

DESIGN THINKING AND SOCIAL RESEARCH

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

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

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

Topic	In-class hours	Readings
Design Thinking Basics	2	The Field Guide to Human-Centered Design Chapter: Introduction
Idea Generation	2	
Empathizing Exercise	4	The Field Guide to Human-Centered Design Chapter: Empathy
Ideation Techniques	2	The Field Guide to Human-Centered Design Chapter: Ideation
Advanced Idea Generation	2	The Field Guide to Human-Centered Design Chapter: Inspiration
User Interviews	4	
Prototyping Techniques	2	The Field Guide to Human-Centered Design Chapter: Rapid prototyping
Idea Refinement	2	
Prototyping Workshop	4	
Testing Concepts	2	The Field Guide to Human-Centered Design Chapter: Get feedback
Feedback Collection	2	
User Testing	4	

Iteration Strategies	2	The Field Guide to Human-Centered Design Chapter: Integrate feedback and Iterate
Refinement Workshop	2	
Real-world Constraints	2	
Implementation Workshop	2	
Scaling Design Thinking	2	The Field Guide to Human-Centered Design Chapter: Implementation
Project Presentation	6	
	Total: 48 hours	
CONSULTATIONS	6	
FINAL EXAM	2	

FINAL GRADE COMPOSITION

Type of assignment	%
<i>Group Components 50 %</i>	
Group project presentation	50
<i>Individual Components 50 %</i>	
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** will count 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 **30%** 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

"The Field Guide to Human-Centered Design" by IDEO.org

ADDITIONAL READINGS

"Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation" by Tim Brown

The Design Thinking Playbook: Mindful Digital Transformation of Teams, Products, Services, Businesses and Ecosystems" are Michael Lewrick, Patrick Link, and Larry Leifer.

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

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

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*

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*

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