

SYLLABI

Basic data of module	
Academic unit:	Faculty of Management, Program: Enterprise and Innovation Management
The name of the subject which you lecture:	Design thinking and innovation
Level:	Master
Status:	Mandatory
Year:	I
Semester:	Semester II
Number of hours:	3
ECTS:	5
Time / location:	check the schedule
Lecturer (title/name):	
Contact details (e mail/phone of the lecturer):	
Subject description:	
Subject description:	<p>This course provides students with the concepts and knowledge about design thinking and innovation, which are essential for every student regardless of their chosen field. Design thinking and innovation is interdisciplinary, human-centered, collaborative, contextual, and iterative. It provides a dynamic framework for approaching innovative idea generation, creative inquiry and divergent thinking. In this course, students learn the principles of design thinking through exercises, brainstorming, sketching, case studies, and presentations.</p> <p>The word "design" has traditionally been used to describe the visual aesthetics of objects such as books, websites, products, interiors, architecture and fashion. But increasingly, the definition of design has expanded to include not only objects, but services and strategic systems. As the challenges and opportunities facing businesses, organizations and society become more complex, as stakeholders become more diverse; an approach known as "Innovative Design Thinking" is playing a larger role in finding meaningful paths forward.</p> <p>This course will demystify design thinking beyond media and business buzzwords and provide students with the tools to integrate innovative design thinking into their public service practice.</p>
The aim of the Subject:	<p>By the end of the course, students will:</p> <ul style="list-style-type: none"> • Understand and be able to explain the process of design and innovative thinking; • Be able to advocate design thinking in an innovative context; • Understand and embody the dynamic mindset necessary for effective design thinking; • Understand the historical and cultural context of innovative design thinking; • Be able to facilitate and lead an innovative design thinking process in a team context.

Expected of the learning outcomes:	<p>After completing this module, students will be able to develop functional competencies for innovative design thinking:</p> <ol style="list-style-type: none"> 1. Divergent and convergent thinking 2. Empathy / Ethnography 3. Defining the problem / framing the problem 4. Verbal / visual / experiential thinking and communication 5. Apply the techniques of generating innovative ideas and creative thinking in solving problems in the organization. 6. Making projects and presenting them 7. Explain and advocate design thinking in a team/organizational context.
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The segregated students overload (must correspond with the learning outcome)

Activities	Hours	Days/weeks	Total
Lectures	2	15	30
Exercises theoretical/laboratory	1	15	15
Internship	5	1	5
Contacts with the teacher/ consultations	1	5	5
Field exercises			
Midterm, Test	2	2	4
Homework	2	12	24
Studying (at the library or at home)	3	15	45
Final preparation for the exam	4	3	12
Time spent on evaluation (tests, quiz and final exam)	3	2	6
Projects and presentations	2	2	4
Total			150

Teaching methodology and learning methodology:	<p>The course lasts 15 weeks with 3 hours of lectures and/or weekly individual and group exercises.</p> <p>The exercises will be held in the form of individual and group work in which concrete examples will be discussed.</p> <p>Active participation is extremely important, so students are encouraged to regularly attend lectures and exercises and contribute to the discussions that take place in the lectures.</p> <p>Teaching will take place through lectures, exercises, practical examples, individual and group interpretations, seminar work, periodic assessments, etc. All this will be realized in the theoretical and practical aspect by presenting the materials in audio-visual form through electronic technology with Windows Office programs. In the theoretical aspect, general scientific knowledge will be offered, based on contemporary literature. The practical part will mainly be realized through concrete examples from the literature and case studies, solving numerical tasks and their interpretation. In this way, it will be aimed to create interactive relationships between professor and student as well as student-student.</p>
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<p>Evaluation method (criteria to pass exam):</p>	<p>The evaluation and form of construction of the grade for students will be supported in the following three activities:</p> <p>1. Activity and engagement in learning - is evaluated with 20 points out of 100 possible points, Activity in learning - means that the student is active and involved in interactive discussions between professors-students, students-students, opening new topics that are related to the subject, giving ideas, opinions, critical thoughts in order to stimulate the debate during lectures. Engagement - means that the student performs and presents the tasks that are assigned at the end of each lecture and then discussed at the beginning of the next lecture.</p> <p>2. Drafting and presentation of a assignment, project / seminar paper is evaluated with 10 points out of 100 possible points, Within the semester, the student (can be a group of students - no more than 3 students) must prepare a seminar project/paper (Word and PowerPoint), the same paper must be presented during the hours designated for presentation. The topic of the paper can be proposed by the professor and by the student - the topic proposed by the student must be approved by the professor, and the same must be in full correlation with the subject.</p> <p>3. The final exam test is evaluated with 70 points out of 100 possible points, Within the semester, two tests (2 x 35 points) are foreseen - according to the circumstances - the first test in the 7th or 8th week and the second test at the end of the lectures, the student passes the first test if he has at least 17 points, since the student is considered to have passed the first test, then he can undergo the second test, the student has the right to undergo the final exam - oral or written. The student will undergo the final exam test, after the completion of the course lectures, and it will be organized in the exam deadlines, determined by the University senate. The purpose of the exam is to evaluate the student's knowledge, skills, dexterity and competences, related to the results of previous learning for the material of the lectured subject. The exam test (form with questions) must be completed individually by the student and it must contain:</p> <ul style="list-style-type: none"> • objective questions with multiple alternative choices, the same will be used to evaluate the student's abilities to recall and recognize the concepts and material of the course, • subjective questions of the essay/written task type for which the student himself must be able to give answers related to the material of the lectured subject, the same answers will be used to evaluate the student's understanding and abilities to apply the knowledge acquired in the analysis, synthesis and evaluation of the problem. <p>Students, after taking the exam, will build the final grade:</p> <ul style="list-style-type: none"> • max 20 points - activity and engagement in learning, • max 10 points - design and presentation of the project/seminar work, • max 70 points - final exam (or from two tests), <p>The student passes the exam if he collects 50 points from all evaluation criteria.</p>
<p>The teaching/learning tools/ IT:</p>	<p><i>Using the board, Internet, wireless, computer, projector, Power point, etc.</i></p>

