

Course 2638- Design Thinking for Social Innovation Spring 2025

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Course Location: Room B132

Instructor Biography

Anne-Laure Fayard is Chaired Professor in Social Innovation at NOVA School of Business and Economics and a Visiting Research Professor at NYU. She is the founder and coordinator of the Design for Social Innovation and Sustainability (DESI) Lab. She is also a Senior Research Fellow at the London School of Economics. Prior to joining NOVA SBE, Anne-Laure spent 15 years at New York University, where she was founding faculty advisor for the Design Lab @ NYU MakerSpace and Design for America of NYU. Anne-Laure was also faculty at INSEAD in Singapore and France as well as a Research Fellow at Imperial College Business School (London), Ecole des Mines (Paris) and Visiting Senior Fellow at London School of Economics.

Anne-Laure is an ethnographer of work, whose interests involve collaboration, technology, innovation, and design. Her work has been published in several leading academic such as *Administrative Science Quarterly* and *Organization Science*, and practitioner publications such as *Harvard Business Review* and *Stanford Social Innovation Review*. She is passionate about human-centered design that she teaches, researches, and practices.

Course Description

As we are faced with increasingly complex societal problems, a growing number of non-profit organizations, governments and international agencies are turning to design thinking. The notion of “designing for good” has become a trend over the past decade, leveraging the tools and method of the creative problem-solving approach of Design Thinking. Design thinking, which has already attracted many companies in search of disruptive innovation, is particularly suited to addressing complex and systemic social and environmental issues with equally complex and complicated solutions.

This course will introduce participants to **design thinking, a human-centered approach to social innovation** to develop meaningful and sustainable solutions (products, services, communication, processes etc.). It will also propose participants a critical overview of different approaches in light with contemporary discussions in the field.

In its approach, this course is action-based and experiential. Such an approach highlights the complexity of many social issues and the need for interconnected, systemic responses. Designing for social innovation requires taking a system approach that involves multi-disciplinary collaboration and engagement of all stakeholders including the

end-users or “target beneficiaries” (primary stakeholders).

Through multiple activities, mini-challenges and a semester-long project, it invites participants to experience the whole design innovation process (researching, ideating, prototyping, testing, communicating and implementing) with a focus on developing and sustaining social innovations.

At the end of the course, students will have learnt the importance of human-centered design in creating social innovation and engaging with different stakeholders. They will also have experimented methods to (re-) frame problems and turn them into opportunities, generate and prototype ideas while having the opportunity to develop key skills for their future career: collaboration skills, project experience and a portfolio of innovative techniques. Overall, the course aims to provide participants with an environment to **become creative and innovative thinkers and collaborators, and be empowered to** students to lead social innovation, social entrepreneurship and innovation movements.

Design Thinking for Social Innovation is suitable for those who are interested in social innovation and/or design thinking and methods but does not require familiarity with either.

Course structure

The course is interactive and project-based, and this is reflected in its structure.

The course is organized around 4 main components:

1. *In-class workshops*: discussions of case studies and readings; guest speakers; hands-on activities and mini-challenges to explore specific techniques
2. *Studio work*: During some of our classes, we will have studio work that will give you space to work on your project while exploring further some of the techniques and tools discussed in class.
3. *Individual reflections*: to post on the course blog.
4. *Semester group project*: This is the opportunity to experiment with all the tools and methods explored in class while honing your collaborative skills.

Readings and other materials: We won't use a textbook. There are articles, case, videos and / or podcast assigned for each session. Please check under each session.

You are supposed to have reviewed all materials (readings, case, videos or podcast) and be ready to discuss them. This material is also providing you background knowledge for the class activities.

You don't have to produce any reflection about this material, but you always have the possibility to share your thoughts (e.g. What is interesting? Inspiring? Challenging? Or how does it connect with previous sessions or your personal experience) on Medium.

Evaluation and Grading

Attendance

- **Attendance is mandatory during all classes.**
- **Unexcused absences will affect your grade.** One excused absence is allowed; after that, your final, overall, numerical grade will drop by 5 percent for each

additional absence.

- Be on Time. Tardiness will affect your grade.
- Contact AL or Beatriz IN ADVANCE if you will not be in class.

Your final grade will be based on a synthesis of quantitative & qualitative rubrics:

Grading Overview

- Participation (15%): it includes in-class and online participation.
- Individual research participation (to be posted on Teams channel): 15%
- Three reflections (to be posted on Medium): 20%
- Team project: 40%
- Peer review: 10%

Your final grade will be based on a synthesis of quantitative & qualitative rubrics.

