SCD

T E 4 0 1

Developing Breakthrough Projects:
Design Thinking for Social Innovation

COURSE SYLLABUS
Rachael Dietkus & Danielle Hernandez
August 2019

go.illinois.edu/te401
http://te401si19.slack.com/
https://uofi.app.box.com/folder/84578068133

Course Description

Design Thinking for Social Innovation tackles social needs and issues through an immersive exploration of design thinking. Social innovation seeks to create transformational change in underserved, underrepresented, and disadvantaged communities at the local to international levels. We know that many social issues are often too complex to be solved by using traditional methods. Understanding that these are vast, difficult, and overwhelming, and social problems like poverty, homelessness, hunger, clean water, and violence are just a small sliver of the issues our society faces.

A fundamental goal of the class will be to cultivate the creative, synthetic, and divergent thinking of students while asking them to take on new behaviors of work. Structured as a weekly, project-based studio, students will be deeply engaged and will learn, practice, and use the tools and attitudes of design: collaboration, experimentation, empathizing, synthesis, and evaluation. Working in teams will be essential to establishing trust and building rapport. The work that you'll do in this class will be collaborative and engaging. We want you to learn and evaluate ideas with one another in a way that will encourage deeper thinking and reflection as applied to social issues.

TE 401: DEVELOPING BREAKTHROUGH PROJECTS: DESIGN THINKING FOR SOCIAL INNOVATION
Section DTS | CRN 69648
1 - 4 Credit Hours
Wednesdays from 3:30pm - 5:20pm
211 Noble Hall

CO-INSTRUCTOR INFORMATION
Rachael Dietkus
dietkus2@illinois.edu
211 Noble Hall
Office Hours: by appointment

Danielle Hernandez
dherna34@illinois.edu
211 Noble Hall
Office Hours: by appointment

Statements

PLEASE NOTE
You will be required to get together regularly with your classmates outside of class to work on collaborative group projects, around 1-3 hours per week.

COURSE OBJECTIVES
Our goal is that students will:
- be able to demonstrate their engagement with early empathic stages of design research
- be able to give and receive constructive feedback within a classroom setting
- work collaboratively to practice elements of the design thinking process
- express a sense of the ambiguity and iteration necessary in design thinking
- start understanding how to design and co-design within a social impact context

LAND ACKNOWLEDGEMENT STATEMENT
As a land-grant institution, the University of Illinois at Urbana-Champaign has a responsibility to acknowledge the historical context in which it exists. In order to remind ourselves and our community, we will begin this event with the following statement. We are currently on the lands of the Peoria, Kaskaskia, Peankashaw, Wea, Miami, Mascoutin,Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations. It is necessary for us to acknowledge these Native Nations and for us to work with them as we move forward as an institution. Over the next 150 years, we will be a vibrant community inclusive of all our differences, with Native peoples at the core of our efforts.

ACADEMIC INTEGRITY
Academic dishonesty needs to be taken seriously and may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: **http://studentcode.illinois.edu/**. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

STUDENTS WITH DISABILITIES
To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TDD), or e-mail a message to **disability@uiuc.edu**. **http://www.disability.illinois.edu/**.

EMERGENCY RESPONSE RECOMMENDATIONS

Emergency response recommendations can be found at the following website: http://police.illinois.edu/emergency-preparedness/. We encourage you to review this website and the campus building floor plans website within the first 10 days of class: http://police.illinois.edu/emergency-preparedness/building-emergency-action-plans/.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructors to ensure protection of the privacy of their attendance in this course. See https://registrar.illinois.edu/academic-records/ferpa/ for more information on FERPA.

SEXUAL MISCONDUCT POLICY AND REPORTING

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here. Other information about resources and reporting is available here: wecare.illinois.edu.

