DESIGN THINKING AND SOCIAL RESEARCH

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| *Course code* | *MNG250* |
| Compulsory in the programmes | *Design Thinking and Social Research* |
| Level of studies | *Undergraduate* |
| Number of credits and | *6 ECTS (48 contact hours + 6 consultation hours, 106 individual work hours)* |
| Course coordinator (title and name) | *Gediminas Buivydas* |
| Prerequisites | *None* |
| Language of instruction | *English* |

**THE AIM 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***.** *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.*

**MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESMENT AND TEACHING METHODS**

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| Course level learning outcomes (objectives) | Degree level learning objectives (Number of LO) | Assessment methods | Teaching methods |
| CLO1. To be able to define the design thinking process | BLO 1.1. | Final exam, group task, and individual reflection | Individual study Group project, Reflection and discussions |
| 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. | BLO 1.2. | Final exam, group task, and individual reflection | Individual study Group project Practicing, reflecting, and discussions |
| CLO3 To understand the advantages and disadvantages of various qualitative and quantitative research methods and be able to conduct research using relevant tools | BLO 1.2.  BLO 3.2 | Final exam, group task, and individual reflection | Individual study Group project  Practicing, reflecting, and discussions |
| CLO4 To be able to link human needs, possibilities of technology, and requirements for business success. | BLO 1.2. | Final exam, group task, and individual reflection | Individual study Reading, reflection, and discussions |
| CLO5. To identify and understand potential ethical, empirical, and analytical problems plaguing the research process and ways to overcome them. | BLO 2.1 | Final exam, group task, and individual reflection | Individual study Group project Practicing, reflecting, and discussions |
| CLO6. To be able critically evaluate the quality of other people’s research findings and the process used to obtain them. | BLO 4.1  BLO 4.2 | Exam, reflection, and feedback on other groups research projects | Lectures, seminars, group project |

**ACADEMIC HONESTY AND INTEGRITY**

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.

**COURSE OUTLINE**

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| **Topic** | **In-class hours** | **Readings** |
| Design Thinking Basics | 2 | Specific readings will be on elearning |
| Idea Generation | 2 | Specific readings will be on elearning |
| Empathizing Exercise | 4 | Specific readings will be on elearning |
| Ideation Techniques | 2 | Specific readings will be on elearning |
| Idea Generation | 2 | Specific readings will be on elearning |
| User Interviews | 4 | Specific readings will be on elearning |
| Prototyping Techniques | 2 | Specific readings will be on elearning |
| Idea Refinement | 2 | Specific readings will be on elearning |
| Prototyping Workshop | 4 | Specific readings will be on elearning |
| Testing Concepts | 2 | Specific readings will be on elearning |
| Feedback Collection | 2 | Specific readings will be on elearning |
| User Testing | 4 | Specific readings will be on elearning |
| Iteration Strategies | 2 | Specific readings will be on elearning |
| Refienement Workshop | 2 | Specific readings will be on elearning |
| Real-world Constraints | 2 | Specific readings will be on elearning |
| Implementation Workshop | 2 | Specific readings will be on elearning |
| Scaling Design Thinking | 2 | Specific readings will be on elearning |
| Project Presentation | 6 | Specific readings will be on elearning |
|  | **Total: 48 hours** |  |
| CONSULTATIONS | 6 |  |
| FINAL EXAM | 2 |  |

**FINAL GRADE COMPOSITION**

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| --- | --- |
| **Type of assignment** | **%** |
| *Group Components 50 %* |  |
| Group project presentation | 50 |
|  |  |
| *Individual Components 50 %* |  |
| Final exam | 30 |
| In class contribution | 20 |
| **Total:** | **100** |

**DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT**

*(Provide short descriptions and grading criteria of each assignment)*

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 topics related to Design Thinking and fieldwork research.
3. **The group project presentation** willcount for 50% of the final grade. It will be based on a group project presentation.
4. **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 **50%** of the final grade and will cover the content of the entire course.
5. **The group assignments and activities in class cannot be resubmitted at a later time**.

**REQUIRED READINGS**

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

**ADDITIONAL READINGS**

**ANNEX**

**DEGREE LEVEL LEARNING OBJECTIVES**

**Learning objectives for the Bachelor of Business Management**

*Programmes:*

*International Business and Communication,*

*Business Management and Marketing,*

*Finance,*

*Industrial Technology Management,*

*Entrepreneurship and Innovation*

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| **Learning Goals** | **Learning Objectives** |
| Students will be critical thinkers | BLO1.1. Students will be able to understand core concepts and methods in the business disciplines |
| BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions |
| Students will be socially responsible in their related discipline | BLO2.1. Students will be knowledgeable about ethics and social responsibility |
| Students will be technology agile | BLO3.1. Students will demonstrate proficiency in common business software packages |
| BLO3.2. Students will be able to make decisions using appropriate IT tools |
| Students will be effective communicators | BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations |
| BLO4.2. Students will be able to convey their ideas effectively through an oral presentation |
| BLO4.3. Students will be able to convey their ideas effectively in a written paper |

**Learning objectives for the Bachelor of Social Science**

*Programmes:*

*Economics and Data Analytics,*

*Economics and Politics*

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| **Learning Goals** | **Learning Objectives** |
| Students will be critical thinkers | ELO1.1. Students will be able to understand core concepts and methods in the key economics disciplines |
| ELO1.2. Students will be able to identify underlying assumptions and logical consistency of causal statements |
| Students will have skills to employ economic thought for the common good | ELO2.1.Students will have a keen sense of ethical criteria for practical problem-solving |
| Students will be technology agile | ELO3.1. Students will demonstrate proficiency in common business software packages |
| ELO3.2. Students will be able to make decisions using appropriate IT tools |
| Students will be effective communicators | ELO4.1.Students will be able to communicate reasonably in different settings according to target audience tasks and situations |
| ELO4.2.Students will be able to convey their ideas effectively through an oral presentation |
| ELO4.3. Students will be able to convey their ideas effectively in a written paper |