- 17+ Excellent — Your performance and attendance has been of the highest level, showing sustained excellence in meeting course responsibilities. You have been an active and supportive blog member (posting thoughtful comments and ideas, and engaging with others' ideas). Your reflections on the blog are original, thoughtful and / or imaginative (and clearly presented); they demonstrate your ability to think critically. You engaged with your classmates' posts on the blog. In class, you actively participated and engaged in group activities. You were a key member to your team.
- 15-16 Very Good — Your performance and attendance has been good, though not of the highest level. You actively participated in class and online. Your research posts were thoughtful and grounded. Your research posts and blog reflections are better than average and show extra effort. In class, you were engaged in group activities. You fulfilled all your duties for your team.
- 14 - 12 Satisfactory — Your performance and attendance has been adequate, satisfactorily meeting the course requirements. Your participation was average. Your reflection posts were sufficiently developed but lacked thoughtful or original thinking. You attended all classes but were not necessarily fully engaged.
- Unsatisfactory 11 and under— The performance & attendance of the student has not met course requirements. Your participation (in class and the blog) shows no overall understanding of the research, ideation and/or prototyping phase(s) on many levels or either a severe lack of interest.

Participation (15%).

In class participation Your active and involved participation during in-class discussions and exercises will be critical to your own learning as well as to the learning of other participants in this class. Consequently, 10% of your grade will be based on class participation (this obviously requires that you regularly attend class and come to class prepared having read the required materials and reflected upon them).

I am looking for comments that show you really thought about the assigned readings or case, that you are listening and building on the comments of other students, and that you respect your classmates enough to challenge them when you think they are wrong or off-base. And that means the instructor as well! We want open dialogue and lively, but respectful, debate. Moreover, your active and involved participation during group-related

activities (i.e., in-class group exercises, group meetings, group assignments) will also be taken into account.

Online participation:

Commenting on other's posts, or creating extra posts about projects or articles you've seen, all this counts towards in-class participation.

Engaging in research (15%): you'll be expected to be actively involved in the research phase as a researcher. You will have to create **(at least) 4 research posts** (including **2 secondary research and 2 based on first-hand research**) as an individual: quality and quantity will be considered.

- Research posts will have to be posted on your **Group Team Channel** so that all your team members can have access to it. (Check Moodle for a template for research posts).

Blog Reflections (20%): Think/ Be Puzzled / Explore

To be posted on our course has a blog: <https://medium.com/design-thinking-for-social-innovation> (You will have to create an account on Medium to be able to post on the blog).

- You will have 3 mandatory "Reflections" to write and post on the blog.
- You are of course always welcome to post more than these 5 "reflections".
- You are also invited to read others' posts. **For reflections 1 and 2, you need to comment on at least 2 posts: this will count towards your online participation.**

Learning is about doing but also about reflecting. The blog reflections are therefore a key element of your class experience. The Reflections should be about 250 words. These Reflections offer you an opportunity to be attentive to the "meta-thinking" - the thinking involved in the thinking, the manner and way ideas evolve and develop and what kinds of conditions support that kind of thinking. It also will help you develop thinking routines and encourage you to think more deeply about the topic at hand. Feel free to add additional media as appropriate.

When writing these reflections:

- Articulate and develop your ideas.
- Experiment with ideas and ask questions.
- Develop your conceptual and analytical skills.
- Reflect upon and make sense of experiences and the processes behind them.
- Express your feeling and emotional responses.

Reflection 1: An inspiring social innovation (February 11th)

Posted an example of a social innovation you find particularly inspiring. It can be a product, service, program or social venture.

- Describe the social innovation and explain what issue it aims to solve and how. Why do you find it inspiring? What was the innovative dimensions?
- What is the problem? What is innovative? What inspires you? Anything you think might be challenging?
- It is important to provide the context needed for the readers to understand your

presentation and analysis.