Strategies for Success

Your success is important to us. Quality and growth demand effort and commitment. We suggest the following strategies:

- This course will ask you to learn some unfamiliar approaches.
- Some of those approaches may contradict your previous training.
- Some of the ideas may seem abstract or impractical at first. And some of the assignments may require you to try things that make you feel uncomfortable.
- Make every effort to engage each project throughout the semester.
- Schedule time for collaborative work.
- Be accountable to your working group. Design challenges are inherently collaborative; rely on each other and be there for each other.
- Ask questions (in person and/or via email and/or via Slack) whenever you need further insight. We welcome your questions, feedback, and suggestions. Developing a dialogue with instructors / professors should be a top priority for all students.
- If you are having trouble understanding or completing course material, please consult us as soon as possible. We can be reached by email or via an appointment.
- Observe, share, discuss, and debate ideas: your teachers and fellow students are your colleagues.
- Cultivate an open mind, a desire to learn, and a passion for excellence.

SO, WE'RE LOOKING FOR THIS. . .
Be open to learning
Dare to try
Hard work
Honest engagement
Pay attention, listen,
and explore the material

NOT THIS. . .
Already know it all
Limited by timidity
Half-hearted effort
Polite observation
Careless egotism,
do your own thing

Course Overview

Instructors reserve the right to make adjustments and / or changes to the course syllabus with or without notice.

The course is divided into three team projects with weekly presentations that lends the opportunity for instructor and group feedback. This process has proven to build creative confidence in students and will strengthen your design thinking skills week-to-week. We will also plan to have two guest lectures throughout the semester. The following is the overview and flow of the course for the Fall 2019 semester:

FALL 2019

CLASS DATE	TOPIC
WEEK 1 | 8/28	Class Overview & Structure
WEEK 2 | 9/4	Student Intros, Lecture #1

DESIGN SPRINT 1

WEEK 3 | 9/11	Introduction of Design Project #1 (DP1)
WEEK 4 | 9/18	Lecture #2, DP1 Presentations
WEEK 5 | 9/25	DP1 Presentations
WEEK 6 | 10/2	Guest Lecture #1

DESIGN SPRINT 2

WEEK 7 | 10/9	Introduction of Design Project #2 (DP2)
WEEK 8 | 10/16	DP2 Presentations
WEEK 9 | 10/23	DP2 Presentations
WEEK 10 | 10/30	Guest Lecture #2

DESIGN SPRINT 3

WEEK 11 | 11/6	Introduction of Design Project #3 (DP3)
WEEK 12 | 11/13	DP3 Presentations
WEEK 13 | 11/20	DP3 Presentations
	FALL BREAK - NO CLASS
WEEK 15 | 12/4	Final Presentations
WEEK 16 | 12/11	Last Day of Class - Final Presentations

Design Thinking Projects

There will be three separate projects for this course, with the intent of immersing and practicing iterations.

PROJECT 1: BUILD EMPATHY SKILLS
Design Practices: Observation, Research Planning, Research, Storytelling / Synthesis
Project Focus: Basic human needs

PROJECT 2: DEFINE OPPORTUNITY AREAS
Design Practices: Research Planning, Observation / Research, Storytelling / Synthesis, Brainstorming / Ideation, Pitching / Storytelling
Project Focus: Specific population

PROJECT 3: CHOOSE YOUR OWN ADVENTURE
Design Practices: Research Planning, Observation / Research, Storytelling / Synthesis, Brainstorming / Ideation, Prototyping / Evaluation, Iteration, Pitching / Storytelling
Project Focus: Choose your own adventure

Course Deliverables and Evaluation: We will leverage the design thinking process to explore responses to social challenges. This process is widely used in other disciplines, including agencies, entrepreneurial start-ups, and established companies and industries. The structure of the process really allows us to engage social change and social impact work while also learning to produce specific deliverables. We don't want you to worry or fret about your letter grade in this class. You level of participation and engagement in the process is what will impact it. You are earning an "A" until you aren't. Earning an A in this course is simple: attend class, actively participate, and work well with your teams.