2/5 11 p.m.	1st Mentor Engagement: 1) Write up the insights gained from interviewing your mentor as it relates to course design, DAT, and any other relevant insights provided. 2) In dialogue with your co-creators for your individual team-taught class, what are your initial ideas for your class design?
Facilitator:	Wendy Angst, Associate Teaching professor in the Management Department at the Mendoza College of Business
Reading	Tom Kelley and David Kelley, *Creative Confidence*, Chapters 6-8, page 175-256
Class Tues, 2/6	Block A: Thinking about strategy and key strategic questions
	Block B: Insights from mentors and moving forward on course design
Week 5	**Designing Your Life**
DELIVERABLE:	
Facilitator:	Moving your DAT Forward
Reading	
Class Tues, 2/13	Block A: DAT Panel
	Block B: DAT Open Work
Week 6	**Collaborative Design**
DELIVERABLE: Mon, 2/19 11 p.m.	
Facilitator	Neeta Verma, Associate Professor in Visual Communication Design at the University of Notre Dame
Reading	
Class Tues, 2/20	Block A: Neeta Verma
	Block B: Delivering Value: Negotiating with your client
Week 7	

DELIVERABLE Mon., 2/26 11 p.m.	**DAT (team) Concept Memo (3-5 papers)**	
Facilitator:	Andrew Petrisin	
Reading		
Class Tues, 2/27	Block A: Petrisin	
	Block B: Student Team 1	
COURSE MODULE 3: Theory to Practice: Putting Ideas Into Action		
Week 8		
DELIVERABLE: Due 11 p.m Sunday, 3/4	Individual Paper #1: DAT Research Paper ([Upload](#))	
Reading	Review, evaluate and comment on peer DAT individual papers, as well as your own	
Class Tues, 3/6	Block A: DAT Open Work (Discussing feedback and planning for future)	
	Block B: Student Team 2	
Tues, 3/13	**NO CLASS (SPRING BREAK)**	
Week 9		
DELIVERABLE:	2nd Mentor Engagement (DAT)	
Facilitator:		
Reading		
Class Tues, 3/20	Block A: Student Team 3	
	Block B: Student Team 4	
Week 10		
DELIVERABLE: Mon, 3/26 11 p.m.	Individual Paper 2: Blog Reflection on Co-Creating and Teaching ([Upload](#))	

	• Please indicate which students gave you feedback (minimum two, and ideally from your mentor as well), and how useful was the feedback.
Reading	
Class Tues, 3/27	Block A: Student Team 5
	Block B:
Week 11	
Facilitator:	
Reading	
Class Tues, 4/3	Block A: Student Team 6
	Block B: DAT Open Work
Week 12	**Preparing to Present to your DAT Client**
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)
Reading	No additional reading
Class Tues, 4/10	Block A: DAT Prototype Presentations & Feedback
	Block B: Preparing for HISE design thinking engagements
Week 13	**Design for Hesburgh International Scholars Experience**
Reading	
Class Tues, 4/17	Block A: Hesburgh International Scholars Experience: What is Design Thinking? Making it fun in one hour to a group most likely unfamiliar with the process.
	Block B: Debrief how it went.
Week 14	**Final Presentations to DAT partner organizations**
Facilitator:	DAT group presentations
Reading	
Class	Block A: Presentation and feedback from partner

Tues, 4/24	Block B: Presentation and feedback from partner
Week 15	**Bringing it all Together: A Final Class Synthesis**
Facilitator:	Steve Reifenberg
Class Tues, 5/1	Block A: Debrief and Lessons from DAT experiences
	Block B:
DELIVERABLE (Week 5/7)	**Final Class Synthesis (Upload)** Final Exam Slot: Three minutes oral summary of one idea from final reflection paper.