- What matters is that you provide a rationale / analysis explaining you chose to talk about this specific social innovation.
- This is an opportunity to connect it with your expectations / assumptions about design thinking. But this is not mandatory

Reflection 2: Get inspired (April 4th)

It is important to get out and look at other fields to be inspired. This reflection is an invitation to explore and go outside. For this reflection, you will have to go to a gallery, exhibition, or artistic event. It has to be about a **specific** “artistic” experience (gallery, museum, concert, show, workshop, etc.). The interpretation of “artistic experience” is broad (you can check with ALF). It can be something you were going to (it does not need to be “for the class”), but it must be done during the semester: it has to be something recent (no more than 3 months ago; ideally you choose a specific event for this reflection).

In your post, you need to provide:

- Context (Tell us where you go, what you saw / listened to / experienced, etc. If you go to an exhibition or museum, pick one specific piece.
- Rationale: why did you choose this specific experience / piece. (e.g. because you liked it, because you hated it)
- Analysis (Why you liked it or hated it)
- Connection to the class – when possible.

Reflection 3: Stepping back (May 10)

The goal for this last reflection is to put in context the readings, class activities and team project and highlight the key learnings for you. You want to illustrate your statements with a couple of specific examples.

Reflect on the overall experience.

- What did you learn? Consider not just what you learned from the module but also about your way of working.
- This is a good time to analyze your strengths and weaknesses.
- There may be areas which you would like to develop, which will add to your design skills or an aspect of the design process that you particularly enjoyed and would like to explore further

Group Project (40%):

As a team you will ask to participate to develop a solution for a challenge presented to you in the first few weeks of class. All phases (research, synthesis, meeting minutes, brainstorming, etc.) for the project have to be documented and saved in the Group Teams Channel.

For your project, you will be judged on the quality, relevance, iteration, completion, and presentation of your work during the semester. The final report and the final presentation will be two key elements.

Two outcomes:

1. A final report documenting the work. It is composed of a summary of the work done and key learnings, next steps with a table of contents connected to all different elements of the

process saved in the Group Teams.

2. A final “presentation” to be shared during the Final Exhibition: There will be no PPT presentations, but the final projects will be presented in an exhibition format where teams will be presenting their work in an interactive manner to share with visitors.

Data used to assess teamwork: meeting minutes, posts on the blog, etc.

Use your group’s Teams channel to document their process: research, ideation, prototyping, user feedback and rationale for choosing certain solutions rather than others. These data need to be included in your final report.

The final group project grade will include all the elements of the process:

- The amount and quality of the research
- The iterations (i.e. your ability to develop different prototypes to test and refine your idea); these iterations would be evaluated on the various presentations you will do in class during the semester.
- The solution:
 - How much does the final solution addresses the challenge issue?
 - How scalable is it?
 - Did you think of all the stakeholders and potential unintended consequences?
- The quality and completeness of the process documentation
- The quality and originality of the final presentation (creativity, interactive, stickiness).

The final ideas will also be assessed:

- How well they answer the challenge brief and requirements?
- How well researched are they?
- Potential impact?

Peer Review (10%)

At the end of the class, each team member will be asked to evaluate their team members.

To be posted at the end of Session 12th. Not posting your peer review will impact your peers’ grades and yours.

I&D statement: I hope to foster a sense of community in this class and provide an inclusive and equitable environment for all students. I consider this class a place where individuals of all backgrounds, beliefs, ethnicities, national origins, gender identities, sexual orientations, religious and political affiliations, and abilities will be treated with respect. It is my intent that all students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. If this standard is not being upheld, please feel free to speak with me.

Schedule and class descriptions:

Summary table

Classes	Date	Assignments
Class 1 - Introduction	4/2	One reading and one video (about 15-minute prep work)
Class 2 – Creative collaboration and thinking holistically	11/2	Reading, video and case study Assignments: <i>Create a Medium account and post Reflection 1 on Medium</i>
Class 3 – Design research	18/2	Readings, video and podcast Assignments: <i>Do research – post 1 secondary research posts in Teams group channel</i>
Class 4 – Interviews and creative research tools	25/2	Readings and podcast Assignments: <ul style="list-style-type: none"> • <i>Team Profile</i> • <i>Research plan</i> • <i>Do research – post your secondary research post #2 in your Teams group channel</i>
Class 5 – Visual thinking	11/3	Reading, videos and podcast Assignments: <ul style="list-style-type: none"> • <i>Do primary research (interviews and observations). Post at least one primary research post by March 11th before class.</i>
Class 6 – Sense making, framing and ideation	18/3	Readings, video and podcast Assignments: <ul style="list-style-type: none"> • <i>Continue research. Post primary research #2</i> • <i>Bring in class post-it notes including representative quotes or observations from all your</i>

