DESIGN THINKING AND SOCIAL RESEARCH

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| **Course code** |  *MNG250* |
| **Course title** | *Design Thinking and Social Research* |
| **Course type** | *Compulsory* |
| **Year of study** | *I* |
| **Semester** | *Autumn* |
| **ECTS** | *6 ECTS; 24 hours of lectures, 24 hours of seminars, 112 hours of individual work, 6 hours of consultation* |
| **Coordinating lecturer** | *Rita Bajarūnienė* |
| **Study form** | *Hybrid: in class and online* |
| **Course prerequisites** | *None* |
| **Language of instruction** | *English* |

# Course description

# The course introduces the basics of design thinking and the importance of the human-centered approach to innovation and the success of the business. The course will familiarize with the landscape of Design Thinking models and major steps of Design Thinking methodology. We will deep dive into the design process - Empathise, Define and Ideate. We will examine the art of doing fieldwork in order to understand what people truly want, need, and desire and learn the fundamentals about how to gather data, what research methods there are and how to conduct interviews in the real world.

# The course is based on numerous practical real-life cases, examples, and tools for empathizing and other field research to gather necessary insights on people’s needs. It develops skills of planning and conducting research and applying critical thinking in decision making.

# The course is an overview of Design Thinking frameworks and research methods to enhance students throughout the continuous complex project.

# Aims of the course

The course focuses on understanding the Design Thinking approach and various frameworks, and the application of the design thinking approach in business development, creating services and products in order to sustain competitive advantage. After describing the concept of Design Thinking, the course will focus on three main areas: defining the problem, planning and executing field research, and summarizing data for decision making.

# Learning outcomes

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| **Course learning outcomes (CLO)** | **Study methods** | **Assessment methods** |
| **CLO1** To be able to define the design thinking process  | Individual study Group projectReflection and discussions | Final exam, group task, and individual reflection |
| **CLO2** To be able to formulate business/user-related assumptions and define a research plan to verify assumptions and gather information is needed to support decisions. | Individual studyGroup projectPracticing, reflecting, and discussions | Final exam, group task, and individual reflection |
| **CLO3** To understand the advantages and disadvantages of various qualitative and quantitative research methods and be able to conduct research using relevant tools  | Individual studyGroup projectPracticing, reflecting, and discussions | Final exam, group task, and individual reflection |
| **CLO4** To be able to link human needs, possibilities of technology, and requirements for business success.  | Individual study Reading, reflection, and discussions | Final exam, group task, and individual reflection |
| **CLO5**. To identify and understand potential ethical, empirical, and analytical problems plaguing the research process and ways to overcome them.  | Individual studyGroup projectPracticing, reflecting, and discussions | Final exam, group task, and individual reflection |
| **CLO6.** To be able critically evaluate the quality of other people’s research findings and the process used to obtain them. | Lectures, seminars, group project | Exam, reflection, and feedback on other groups research projects |

**Learning methods**

This course will expose students to the main concepts, best practices, and qualitative and quantitative tools of research. Group project based on Design Thinking and additional readings, reflection, and discussions will be used to reinforce the learnings.

# Cheating issues

The teaching and testing methods are chosen taking into account the purpose of the minimization of cheating opportunities. The ISM regulations on academic ethics will be fully applied in the course.

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| **Week (and****class)** | **TOPIC (Lectures)** | **IN-CLASS HOURS** |
| **Lectures** | **Seminars** |
| 1  | Introduction to Design Thinking. Methodology and mindset.  | 2 | 2 |
| 2 | 10 Models for Design Thinking. Design Thinking and Innovation.  | 4 |  |
| 3 | Finding and defining the problem. Human centric approach.  | 2 | 2 |
| 4 | Planning research. Survey Canvas. | 2 | 2 |
| 5 | Qualitative research methods and tools. Empathy Mapping Canvas, Interview, observation, experiment, shadowing, antropology | 4 |  |
| 6 | Quantitative research: methods and tools.Surveys and desk research. | 2 | 2 |
| 7 | Group work: Empathize, Define, Ideate |  | 8 |
| 8 | Examples of Design Thinking application in new product development, service design, organization digital transformation, social entrepreneurship | 4 |  |
| 9 | Social responsibility and ethics in research. Avoiding bias.  | 2 | 2 |
| 10 | Group project presentations. |  | 4 |
| 11 | Review session for the final exam. | 2 |  |
|  | **Total:** | **24** | **24** |

**Individual work, group work, and assessment:**

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|  | **EVALUATION****(%)** |
| Personal essay  | 20% |
| In-class contribution | 20% |
| Final exam | 30% |
| Group project presentation | 30% |
|  **Total** | **100%** |

**Course requirements:**

1. **The final exam** will account for 30% of the final grade. It may consist of essay questions that will be based on the material presented in classes, seminars, and required readings.
2. **The in-class contribution** will account for 20% of the final grade. It may include participation in discussions on the topic of the lecture, participation in group and individual problem-solving tasks. Students are expected to read provided reading materials or study individually before coming to the class and be prepared to discuss various topicsrelated to Design Thinking and fieldwork research.
3. **The individual essay** will account for 20% of the final grade. It may include personal reflection on Design Thinking application of Research plan and constructive feedback to peers.
4. **The group project presentation** willcount for 30% of the final grade. It will be based on a group project presentation.
5. **Re-taking of the final exam.** Students who receive a failing final grade will have the right to re-take the exam. It will count for **30%** of the final grade and will cover the content of the entire course.
6. Students may re-take Individual essay, including feedback from 3 peers, in case they failing the final grade..
7. **The group assignments and activities in class cannot be resubmitted at a later time**.

# Main readings:

Recommended books:

Babbie, Earl. 2007. The Practice of Social Research. 11th ed. (Intnl. student ed.). Thomson/ Wadsworth.

David A. Aaker, V. Kumar, Robert P. Leone, George S. Day. Marketing Research, 11th Edition. 2012

Articles:

<https://hbr.org/2018/09/why-design-thinking-works>

https://medium.com/@elizabeth7hoffman/10-models-for-design-thinking-f6943e4ee068

Other readings will be provided on e-learning platform.