

GRA 3816C

DESIGN THINKING (online)

Fall 2020 | M/W 8:30-10:25 AM via Zoom

Instructor: Alejandra Silva

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Office hours via Zoom: R, 3:30-4:30 PM or by appointment

CLASS DESCRIPTION

Design Thinking is interdisciplinary, human-centered, collaborative, contextual, and iterative. It offers a dynamic framework to approach idea generation, creative investigation, and divergent thinking. In this course, students learn principles of design thinking through exercises, brainstorming, sketching, case studies, and presentations.

This course is studio-based. The goal is to originate and then develop substantial creative projects using design thinking methods. Design thinking is not about the final product but the process of originating ideas and creative investigation. Design thinking is cross-disciplinary in nature, collaborative, iterative, and human-centered. Core concepts involve curiosity, imagination, divergent/convergent thinking, empathy, and observation.

During our semester course we will do two research-based projects (one individual, one collaborative), various design thinking exercises and assignments, and keep an ideation sketchbook. During the course we will have discussions based on readings and audiovisual materials, ideation sessions, feedback sessions, project presentations, and in-class exercises.

Forty percent of the course grade is based on two major research-based creative projects—one collaborative, one individual. Another forty percent is based on in-class design thinking exercises, assignments, and the on-going sketchbook. The final twenty percent is based on the quality of your participation, professionalism, and proactivity.

OUTLINE OF GENERAL CLASS TOPICS

The major topics include the following. Additional topics will be incorporated as needed, such as content specifically influencing or important to the design or a project/assignment.

- Introduction to Design Thinking (origin, context where it started, promoters, methods used, case studies).
- Criticism for DT (arguments about traditional DT canons, case studies, pros and cons)
- Design (re)thinking (a valuable mindset for equity-based design, an approach based on safe/brave spaces, positionality, horizontality, and intersectionality)
- Problem identification + design research (problem identification methods, fieldwork, design thinking resources)
- In-context design thinking mindset (thinking locally, integrating people, visualizing, iterating, testing, getting feedback. Equity, context, people, culture, and local histories are prioritized)
- Journaling and process diagramming as methods of design reflection, documentation, and assessment.
- Ideas & Action Projects, including final presentations (proposing strategic solutions to problems in context).

GRAPHIC DESIGN TECHNOLOGY REQUIREMENTS

In order for you to fully participate and meet course learning objectives, students taking graphic design courses are required to have appropriate hardware, software and access to the Internet. Software and Hardware is listed under Required Materials. See [this website](#) for more details regarding hardware, software, specifications, and some purchasing options, including discounts for UF students. Because computer access is an institutional requirement, computer costs are designated as allowable costs for students who qualify for Financial Aid. Accordingly, Student Financial Affairs has added costs for access to a computer into budgets. For more information, contact your financial adviser in the Office of Student Financial Affairs directly.

REQUIRED MATERIALS

- Adobe Creative Cloud Suite (UF Student Discount)
- Account on Microsoft Teams and GSuite
- Laptop that meets the requirements on [this page](#).
- A dedicated sketchbook (blank page notebook suggested) and drawing/sketches materials as needed/preferred
- Access to digital camera
- There is no class book. Links to class materials will be provided every week.

GRADING + EVALUATION

The purpose of grading and evaluation is to pinpoint the strengths and weaknesses of one's performance.

Information on current UF grading policies for assigning grade points is online here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> Grades are based on your overall performance in the class, although specific project assignments and roles factor into the evaluation. To aid in the assessment process, each student will write and submit his/her own thoughtful self-assessment and meet with the instructor 2 times during the semester to discuss your class experience and performance.