		<p><i>research (primary and secondary).</i></p> <ul style="list-style-type: none"> • <i>Use download your learnings and Find Themes handouts</i> <p>Before the class each team member should have in total a minimum of 4 research posts: 2 secondary + 2 primary research posts.</p> <p><i>To make the best of this session, each team member needs to have all their research insights on post-it notes.</i></p>
Class 7 – Prototyping	1/4	<p>Readings</p> <p>Assignment: <i>Meet as a team to finalize your brainstorming, post the results on Teams (using guidelines provided in class), and be ready to share one idea you selected.</i></p>
Reflection 2	4/4	Posted on Medium
Class 8 – Thinking with your hands	8/4	<p>Videos and reading</p> <p>Assignment:</p> <ul style="list-style-type: none"> • <i>As a team, develop at least one prototype to further test your idea (and assumptions) and be ready to share your learnings</i> • <i>Plan feedback sessions with Lisbon project consultants and other stakeholders</i>

Class 9 – Rapid prototyping and iterating	15/4	Readings, video and podcast Assignments: <ul style="list-style-type: none"> As a team, develop a couple of prototypes to further test your idea (and assumptions) and be ready to share your learnings Be ready to share learnings from user testing and next steps
Class 10 – Refinement and storytelling	22/4	Readings, video and podcast Assignments: As a team, iterate on your idea based on the feedback you gathered and be ready to present (5 min)
Class 11 – Impact, scaling and managing as designing	29/4	Readings and podcast
Class 12 – Conclusions and final presentations	6/5	Final presentations Assignment: <ul style="list-style-type: none"> Peer review due (online form) Update your Team folder with all documentation and a table of content. Include final presentation
Reflection 3	9/5	Reflection 3 on Medium

Project

Participatory approach and the LP Consultants

This semester we have the chance to have 4 consultants who are part of the Lisbon Project (LP) community (LP is a Lisbon-based association aiming to improve the integration and life of

migrants and refugees). They have been selected to come and work with us. They will be attending all classes. As experts with lived experience with issues related to immigration, they will be involved in the project semester as consultants during all phases of the project.

Research phase (February 18th – March 17th)

- Secondary research
- Primary research which includes interviews (with organizations, policy makers, Lisbon project and other organizations, etc.) as well as observations, visits, etc. (be creative in exploring the design research tools).

Sense making and Ideation (March 18th – March 31st)

- Plan at least one ideation session outside of class. Involve one of the LP consultants in that session.

Prototyping and iterative refinement (April 1st – May 6th)

- Plan prototyping and feedback sessions.
- Be ready to iterate

Class 1 - Introduction: Perspectives on the creative process and social innovation February 4th, 2025

Goals:

- Introduce the goals and format of the course
- Get a first experience of the design thinking process
- Introduce main concepts related to design thinking, the creative process and social innovation

Prior to class:

- Read all the papers; watch videos; listen to podcast. Be ready to discuss them in class **(This is the case for all readings assigned for a class)**.

Readings

- Design Thinking, Tim Brown, Harvard Business Review, June 2008, p.84-92
- Fayard and Fathallah, 2024, Design Thinking Misses the Mark. *Stanford Social Innovation Review* Winter Issue

Videos:

Where Good Ideas Come From: <http://www.youtube.com/watch?v=NugRZGDbPFU>

If you want to learn more:

- Fayard, AL. 2018. Why Design Thinking Matters? *Journal of Financial Transformation*
- Johansson, 2006. "Introduction" and Ch. 1 – "The Intersection – Your Best Chance to Innovate", *The Medici Effect*, HBS

Class 2 - Collaborative Creativity and Thinking Holistically February 11th, 2025

Goals:

- Exploring the conditions for collaborative creativity: Creating the right organizational culture and mindset for collaboration and innovation
- Introducing service design and system thinking
- Introduction to the challenge for the project semester and guest speaker from Lisbon Project

Assignments:

- **Reflection 1:** post on Medium before class
- **Case:** Designing Services at Engine (Case A)

Questions:

1. How would you define the Engine way?
2. What is service design and how similar or different is it to product design?
3. Think of an example of a successful service.

