



COURSE SECTION INFORMATION

SCHOOL OF DESIGN

DESIGN THINKING

BACHELOR OF DIGITAL EXPERIENCE DESIGN

Professor's Name: Dr. Dave Colangelo

Course Number: BDES1200

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Course Section CRN: 45382

Phone: 416-415-5000 x3755

Room Number: WFD 261

Office: WFD 326

Academic Year: 2019-20

**Out of Class Assistance: By
Appointment Only**

Term: Winter 2020

Date and Time: Weds, 12-3pm

FOR OFFICE USE ONLY

ORIGINATOR:

SIGNATURE

January 2, 2020

DATE

CHAIR:

SIGNATURE

December 9, 2019

DATE

DATE OF REVISION: January 2020

Other Specific Course Information

PROFESSOR BIO:

Dave Colangelo is an artist, educator, and researcher based in Toronto, Canada. He is a founding member of [Public Visualization Studio](http://publicvisualizationstudio.com). His writing, research, and practice uses media architecture (urban screens, LED façades, and public projection) as a means to support critical and creative engagements with the city, public art, and information. More info at: <http://davecolangelo.com>.

COURSE DESCRIPTION:

In this course students learn about the design process and various research methods and rationales, historical and contemporary, that are used in design disciplines. Students study, distinguish between, engage with, and argue for the relative merits of the various stages of the design process through written reflections, activities, and a summative proposal, all with

respect to a contemporary design challenge. Students also experience the way design teams are managed to determine their efficacy and usefulness for various design problems.

COURSE OUTCOMES (KSA – Knowledge, Skills, and Attitudes):

Upon successful completion of this course the students will have demonstrated the ability to:

1. Distinguish between different design rationales of importance to the field to guide the basis for critique. (K, S, A)
2. Compare and contrast processes, models and methods to determine the best approach to design thinking, creativity, and problem-solving. (K, S)
3. Differentiate aesthetic and functional requirements of human-centred design. (K, S)
4. Communicate rationales for processes, models and methods both orally and in written and graphical form as required to peers and collaborators. (K, S, A)

EVALUATION CRITERIA (assignments, projects, tests, quizzes, exams, etc.):

Evaluation Tool & Description	Date/Week:	% of Final Grade:	Instructions/Rubric to be Provided? (Yes/No)	Links to Course Outcomes
Reflections (x7)	2(x2), 3, 4, 6, 9, 10	35 (5 each)	Yes	1, 2, 3, 4
Activities (x6)	4, 5, 6, 7, 10, 11	25 (5 each, lowest dropped)	Yes	2, 4
Progress Report	9	10	Yes	4
Final Proposal	13-15	20	Yes	1, 2, 3, 4
Self-Assessment	15	10	Yes	4

Reflections (x7) – Weeks 2(x2), 3, 4, 6, 9, 10 – 40% (5% each)

You will be asked to write short in-class and take-home reflections based on the week’s materials. More instructions and a rubric will be provided in class during week 1 and throughout the course. This work is to be completed individually.

Activities (x5) – Weeks 4, 5, 6, 7, 10, 11 – 25% (5% each, lowest dropped)

A number of activities related to lecture material will help to animate the various stages of the design process and contribute to your design proposal. More details to be and rubrics to be provided throughout the course. This work is to be completed in groups assigned in week 1.

Progress Report – Week 9 – 10%

A summary of your work-to-date. More details to be provided in class.

Final Proposal – Week 13-15 – 20%

A final proposal, containing all of the elements required as outlined in the Design Exchange challenge, will be due, along with a short presentation. Your final proposal grade will also be based on your preparation of your material for the year-end show.

Self-Assessment – Week 15 – 10%

You will assign yourself a grade for the course (5%), and for each of your group members (5% - average of all scored). More details to be provided in class.

TESTING AND ASSIGNMENT POLICY:

Late assignments are subject to a 10% penalty on your project grade, which can heavily affect your course grade depending on the percentage of your final grade the project is worth.

Projects submitted more than five days late may not be accepted. If you need an extension on a project deadline, speak with me as early as possible to discuss your options.

REQUIRED MATERIALS:

A notebook, lined or unlined, whatever your preference is.

A pen/pencil/etc... something to write with.