Your final grade will be assigned based on your performance and quality of your solutions as follows:

40% major projects based on the identification of problems affecting our community, surroundings, or contexts; collaborative and individual

30% exercises, assignments based on theories and techniques of Design Thinking, including assignments and in-class exercises

10% ability and motivation to interact and participate in online class activities, provide feedback to peers on Canvas and/or any other digital platforms identified for learning purposes

20% professionalism including active participation, motivation, ability to meet deadlines, professional demeanor, proactiveness, punctuality, ability and openness to identify and learn new tools, techniques, or styles as needed according to projects and assignments

GRADING SCALE

A 100-93, exceptional work
A- 92-90, superior work
B+ 89-87, very good work
B 86-83, above average work
B- 82-80, slightly above average work
C+ 79-77, adequate, average work
C 76-73, average, borders inadequate
C- 72-70, below average work
D+ 69-67, barely meeting criteria
D 66-63, not meeting criteria
D- 62-60, not meeting much criteria
E 59-0, failure to meet most criteria

MAKE UP WORK

You are eligible for make-up work exclusively in the event of an excused absence (which may require a written document supporting the absence). Work may be different from what is originally assigned. It is your responsibility to ask for make-up work within 3 calendar days of the absence.

DEADLINES + COMMITMENTS

All students and members of work teams should know in advance when projects are due, partially or totally. The most important aspect is to meet the deadlines of projects and assignments and produce high quality, conscious, and adequate work. This is the commitment you must take on when working professionally.

ATTENDANCE POLICY

Being present for class allows you to participate in credit-earning, in-class activities and preparation for the final project; more importantly, your contributions to discussions and peer review sessions facilitate an engaged learning community.

After the first two absences, each additional unexcused absence will reduce the final course grade by 50/1000 points, or half a letter grade. Official documentation of university-approved circumstances (illness, military service, university travel, religious observances, etc.) is required for absences to be excused. Two late arrivals or early departures equal one absence. More than six absences will result in automatic failure of the course, unless we've made arrangements ahead of time to accommodate ongoing, documented situations.

It is your responsibility to see that the record is corrected from an absence to a tardy if you are late. It is your responsibility to obtain and act on class contents missed due to missing or arriving late to class, without causing any disruption to the class activities.

Other course policies related to attendance

Changes to the course calendar, stakeholder or participant meetings, demonstrations, or critiques demand your presence. Compensatory work of another kind cannot be accepted in lieu of missed instruction in these areas. If you have extenuating circumstances, inform your instructor or the SA+AH advisor as soon as possible so we can work with you.

BEST PRACTICES

This is a highly participatory class. Active engagement is expected every time the class meets. This means participating with your voice and video on every meeting:

- In-class discussions will require you to add your own ideas and points of view to the conversation based on previous completion of assignments.
- Follow-ups and report sessions will require you to show the on-going process of your research and creative activities.
- Feedback sessions will require you to comment on the work of your peers and to listen to the constructive comments and suggestions other students offer you, document it, and reflect on how this feedback can improve your work.
- Community: Collaborate, listen and share. Be open and constructive. Critique ideas, not people.
- To enjoy an engaged meeting environment, cell phones should be turned to vibrate or low ring mode during class sessions.
- If any occasional environmental noise around you may disturb the meeting, make sure you mute your microphone. Your participation via chat will still be required until you can participate with your voice again.
- Design Thinking methods and production of solutions require intensive and smart work. If you do not make enough sketches, design iterations, prototypes, or just do the minimum, your work will reflect that, and this will be reflected in your grade.
- Quantity/Quality: Exceed the minimum, Seek critique.
- Innovation: Seek difference, not similarity.

SAAH + UF POLICIES

HEALTH AND SAFETY

The goal of the SA+AH Health and Safety Program is to protect the health and welfare of all faculty, staff, and students and to cooperate with the University of Florida's Department of Environmental Health & Safety (EH&S). The SA+AH H&S policy and handbook is online here:

<http://arts.ufl.edu/site/assets/files/37319/saahhealthandsafetyhandbook.pdf>

Michael Christopher is the Health and Safety administrator for the Graphic Design program. While there are very limited health and safety risks with the materials we typically use for graphic design (and even more so this semester, as all our courses are online or hybrid), be aware that materials used in other areas often carry risks.

It is your responsibility to store everything you bring in the studio safely. Do not bring in any materials that are hazardous or combustible as the graphic design studios are not equipped for this type of storage.

Knowingly or repeatedly storing such items in the studio may result in disciplinary action and loss of access to studio space outside of class time as well as loss of storage space.