Reading:

- System thinking – Meadows, System Thinking: A primer, Introduction + Chapter 1

Extra Resources: Service design tools (referred to in the Engine case)

- Journey maps:
 - <https://servicedesigntools.org/tools/journey-map>
 - <https://www.nngroup.com/articles/journey-mapping-101/>
- Service blueprints: <https://www.nngroup.com/articles/service-blueprints-definition/>

If you want to learn more:

- The Cross-pollinator in *The Ten Faces of Innovation*, D. Kelley
- The 12 weird rules of creativity, R. Sutton, *Harvard Business Review*, Sept. 2001
- *The Deep Dive (video)*:

IDEO was asked to demonstrate their process for innovation for a 1999 episode of ABC's late-night news show *Nightline*. Despite being old, it still illustrates well the process and IDEO culture: Short version (10 min): https://www.youtube.com/watch?v=RIOhS_mRrV4
Full version (22 min) : <https://www.youtube.com/watch?v=izjhx17NuSE>

Class 3: Design Research to Develop Deep Contextual Understanding
February 18th, 2025

Goals:

- Introduction to design research: How to look for clues to develop insights and opportunities?
- Defining the “problem”: To generate ideas, you first need to understand the context and define the “problem”
- How to develop a research plan: Where to look? Who to interview? How to make sense of what you find?
- Introduction to trauma-informed and trauma-responsive design
- Introduction to the challenge: select area of focus as a team

Assignments:

Secondary Research for project (individual assignment):

- Develop one piece of secondary research for the challenge (post on Teams)

Readings:

- Kelley, “The Anthropologist” (Ch. 1 in *The Ten Faces of Innovation*, 2005).
- Gaver et al. 1999 *Cultural Probes*
- Dietkus, R., 2022, The Call for Trauma-Informed Design Research and Practice, *Design Management Review* 33 (2):26-31

Podcast: listen to podcast on research design and be ready to discuss

<https://podcasts.apple.com/ca/podcast/design-research-with-sarah-fathallah/id1613526046?i=1000553438571>

Resources:

- Create a project plan: <https://www.designkit.org/methods/create-a-project-plan>
- Do secondary research: <https://www.designkit.org/methods/secondary-research>
- Skim through *The Little Book of Design Research Ethics*.

Extra reading:

Experience the world, instead of talking of experiencing the world:

<http://metacool.com/experience-the-world-instead-of-talking-about-experiencing-the-world/>

On trauma responsive design:

<https://podcasts.apple.com/ca/podcast/social-workers-who-design-trauma-responsive-design/id1613526046?i=1000657857292>

**Class 4 – Interviews and Creative Research Tools
February 25th, 2025 (Studio)**

Goals:

Hone your design research skills and facilitator skills

- Practice interview skills
- Be creative about design research and explore different approaches to research.
- Understand the importance of power and positionality

Group: Submit in your Teams channel:

- A team profile (list of members with short bios and photos, a name and a general mission statement, and focus in the project)
- Research plan: post on Teams

Individual: Post your second “Secondary Research”

Readings

- Interviewing for Introverts: <http://ethnographymatters.net/2012/03/22/interviewing-for-introverts/>
- How Innovators Wield Power, Pierce Gordon: <https://medium.com/thinkrubix/how-innovators-wield-power-e9bce22cc177>
- Hirsch, T. 2020, Practicing Without a License: Design Research as Psychotherapy CHI Proceedings

Podcast on inclusive design: First episode of the series:

<https://podcasts.apple.com/ca/podcast/equality-vs-equity-introduction-to-inclusive-design/id1613526046?i=1000553438464>

This opens up important questions regarding empathy and its role in design research.

Assignments:

- Survey different methods. Pick two methods and read about them (these are 5 minute-reads):
 - <https://www.designkit.org/methods/photojournal>
 - <https://www.designkit.org/methods/draw-it>
 - <https://www.designkit.org/methods/collage>
 - <https://www.designkit.org/methods/guided-tour>
 - <https://www.designkit.org/methods/immersion>

Resources

- Check the Design Kit advice for interviews, in particular:
 - <https://www.designkit.org/methods/body-language>
 - <https://www.designkit.org/methods/the-five-whys>
 - <https://www.designkit.org/methods/conversation-starters>

If you want to learn more:

- You might want to also listen to this one in order to understand the variations of perspectives on the issue
- <https://podcasts.apple.com/ca/podcast/disability-led-design-inclusive-design-futures/id1613526046?i=1000553438516>
- <https://podcasts.apple.com/ca/podcast/empowerment-through-play-inclusive-design-in-practice/id1613526046?i=1000553438628>

