Course description form (syllabus form) – for 1st and 2nd cycle studies

A. General data

Name of the field	Content
Course title	Design Thinking
Organizational unit:	Faculty of Management
Organizational unit where the course is offered:	Faculty of Management
Course ID	
Erasmus code / ISCED	14.0 / (0400) Business and administration and law
Course groups (in Polish)	Przedmioty 4EU+ (z oferty jednostek dydaktycznych) Konwersatoria English dla MSM i MSZFR dzienne
Period when the course is offered	Winter semester 2024/25
Short description	This course aims at providing participants with managerial tools necessary for creative problem solving, using the Design Thinking methodology. Upon successful completion of this course, participants will have an understanding of the theoretical frameworks of the design process, including pathways of creatively diagnosing, defining and solving complex business problems. Managerial tools for Design Thinking implementation will be discussed, including quality management, Kaizen philosophy, visual thinking and affinity diagrams. There will be an emphasis on facilitating creativity in an organizational context and Human Centered Design theory.
Type of course:	Discussion course (konwersatorium)
Full description	The main objective of the course is to aid its participants in the development of strong managerial skills for Design Thinking implementation. In the pursuit of achieving said goal, the course will cover theoretical elements of managerial and quality theory, combined with the aim and practice of translating said knowledge into routinized behavior. This will be enabled by a course structure combining lectures, discussions and workshops. The course will be divided into four main topics which will be discussed during classes:

		● **An introduction to design thinking** – The main characteristics. Determining the importance of attitudes *(mindset)* and organizational culture for the effectiveness of creative activities. ● **The design process** – Pathways of creatively diagnosing, defining and solving problems. Ideation and brainstorming in practice. ● **Managerial tools for design implementation** – Kaizen philosophy and its impact on quality management, visual thinking, affinity diagrams, dot voting, information mapping, service safari. ● **Human Centered Design** – Key-components and origins of HCD, the persona system, observation in practice, design anthropology.
Prerequisites	Formal	Communicative knowledge of English
	Initial	
Learning outcomes		The course participant: ● has an understanding of the basic principles of design thinking, combined with the ability of applying them in practice, i.e. diagnosing, structuring and solving complex business problems, ● possess the knowledge of current trends at the intersection of modern design, business and technology, ● is able to discover and define new, previously unknown needs of customers / target groups, ● understands the managerial and organizational determinants of the Design Thinking processes.
ECTS credit allocation		
Assessment methods and assessment criteria		The course will be graded via a final assignment, in which students will be asked to design a product using the techniques discussed during classes.
Examination		Graded credit
Type of class		Elective course
Mode		Remote
Language		English
Bibliography		Dym, C. L., Agogino, A. M., Eris, O., Frey, D. D., & Leifer, L. J. (2006). Engineering design thinking, teaching, and learning. IEEE Engineering Management Review. Hallgren, M., & Olhager, J. (2009). Lean and agile manufacturing: External and internal drivers and performance outcomes. International Journal of Operations and Production Management.

	Hanington, B. (2003). Methods in the Making: A Perspective on the State of Human Research in Design. Design Issues.
	Hoeft, R. M., & Ashmore, D. (2019). User-Centered Design in Practice. In Human Factors in Practice.
	IDEO. (2014). the Field Guide To Human-Centered Design. In Igarss 2014.
	Kimbell, L. (2011). Rethinking Design Thinking: Part I. Design and Culture.
	Kimbell, L. (2012). Rethinking design thinking: Part II. Design and Culture.
	Razzouk, R., & Shute, V. (2012). What Is Design Thinking and Why Is It Important? Review of Educational Research.
Internship as part of the course	-
Coordinators	Maria Schulders
Group instructors	Maria Schulders
Notes	-

B. Detailed data

Name of the field	Content
Group instructors:	Maria Schulders
Title	Master of Arts *(mgr)*
Type of class:	Discussion course *(konwersatorium)*
Learning outcomes defined for didactic method used during the course	The course participant: ● has an understanding of the basic principles of design thinking, combined with the ability of applying them in practice, i.e. diagnosing, structuring and solving complex business problems, ● possess the knowledge of current trends at the intersection of modern design, business and technology, ● is able to discover and define new, previously unknown needs of customers / target groups, ● understands the managerial and organizational determinants of the Design Thinking processes.
Assessment methods and assessment criteria for didactic method used during the course	The course will be graded via a final assignment, in which students will be asked to design a product using the techniques discussed during classes.
Examination for didactic method used during the course	Graded credit

Range of content	The course will be divided into four main topics which will be discussed during classes: ● **An introduction to design thinking** – The main characteristics. Determining the importance of attitudes *(mindset)* and organizational culture for the effectiveness of creative activities. ● **The design process** – Pathways of creatively diagnosing, defining and solving problems. Ideation and brainstorming in practice. ● **Managerial tools for design implementation** – Kaizen philosophy and its impact on quality management, visual thinking, affinity diagrams, dot voting, information mapping, service safari. ● **Human Centered Design** – Key-components and origins of HCD, the persona system, observation in practice, design anthropology.
Didactic methods	Presentations, discussions, case studies, educational games, workshops.
Bibliography	Dym, C. L., Agogino, A. M., Eris, O., Frey, D. D., & Leifer, L. J. (2006). Engineering design thinking, teaching, and learning. IEEE Engineering Management Review. Hallgren, M., & Olhager, J. (2009). Lean and agile manufacturing: External and internal drivers and performance outcomes. International Journal of Operations and Production Management. Hanington, B. (2003). Methods in the Making: A Perspective on the State of Human Research in Design. Design Issues. Hoeft, R. M., & Ashmore, D. (2019). User-Centered Design in Practice. In Human Factors in Practice. IDEO. (2014). the Field Guide To Human-Centered Design. In Igarss 2014. Kimbell, L. (2011). Rethinking Design Thinking: Part I. Design and Culture. Kimbell, L. (2012). Rethinking design thinking: Part II. Design and Culture. Razzouk, R., & Shute, V. (2012). What Is Design Thinking and Why Is It Important? Review of Educational Research.

Group limit	
Time span	
Location	Online (Zoom, Kampus)