All users must follow the S+AH Container Policy (see the SA+AH Health and Safety Handbook online here:

<http://arts.ufl.edu/site/assets/files/37319/saahhealthandsafetyhandbook.pdf>)

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/students/get-started/>). Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

HARASSMENT

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty (<http://www.hr.ufl.edu/eo/sexharassment.htm>).

COUNSELING & 'YOU MATTER, WE CARE'

Counseling services include personal, academic, crisis and career advice (www.counseling.ufl.edu/cwc). If you or someone you know is in distress, please contact umatter@ufl.edu, call 352-392-1575, or visit umatter.ufl.edu.

DISRUPTIVE BEHAVIOR

All member(s) of the University who intentionally act to impair, interfere with, or obstruct the mission, purposes, order, operations, processes, and functions of the University shall be subject to appropriate disciplinary action by University authorities for misconduct, as set forth in the applicable rules of the Board of Regents and the University and state law governing such actions. Be advised that you can and will be dismissed from class if you engage in disruptive behavior. For more information, visit: <http://regulations.ufl.edu/wp-content/uploads/2012/09/1008.pdf>.

TWELVE-DAY RULE

Students who participate in official athletic or scholastic extracurricular activities are permitted twelve (12) scholastic day absences per semester without penalty. In any case, it is the student's responsibility to maintain satisfactory academic performance and attendance.

ABSENCES FOR RELIGIOUS HOLIDAYS

Students, upon prior notification of their instructions, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. A student who believes that he/she has been

unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure: <http://www.registrar.ufl.edu/catalog/policies/regulationattendance>

HONESTY POLICY

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, you are expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. These can include: cheating, copying ideas, plagiarism, bribery, misrepresentation, conspiracy, or fabrication. You can find UF's Student Conduct Code, here: <https://sccr.dso.ufl.edu/process/student-conduct-code>

PRIVACY POLICY REGARDING ONLINE SESSIONS

There will be occasions when our class Zoom sessions may be audiovisually recorded for student in the class to refer back. Students who participate with their camera, engage or utilize a profile image, are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the chat feature. Although, at times, the chat will also be saved for future reference for the class. As in all courses, unauthorized recording and sharing of recorded materials is prohibited.

STUDENT HEALTH CARE CENTER + SHANDS EMERGENCY ROOM

If needed, you can reach the UF Health Care Center, 24/7. Call 352-392-1161, or visit <https://shcc.ufl.edu>

For immediate medical care, call Shands: 352-733-0111, or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608, or visit <https://ufhealth.org/emergency-room-trauma-center>.

GATOR EVALS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Visit this link: <https://gatorevals.aa.ufl.edu/students/> for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here: <https://gatorevals.aa.ufl.edu/public-results/>

TENTATIVE SCHEDULE OF ACTIVITIES

Specific details on each week's activities will be announced in advance, as well as any changes in previously scheduled activities.

Note: sessions mentioned as in-class discussions will be based on design thinking methods.

WEEK 1 | 08/31, 09/02 | Introductory in-class discussion. Design thinking mindsets.

WEEK 2 | 09/07 | No class.

09/09 | Criticism for DT. In-class discussion based on assigned readings/video materials.

WEEK 3 | 09/14 & 09/16 | Design rethinking. In-class discussion, case study analysis.

WEEK 4 | 09/21 & 09/23 | Sharing positionality. The social responsibility of the design profession.

In-class discussion.

WEEKS 5-6 | 09/28 – 10/07 | Introduction to project. In-class discussions based on assigned readings and videos.

WEEKS 7-8 | 10/12 – 10/21 | Context research. Follow -ups, findings reports at every class session.

WEEK 9 | 10/26 & 10/28 | Reflections. In-class discussions based on research experience.

WEEKS 10-11 | 11/02 – 11/09 | Collaborative Project: Ideas & Action. Proposing strategic solutions to problems in context through prototyping, testing and iteration).

11/11 | NO class.

WEEK 12-13 | 11/16 – 11/23 | Preparing for Final presentations

WEEK 14 | 11/30 & 12/2 | Final presentations

WEEK 15 | 12/07 | Final reflections and assessment