The distribution of the theoretical and practical part of the studies:	70% Theory 30% Practical
Literature	
Basic literature:	<ol style="list-style-type: none"> 1. Teun den Dekker - „Design Thinking”, 2020 Noordhoff Uitgevers bv, Groningen/Utrecht, Nederland 2. Idris Mootee „Design Thinking for Strategic Innovation” 2013 Inc., Hoboken, New Jersey. Published John Wiley & Sons. 3. Gavin Ambrose & Paul Harris „Design Thinking” Published by AVA Publishing SA 2010
Additional Literature:	<ol style="list-style-type: none"> 1. Jack Roberts, Echo Designs - Jack Roberts, - „Echo Designs Her Way Out of a Paper Bag” 2. Andrew Benedict-Nelson and Jeff Leitnerm - „See Think Solve: A Simple Way to Tackle Tough Problems”
The teaching/learning plan:	
Week	Lecture units
I	<p>Presentation - informing students of the course syllabus, <i>Description (presentation) of the subject,</i> <i>Basic concepts and history of design thinking</i> <i>What is design thinking, why does it matter and how do we learn it?</i> <i>What is an example of a product/service/program/experience that you value in terms of design. Why?</i> Teun den Dekker - „Design Thinking”, 2020 Noordhoff Uitgevers bv, Groningen/Utrecht, Nederland Pp. 7 & 17 <i>Expected result no 1&2</i></p>
II	<p>Design thinking is a way of thinking <i>Basic attitudes of design thinking</i> <i>Balancing between divergences and convergence</i> <i>Balancing between analysis and synthesis</i> <i>Balancing optimism and critical outlook</i> <i>Literature:</i> <i>The same book</i> pp. 17 – 27 <i>Expected result no. 1, 2 & 4</i></p>
III	<p>Work integrally <i>Looking for the sweet spot of innovation</i> <i>Empathy – Understanding the other person</i> <i>Cooperation</i> <i>Get the best out of yourself and others</i> <i>Work to work together, Images, storytelling</i> <i>Creating prototypes for visualization</i> <i>Literature:</i> <i>The same book</i> pp. 27-40 <i>Expected result no. 1, 3 & 4</i></p>
IV	<p>Designing and leading change - The experiment <i>Experimentation is learning by doing?</i> <i>Benefit from experimentation</i></p>