No class on March 4th (Carnaval Day)

Class 5: Visual thinking March 11th, 2025

Goals:

- Explore sketching as a tool for ideation and collaboration
- Ideate to generate multiple alternatives to your project

- Take risks and propose a few “wild” ideas

Videos:

- **Child’s creativity** http://www.youtube.com/watch?v=H_hGQuTjI3U
- **Doodle Unite:** https://www.ted.com/talks/sunni_brown?language=en
- A New Look at Visual Thinking:
<https://www.psychologytoday.com/us/blog/rethinking-thought/201602/new-look-visual-thinking>

Podcast: Clare Brass, Designing with values:

<https://podcasts.apple.com/ca/podcast/designing-with-values-with-clare-brass/id1613526046?i=1000553438539>

Project work: Keep collecting your primary research (interviews, observations).
Final deadline on March 17th end of day.

Class 6 – From Sense Making to Framing and Ideating March 18th, 2025 (Studio)

Goals:

- Share your research findings with your team to create a collective understanding.
- Make sense of these insights and synthesize them
- Define a point of view and a problem statement. Generate some “how might we”
- Ideate to generate multiple alternatives to your project

Assignment:

- Individually: Have your research completed (**at least** 2 secondary research + 2 primary research – interviews, observations) and posted in Teams Group Channel
 - *Each team member should have in total a minimum of 4 research posts (i.e. 2 secondary + 2 primary research posts)*
- **Bring in class** post-it notes including representative quotes or observations from all your research (primary and secondary).
 - Use *download your learnings* and *Find Themes* handouts
 - ***To make the best of this session, each team member needs to have all their research insights on post-it***

Readings:

- Skim through <https://www.interaction-design.org/literature/article/stage-2-in-the-design-thinking-process-define-the-problem-and-interpret-the-results>

Resources: Brainstorming rules: <http://www.designkit.org/methods/28>

If you want to know more:

- Dam, R. F., Teo, Y. S. 2019 ‘Introduction to the Essential Ideation Techniques which are the Heart of Design Thinking’ Interaction Design Foundation.

Accessible here: <https://www.interaction-design.org/literature/article/introduction-to-the-essential-ideation-techniques-which-are-the-heart-of-design-thinking>

- “Group think: the brainstorm myth”
<https://www.newyorker.com/magazine/2012/01/30/groupthink>
- Critique of the article by Bob Sutton:
https://bobsutton.typepad.com/my_weblog/2012/01/why-the-new-yorkers-claim-that-brainstorming-doesnt-work-is-an-overstatement-and-possibly-wrong.html

Project work:

1. Finalize research. **All individual research posts must be posted in your Teams Group Channel (deadline: Friday March 15th, 5 pm)**
2. Plan a second ideation workshop with your team and invite one of the LP consultants to join.

March 25th No class (Exam week)

Class 7: Prototyping April 1st, 2025

Guest speaker

Goals:

- Discuss what prototyping means: What? When? Why and How?
- Explore some prototyping methods
- Decide what questions you want to test and do a rapid prototype for each of them and be ready to test them.

Assignment:

- Prior to class, meet as a team to finalize your brainstorming, post the results of your brainstorming on Teams (using guidelines provided in class). Include all ideas created and the Idea board for the idea you selected as a team. Be ready to share with the class.

Readings:

- **Defining what to prototype:** <http://www.designkit.org/methods/34>
- The experimenter” in *The Ten Faces of Innovation*, D. Kelley

If you want to learn more:

- Dam, R. F., Teo, Y. S. 2020 ‘Prototyping: Learn Eight Common Methods and Best Practices’, Interaction Design Foundation. Accessible here:
<https://www.interaction-design.org/literature/article/prototyping-learn-eight-common-methods-best-practices>

Individually: Reflection 2 – Inspiration: to be **posted by April 4th** on Medium blog

Class 8 - Thinking with our hands: Artifacts and embodied cognition April 8th, 2025

Goals:

- Discuss psychological theories underlying the use of techniques such as Lego
- Hands-on experience of using Lego ideas generation and team building failure and playing
- Come up with a prototyping plan.

Assignment:

- As a team develop at least one rapid prototyping to test one of your assumptions and be ready to share your learnings (3 minutes).
- Group work:
Plan feedback sessions with one of the LP consultants and with other stakeholders.