Bring these with you to class every day.

Available on Blackboard and/or Online (check weekly schedule):

Please PRINT readings and materials as needed and bring them with you to class.

Ambrose, G. & Paul Harris. 2010. "Design Thinking: The Act or Practice of Using Your Mind to Consider Design." Lusanne, Switzerland: AVA Publishing. (Excerpts available on Blackboard)

Dam, R. & Teo Siang. 2018. "5 Stages in the Design Thinking Process." Interaction Design Foundation. <https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process>

Universities Canada, IDEa Competition Guidelines. https://www.univcan.ca/programs-and-scholarships/innovative-designs-accessibility-competition/#a_6 and <https://www.univcan.ca/wp-content/uploads/2019/11/2020-IDEa-Guidelines1.pdf>

Government of Ontario. n.d. "Accessibility Laws." <https://www.ontario.ca/page/accessibility-laws>

AND

"A Guide to the Integrated Accessibility Standards Regulation"

<https://dr6j45jk9xcmk.cloudfront.net/documents/4845/guidelines-to-iasr-english.pdf>

Inclusive Design Frameworks:

- IDEO Inclusive Design Kit: <http://www.designkit.org/human-centered-design>
- Floe Inclusive Design Handbook: <https://handbook.floeproject.org/>
- Microsoft Inclusive Design Toolkit: <https://www.microsoft.com/design/inclusive/>
- Making accessible videos: <https://medium.com/@krisrivenburgh/youtube-accessibility-how-to-make-accessible-videos-with-closed-captions-2208acf17eeb>
- Making accessible PDFs: <https://helpx.adobe.com/ca/acrobat/using/create-verify-pdf-accessibility.html>
- Making accessible web pages: <https://www.dreamhost.com/blog/make-your-website-accessible/>

IDEO. 2015. *The Field Guide to Human-Centered Design*. DesignKit. <http://www.designkit.org/resources/1>

Plattner, H. 2010. "An Introduction to Design Thinking: Process Guide." Institute of Design at Stanford. <https://dschool-old.stanford.edu/sandbox/groups/designresources/wiki/36873/attachments/74b3d/ModeGuideBOOTCAMP2010L.pdf>

More materials to be provided as needed in class and on blackboard.

Learning Schedule / Topical Outline (subject to change with notification)

Overview

Week 1	Intro								
Week 2									
Week 3	Empathize								
Week 4			Define						
Week 5									
Week 6				Ideate					
Week 7									
Week 8									
Week 9					Progress Report	Prototype			
Week 10							Test		
Week 11								Submission Preparation	
Week 12									
SUBMISSION									
Week 13									Presentation and Reflection + Year End Show
Week 14									
Week 15									

Week	Topic / Task	Content / Activities	Resources	Assessment
1 Jan 8 th	Introduction	Introduction to course Syllabus Overview Lecture: Design Thinking Overview Group Formation Reflection #1 (In-class work)	Dam & Teo, Plattner, and IDEO	Reflection #1 – Design Thinking (in-class)
2 Jan 15 th	Introduction: Design Challenge	Reflection #1 Due Take-up Reflection #1 Guest Lecture from Universities Canada Design Challenge Presentation Reflection #2 Due (In-class)	Universities Canada, Government of Ontario, Inclusive Design Frameworks	Reflection #2 – Design Process Reflection #2 – Accessibility Laws (in-class)
3 Jan 22 rd	Empathize	Reflection #3 Due Lecture: Empathy Methods – Activity #1 Interviews In-Class Group Work	Plattner (Empathy Phase)	Reflection #3 – Empathy Phase
4 Jan 29 th	Empathize/Define	Reflection #4 Due Activity #1 Due	Plattner (Define Phase)	Reflection #4 – Define Phase