	<p><i>Design thinking is impossible without an experimental attitude</i></p> <p><i>Literature:</i></p> <p><i>The same book</i></p> <p><i>pp. 41-50</i></p> <p><i>Expected result no. 2, 3 and 7</i></p>
V	<p><i>The design thinking cycle</i></p> <p><i>Repetitive work versus incremental work</i></p> <p><i>Framing and reframing</i></p> <p><i>Process awareness and process design</i></p> <p><i>Problem as a source of inspiration</i></p> <p><i>Literature:</i></p> <p><i>The same book</i></p> <p><i>pp. 51 - 61</i></p> <p><i>Expected result no. 5 and 3</i></p>
VI	<p><i>Problem definition and framing</i></p> <p><i>The definition phase defines the problem</i></p> <p><i>Development Phase: problem solving</i></p> <p><i>Identify possible solution directions</i></p> <p><i>Literature:</i></p> <p><i>The same book</i></p> <p><i>pp. 62 - 80</i></p> <p><i>Expected result no. 3 and 5</i></p>
VII	<p><i>The first test</i></p>
VIII	<p><i>Design thinking is its own project approach</i></p> <p><i>How does researching the problem provide me with insight and inspiration?</i></p> <p><i>How can we prevent the jump and make a quick solution?</i></p> <p><i>How can I collect solution ideas and make a choice from all the good ideas?</i></p> <p><i>Literature:</i></p> <p><i>The same book</i></p> <p><i>pp. 81 - 105</i></p> <p><i>Expected result no. 6 and 1</i></p>
IX	<p><i>Development Phase: From Solution to Solution area</i></p> <p><i>Generate ideas for possible solutions</i></p> <p><i>Further development in concepts for solutions</i></p> <p><i>Concrete testing of solutions: In your teams, review at least 5 different secondary sources (scholarly, commercial, popular, news, etc.) on the future of education / the future of learning. Prepare a short 5-8 minute summary presentation to the class. What were the key takeaways and insights? What questions or opportunities do these sources bring?</i></p> <p><i>Literature:</i></p> <p><i>The same book</i></p> <p><i>pp. 106 - 118</i></p> <p><i>Expected result no. 2 and 6</i></p>
X	<p><i>Design thinking is a toolbox</i></p> <p><i>This chapter contains a collection of tools used to apply design thinking in a practical sense that answers questions such as:</i></p> <p><i>What tools can I use when applying design thinking to a project?</i></p> <p><i>What alternative tools are there (that I haven't tried yet)?</i></p> <p><i>Which tools suit which basic attitude?</i></p> <p><i>Literature:</i></p>

	<p><i>The same book</i> <i>pp. 119 - 133</i> <i>Expected result no. 5 and 1</i></p>
XI	<p><i>Design Thinking and innovation strategy</i> <i>What really is Design?</i> <i>Is design science or art?</i> <i>Everything has changed, is changing and will continue to change</i> <i>Applying design and thinking as innovation</i> <i>Time to think beyond crisis modes</i> <i>Changing Management Paradigms</i> <i>Literature:</i> <i>Idris Mootee; "Design Thinking for Strategic Innovation" 2013 Inc., Hoboken, New Jersey. Published by John Wiley & Sons.</i> <i>pp. 12 – 38</i> <i>Expected result no. 2 and 3</i></p>
XII	<p><i>Application strategy of design and thinking in business</i> <i>Design thinking for rescue</i> <i>Losing touch with those around us</i> <i>Every future business leader needs to be a designer of good thoughts</i> <i>10 principles of design thinking that are redefining business management</i> <i>Literature:</i> <i>Idris Mootee; "Design Thinking for Strategic Innovation" 2013 Inc., Hoboken, New Jersey. Published by John Wiley & Sons.</i> <i>pp. 46-62</i> <i>Expected result no. 2, 3 and 7</i></p>
XIII	<p><i>Strategy and Organization</i> <i>Design of Business Model</i> <i>Design thinking for strategic innovations</i> <i>Changing the Design Thinking Paradigm</i> <i>Literature:</i> <i>Idris Mootee; "Design Thinking for Strategic Innovation" 2013 Inc., Hoboken, New Jersey. Published by John Wiley & Sons.</i> <i>pp. 158 – 218</i> <i>Expected result no. 2 and 3</i></p>
XIV	<p><i>Image modifications</i> <i>Thinking in Images and Signs</i> <i>Possessions and Personifications</i> <i>Reviews, Criticism and Preparation of Project Presentation</i> <i>Each team will have the opportunity to test their ideas and practice parts of their presentation in class.</i> <i>Literature:</i> <i>Gavin Ambrose & Paul Harris, "Design Thinking" Published by AVA Publishing SA 2010</i> <i>pp. 81 - 152</i> <i>Expected result no. 5, 6 and 7</i></p>
XV	<p><i>The second test: Final presentations</i> <i>Final group project documentation and reflections</i></p>

Academic policy and the code of conduct:

The student is obliged to follow the lectures regularly and to have correct behavior towards his colleagues and University staff, keeping calm and actively engaging in lectures and exercises is mandatory.

During the hours of lectures and exercises, eating, whispering that interferes with class work and the use of mobile phones are PROHIBITED. At the same time, cell phones must be turned off or put on silent and not used during lectures or exercises. Lack of academic integrity (including plagiarism, copying another person's work, use of unauthorized exam aids, cheating, etc.) will not be tolerated. If there are doubts about the authenticity of the submitted work, the teacher has the right to ask the student to verify his/her work. This can be done through: repetition of work, written or oral testing, unexpected quiz or any other action deemed necessary by the lecturer.