Readings:

- “The Science of Lego serious play”
- **Failure Sucks but Instructs:**
http://bobsutton.typepad.com/my_weblog/2007/10/failure-sucks-b.html

Video: A game paper prototype: <http://www.youtube.com/watch?v=L3yl9vaJuFE>

Class 9: Learning from feedback and the power of iteration

April 15th, 2025

Goals:

- Learn to ask for feedback and to provide feedback (I like, I wish, What if)
- Review your learnings from rapid prototyping and user testing and revise your ideas.
- Think about unintended consequences

Assignments:

- As a team, develop a couple of prototypes to further test your idea (and assumptions) and get feedback from at least 3 people for each prototype.
- Be ready to present in 5 minutes your different prototypes, learnings from user testing and next steps.
- **Readings:** Lehrer, “Accept Defeat: The Neuroscience of Screwing Up” (Wired, Jan. 2010)
- **Podcast: Designing for the Unintended Consequences:**
<https://podcasts.apple.com/ca/podcast/designing-for-the-unintended-with-jess-majekodunmi/id1613526046?i=1000553438463>

Resources:

Gathering user feedback:

<https://www.interaction-design.org/literature/article/test-your-prototypes-how-to-gather->

[feedback-and-maximise-learning](#)

Class 10 Refinement and Storytelling **April 22nd, 2025**

Aim:

- Discuss the importance of storytelling and pitching ideas
- Refine your prototype
- Think of unintended consequences

Assignments:

- As a team: Iterate your idea based on the feedback you gathered in the last few weeks and be ready to present to the class (5 minutes)

Readings:

- “The Storyteller” in *The Ten Faces of Innovation*, D. Kelley
- Parr & Ansbaugh, “Ideacide” (*ChangeThis.com*)

Podcast: Listen to this episode on story telling on Design Thinking Roundtable:

<https://podcasts.apple.com/ca/podcast/storytelling-with-lee-sean-huang/id1613526046?i=1000553438542>

Videos:

What we can learn from Great Communicators:

<http://www.youtube.com/watch?v=1nYFpuc2Umk>

What Aristotle and Joshua Bell can teach us about persuasion - Conor Neill:

<https://www.youtube.com/watch?v=O2dEuMFR8kw>

If you want to learn more:

- Elsbach, “How to Pitch a Brilliant Idea” (HBR, Sept. 2003)
- Heath & Heath, “What Sticks” (Introduction in *Made to Stick*, 2007)

Resources:

To make good videos: <http://storyviz.com/content/category/video/>

To tell good stories: <http://www.youtube.com/watch?v=9JrRQ1oQWQk>

Class 11 – Impact, scaling and managing as Designing **April 29th, 2025**

Goals:

- Discuss organizational issues related to design thinking
- Put your learnings from the semester in perspective

Readings:

- Design Matters for Management, Boland, R. and Collopy, F. in *Managing as Designing*, ed. By Boland and Collopy, 2004, Stanford University Press.
- Skim through innovation is a marathon, not a sprint, Wim Rampen: <https://assets.liveworkstudio.com/app/assets/innovation-is-a-marathon-not-a-sprint.pdf> (Important to remember as you embarked on your user research).

Podcast: Listen to this episode on systems thinking on Design Thinking Roundtable: <https://podcasts.apple.com/ca/podcast/systems-thinking-with-mayonissen/id1613526046?i=1000553438488>

If you want to learn more:

- [Slow Ideas: Some innovations spread fast. How do you speed the ones that don't? The New Yorker](#)
- Jankel, N., 2011, Radical Reinvention: Why There Are So Few Breakthrough Social Innovations and 20 Recommendations to Overcome the Barriers, WeCreate, White Paper. Accessible from <https://jbctm.files.wordpress.com/2011/05/radicalreinvention.pdf>

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Class 12: Conclusions and Final Presentations **May 6th 2025**

Conclusion and final project presentation

Goals:

- Experiment with communicating an idea in a creative and convincing way
- Receive feedback

Assignments:

- Final presentations to present in class + posted on Teams Group channel
- Make sure to post all your documentation
- Fill in Forms with peer review

Individually: Reflection 3 – to be **posted by May 9th** on Medium blog

Further References (If you want to explore further the design thinking process and social innovation)

Articles:

- Mair, J., & Gegenhuber, T. (2021). Open Social Innovation. *Stanford Social Innovation Review*, 19(4), 26–33. <https://doi.org/10.48558/Q78Z-F094>
- Brainstorming groups in context: effectiveness in a product design firm, R. I.