Week	Topic / Task	Content / Activities	Resources	Assessment
		Discussion and Critique of Activity #1 Journey Maps Personas Empathy Map In-Class Group Work Lecture: Define, and creating an Insight Report – Activity #2		Activity #1 – Empathy Methods
5 Feb 5 th	Define	Activity #2 Due Discussion and Critique of Activity #2 Lecture: Problem Statement – Activity #3 In-Class Group Work		Activity #2 – Insight Report
6 Feb 12 th	Define/Ideate	Reflection #5 Due Discussion and Critique of Activity #3 Lecture: Ideation – Activity #4 Brainstorming Bodystorming Prototyping Mindmapping In-Class Group Work	Plattner (Ideation Phase)	Reflection #5 – Ideation Phase Activity #3 – Problem Statement
7 Feb 19 th	Ideate	Discussion and Critique of Activity #4 Lecture: Summarizing, Selecting, and Moving Forward – Progress Report In-Class Group Work		Activity #4 - Ideation
8	<p>INTERSESSION: Note: Students who have a concern with their academic standing in this course should consult their instructor.</p> <p>For information on withdrawing from this course without academic penalty, please refer to the following for important academic dates: http://www.georgebrown.ca/registernow/important-dates.aspx</p>			
9 March 4 th	Progress Report + Prototyping	Progress Report Due Reflection #6 Due Lecture: Experience Map, Mockups, and other methods – Activity #5 In-Class Group Work	Plattner (Prototyping Phase)	Progress Report Reflection #6 - Prototyping
10 March 11 th	Testing	Discussion and Critique of Activity #5 Reflection #7 Due Lecture: testing and incorporating feedback – Activity #6	Plattner (Testing Phase)	Activity #5 – Prototyping (experience map and other methods) Reflection #7 – Testing Phase

Week	Topic / Task	Content / Activities	Resources	Assessment
		In-Class Group Work		
11 March 18 th	Testing	Discussion and Critique of Activity #6 Lecture: preparing final submission material In-Class Group Work		Activity #6 - Testing
12 March 25 th	Reporting	Discussion and Critique of final submission material In-Class Group Work		Final Submission Materials
APRIL 1st	IDeA Submission	DEADLINE	DUE	ONLINE
13 April 1 st	NO CLASS	Reflection Exercises		Reflection Exercises to be completed on your own time
14 April 8 th	Presentation and Reflection Year-End Show Preparation	Final Proposals and Presentations Due Year-End Show Preparation		Final Proposals and Presentations Due
15 April 15 th	Year-End Show Preparation	Self-Assessment (in-class) Feedback on Final Proposals and Presentations Preparation for Year-End Show (cont...)		Self-Assessment
Please note: this schedule may change as resources and circumstances require.				
For information on withdrawing from this course without academic penalty, please refer to the College Academic Calendar: http://www.georgebrown.ca/Admin/Regist/PSCal.aspx				

GRADING SYSTEM

The passing grade for this course is: D

A+	90-100	4.0	B+	77-79	3.3	C	67-69	2.3	D	57-59	1.3	Below 50	F	0.0
A	86-89	4.0	B	73-76	3.0	C+	63-66	2.0	D+	50-56	1.0			
A-	80-85	3.7	B-	70-72	2.7	C-	60-62	1.7						

Excerpt from the College Policy on Academic Dishonesty:

The *minimal* consequence for submitting a plagiarized, purchased, contracted, or in any manner inappropriately negotiated or falsified assignment, test, essay, project, or any evaluated material will be a grade of zero on that material.

To view George Brown College policies please go to: www.georgebrown.ca/policies

Resources and Support for Students

The College is committed to the success of its students. To this end, a number of academic and administrative departments and services have been developed to support them. It's important for you to know what some of these services are in case you have to offer students advice for remediation or information on where to receive appropriate counselling.

- **Library Learning Commons (LLC):** Situated at St. James (at 200 King East, the main floor and basement), the LLC provides open access computer services,

Microsoft Office and course-related software, and printing/copying services; and provides research materials in a variety of formats.

- **The Tutoring and Learning Centre (TLC):** Is located in Room 430A and is available to all post-secondary students at the College. TLC delivers assistance to students for English and math and is staffed by peer tutors and fulltime professors.
- **The Peer Tutoring Program:** Is for students who're having difficulty in a subject. There is no charge to the student receiving the tutoring. Peer Tutors are found in the Orange Box at 230 Richmond and in Room 518 at 341 King.
- **Counseling & Disability Services:** Students with physical, emotional and/or learning disabilities can obtain support to help them with their studies through the Disability Services Department. Counsellors are available to help students with personal, career, or school-related problems. Contact 416-415-5000 ext. 2107 or letstalk@georgebrown.ca