United College, The Chinese University of Hong Kong
General Education Course
GEUC 2019 DESIGN THINKING
2ND Term, 2020/21

Course Instructor:	Ms HO Wing Chee, Beatrice
	EMBA, BSc, Certified NLP Practitioner, Professional Coach (Erickson, ICF)
	Part-time Instructor / Co-founder and Director of Mushroom-X Limited /
	Project Manager, Food Research Centre, CUHK
Office:	c/o United College General Education Office
Email:	bho-food@cuhk.edu.hk
Tel. No. :	3943 1560 (Mr Albert CHAN, General Education Office)
Class Time:	Thursday evenings: 21, 28 January; 25 March 2021 (7:00 p.m. – 9:30 p.m.)
	with tutorials on Thursday evenings *(dates to be confirmed)*
Class Venue:	To be confirmed

Course Description:

The course aims to develop "T-shaped" characters who can develop the depth of expertise in a single field (one's major as represented by the vertical bar of the T) while acquiring the ability to communicate and collaborate with others from different disciplines (the horizontal bar of the T) to address challenges. The ability to connect horizontally is "design thinking". Individuals equipped with the ability to think as a designer will be able to innovate, tackle complex problems and manage changes in real life situations.

With "design thinking" or by "thinking as a designer", students can begin to understand how our world has come to its current form through intended and unintended design. Knowing that the only thing that is not designed is nature, and we, as humans, need to learn where to draw the line. By acquiring a designer's mindset in looking at the world, each person can do one's part to be a responsible and conscious prosumer of design. This includes utilizing eco-friendly artifacts and designing one's learning, career and life experience on this planet in a responsible way.

The present class is multi-disciplinary and designed to complement other approaches in general education (e.g. "Great Book" or "Great Civilization" approach) by defining the "educated person" as a lifelong learner and problem solver who uses "design thinking" skills to understand and innovate, which coincides with the spirit of the ancient sage as found in the dictum "天行健，君子以自强不息" (Just as the celestial bodies never cease to move, so should the sage always strive to excel).

In short, the premise for this course is to make design a liberal art and a foundation for cultivating an "educated person".

Grade Descriptors:

A	Outstanding performance on all learning outcomes
A-	Generally outstanding performance on all (or almost all) learning outcomes
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses
D	Barely satisfactory performance on a number of learning outcomes
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements

On completion of the module, students are expected to be able to:

1.) Understand the background that gives rise to the experience economy, network society, and design thinking movement.
2.) Understand what "design thinking" or "thinking as a designer" means and be able to participate in a design process.
3.) Utilize interdisciplinary team-based learning/brainstorming, role-playing, prototyping and visualization aids to frame and solve problems within a group setting.
4.) Apply design thinking in one's life to become a modern day "educated person".

Course Syllabus:

1. Knowledge to understand

a. Principles of Design Thinking as a creative problem-solving approach
b. 5 components in design thinking for human-centered design
c. Introduction to double diamond approach and other frameworks
d. Mindset for design thinking, creativity, innovation, strategy
e. Fundamental for user experience/ customer journey design

2. Tools in practices

a. Experiencing the use of Empathy Map
b. Practicing of "chunking" languages and questioning framework
c. Participating in the exercise of Perceptual Position and its application
d. Crafting process to get insights and bring innovation

3. Project for mastery

a. Sharing of successful business and life cases with design thinking
b. Co-creating valuable experiences from ideas into actions
c. Strengthening the ability by applying the learnings in different context and in group setting

Language:

English (Materials in English only, class in English and supplemented in Cantonese/ Mandarin)

Required Readings:

1. Brown, T. (2008). "Design thinking." *Harvard business review* 86.6 (2008):84
2. UK Design Council. "Design for public good." *Annual Review of Policy Design* 1.1 (2013): 1-50. <https://www.designcouncil.org.uk/sites/default/files/asset/document/Design%20for%20Public%20Good.p df > last accessed 6/8/2019
3. Buchanan, Richard. "Wicked problems in design thinking." *Design issues* 8.2 (1992).
4. Osterwalder, Alexander, and Yves Pigneur. *Business model generation: a handbook for visionaries, game changers, and challengers*. John Wiley & Sons, 2010.
5. Prahalad, Coimbatore K., and Venkatram Ramaswamy. "The new frontier of experience innovation." *MIT Sloan management review* 44.4 (2003).
6. Pine, B. Joseph, and James H. Gilmore. "Welcome to the experience economy." *Harvard business review* 76 (1998): 97-105.
7. Simon, Herbert A. *The sciences of the artificial*. MIT press, 2019.

Assessment Method:

1. Class participation – 20%
2. Peer evaluation – 10%
3. Personal reflection journal – 30%
4. Group project and presentation – 40%

Feedback for Evaluation:

1. Course and teaching evaluation survey
2. Internal course review

Academic Honesty and Plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/ . With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.