- Sutton and A. Hargadon, *Administrative Science Quarterly*, Vol. 41, 1996
- From Small Ideas to Radical Innovation, Jones and Samalionis, *Design Management Review*, Winter 2008, 20-27
- Prototyping is the Shorthand of Design, Tom Kelley, *Design Management Journal* Vol. 12, No. 3, 2001
- Combining Service and Systemic Design in Norway's Public Sector
- Consider Everything Aligning service design practice with our complex reality, Paul Neeley, 2021
- Non-Linear Approaches to Service Design, Kumar, 2021
- Creativity, celebration and play at Bauhaus, Berlin, 1920: lessons from history for contemporary marketers and arts organizations, S. Minahan and C. Hartel, *International Journal of Nonprofit Volunt. Sect. Mark.*, 10: 249-261 (2005)
- How Samsung Became a Design Powerhouse, Youngjin Yoo and Kyungmook Kim, *Harvard Business Review*, September 2015
- Design for Action, Tim Brown and Roger Martin, *Harvard Business Review*, September 2015
- How Pixar Fosters Collective Creativity? Ed. Catmull, *Harvard Business Review*, Sept. 2008
- [Know your Services](#), Marzia Aricò, July 2020:
- Designing Services that Deliver, G. Lynn Shostack, 1984, *Harvard Business Review*. **This paper is an important read: Published in 1984, it is one of the first articulation of design thinking and provides a clear presentation of blueprints, a key tool in service design.**

Podcasts (on Apple Podcast; also available on Spotify):

- Sameera Chukkapalli, NeedLab: on the importance of co-creation in sustainable innovation <https://podcasts.apple.com/ca/podcast/sameera-chukkapalli-needlab-on-the-importance/id1613526046?i=1000553438431>
- Designing in the Anthropocene <https://podcasts.apple.com/ca/podcast/designing-in-the-anthropocene-with-ben-reason/id1613526046?i=1000553438487>
- Design as a tool for social change, impact and innovation <https://podcasts.apple.com/ca/podcast/design-as-a-tool-for-social-change-impact-and-innovation/id1613526046?i=1000587720783>
- Tales of the field: Amplio Books: <https://podcasts.apple.com/ca/podcast/tales-of-the-field-amplio-talking-books-in-ghana/id1613526046?i=1000644322392>
- Co-creation for Social Impact: <https://podcasts.apple.com/ca/podcast/co-design-for-social-impact/id1613526046?i=1000636719685>
- Design for government, climate and science: <https://podcasts.apple.com/ca/podcast/design-for-government-climate-and-science/id1613526046?i=1000622744626>
- Designing learning experiences for meaningful impact: <https://podcasts.apple.com/ca/podcast/designing-learning-experiences-for-meaningful-impact/id1613526046?i=1000553438515>
- Community, co-design and intentional relationships: <https://podcasts.apple.com/ca/podcast/community-co-design-and-intentional-relationships/id1613526046?i=1000606509729>

Books

Brown, T. 2009, *Change by Design*, Harper Business

Buxton, B. 2007, *Sketching User Experiences: Getting the Design Right and the Right Design*, Morgan Kaufman

Costanza-Chock, 2020, *Community-Led Practices to Build the Worlds We Need*, MIT Press

Cross, N. (2011) *Design Thinking: Understanding how Designers Think and Work*. Berg Publishers.

De Bono, 2015 (Reprint), *Lateral Thinking: Creativity Step by Step*, Harper Colophon

Dunne, A. and Raby, F. 2013, *Speculative Everything: Design, Fiction, and Social Dreaming*, MIT Press

Escobar, A. 2018. *Designs for the Pluriverse: Radical Interdependence, Autonomy and the Making of Worlds*, Duke University Press

Manzini, E. 2015. *Design, When Everybody Designs: An Introduction to Design for Social Innovation*, MIT Press

Kelley, T. and Kelley, D. 2013. *Creative Confidence: Unleashing the Creative Potential Within Us All*

Hill, D. 2014. *Dark Matter and Trojan Horses: A Strategic Design Vocabulary*. Strelka Press

Meadows, D. 2008. *Thinking in Systems*. Chelsea Green Publishing

Papanek, V. *Design for the Real World: Human Ecology and Social Change*.