

**University of BC
Faculty of Arts
ASTU 204D (3)
Introduction to Strategic Design**

Calendar course description:

Studio-based experience introducing UBC's strategic design method (design principles, tools and practices) to observe real settings, experiment with concepts, and propose innovative solutions. Emphasis on problem solving, co-creation, and collaborative working in cross-disciplinary teams.

Prerequisites: None. Open to 2nd year students across UBC. An excellent course in preparation for COMM 388: Design Methods for Business Innovation.

Goals:

As the workplace and general societal environment becomes more unpredictable, organizations will demand knowledge workers who are capable of making the most of the opportunity. Participating in the global knowledge economy will increasingly mean being comfortable and engaging with diverse teams. The course will challenge cross-disciplinary teams of students to explore relevant problems and propose solutions that create economic, social, political, technological and environmental value using strategic design.

Design is both a noun (an object or system) and a verb (to create an object or system) and is considered to be a meta-discipline. Strategic design is one emerging design discipline that integrates both the noun (outcome) and verb (action) into professional practice.

The 'design-learning' framework introduced and practiced in ASTU 240D embeds the important stages of empathy, research, making, testing, refining and implementation within an iterative three-phase process of asking, trying and doing.

The course provides students with the ability to use processes and practices in the strategic design tool-kit. Design tools and processes, used for decades in industry and manufacturing, offer proven, alternative to the traditional approaches for managing today's diverse workplace challenges introducing you to design as a research and practice methodology.

The course has the following goals:

1. Introduce UBC d.studio's strategic design method (ASK.TRY.DO) for problem solving and solution finding.
2. Foster a cross-campus culture of creativity, risk-taking, and team-work.
3. Build inter-disciplinary problem-solving capacity through using both critical and creative thinking processes.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- **Articulate** a role for strategic design in innovation practice for all industries and disciplines.
- **Use** design methods to solve problems.
- **Co-create, present and critique** project processes and solutions.
- **Integrate** critical and creative thinking processes.
- **Work effectively** in teams in a studio practice environment.

Course format:

This course meets once a week, for 3 hours.
Winter Academic Session, Term 1

Course Assignments and Assessment:

Student success depends on engaged participation in class and with some on-line activities, as well as on-going planning and coordination of team projects.

ASSIGNMENTS	DESCRIPTION	%	LEARNING OUTCOMES
Assignment 1: Team Presentation of Warm-Ups & Assigned Readings Debate [team]	<i>Each studio begins with a warm-up designed and executed by teams. This activity will be designed using techniques that support the goal of each weekly topic. Each team also responsible for a debate on the assigned readings</i>	15	Integrate critical and creative thinking processes Co-create, present and critique processes and solutions
Assignment 2: Design Brief for Innovation Project [team with individual modules]	<i>The Innovation Project (in realm of policy, place, space, issue/challenge or service/product) requires a design brief that outlines process and deliverable.</i>	20	Integrate critical and creative thinking processes Use design methods to solve problems. Co-create, present and critique processes and solutions
Assignment 3: Innovation Project Deliverable [team]	<i>The Innovation Project deliverable is identified in the design brief and implemented in Assignment 3. Deliverable depends on project.</i>	30	Integrate critical and creative thinking processes Use design methods to solve problems.
Assignment 4: Final in-class reflection [individual]	<i>The final in-class reflection helps to integrate the studio experience and bridge to new futures.</i>	15	Articulate role for strategic design Co-create, present and critique processes and solutions
Studio Participation [individual]	<i>Studio participation is critical and depends on both team work and individual expression.</i>	20	Work effectively in teams Co-create, present and critique processes and solutions
		100	

Week-by-Week

	TOPIC	ACTIVITY	LEARNING OBJECTIVES
1	Intro to Strategic Design + Innovation	Innovation in a Back Pack	Articulate role for strategic design
2	Thinking Strategies	Thinking Styles Activity	Integrate critical and creative thinking processes
3	Critical Thinking	Critique: using a 'critical' case	Integrate critical and creative thinking processes
4	Creative Thinking	Critique: using a design research case	Integrate critical and creative thinking processes
5	ASK	Observation: Field Work [Zoom in]	Use design methods to solve problems. Work effectively in teams
6	ASK	Observation: Field Work [Zoom out]	Use design methods to solve problems. Work effectively in teams
7	Design Brief	Facts & Insights Packaging	Use design methods to solve problems. Work effectively in teams
8	TRY	Prototyping 1 Studio Practice	Use design methods to solve problems. Work effectively in teams
9	TRY	Prototyping 2 Studio Practice	Use design methods to solve problems. Work effectively in teams
10	DO	Solutions/Proposals Studio Practice	Co-create, present and critique processes and solutions Work effectively in teams
11	DO	Solutions/Proposals Studio Practice	Co-create, present and critique processes and solutions Work effectively in teams
12	Presentation	Innovation Project	Co-create, present and critique processes and solutions Work effectively in teams
13	Wrap	Reflection: writing and drawing	Articulate a role for strategic design in innovation.

COURSE MATERIALS & REQUIREMENTS

Techniques

Visit d.studio website: <http://dstudio.ubc.ca/toolkit/techniques/>

Required Readings/Viewings:

Strategic, Creative and Critical Thinking

- Pink, Daniel. *A Whole New Mind: Why Right-brainers Will Rule the Future*. <http://www.youtube.com/watch?v=pVFQ78HbJK0>
- McPhea, Sean. *Thinking Strategically*. <http://promeng.eu/downloads/training-materials/ebooks/soft-skills/thinking-strategically.pdf>

- Greenfield, Patricia. *Is Technology Producing A Decline In Critical Thinking And Analysis?* <http://www.sciencedaily.com/releases/2009/01/090128092341.htm>
- Lau, Joe & Chan, Jonathan. *Critical Thinking* Philosophy and video.
<http://philosophy.hku.hk/think/critical/ct.php>
- Khaneman, Daniel. TedTalk.
http://www.ted.com/talks/daniel_kahneman_the_riddle_of_experience_vs_memory.html
- Fulton, Jane. *The Creative Generalist: How Broad Thinking Leads to Big Ideas*.
<http://creativegeneralist.com/overview/>
- Kelley, Tom. *Field Observations with Fresh Eyes*:
<http://www.youtube.com/watch?v=fSFLyO3iyFs>
- Cross, David. *Observational Methods*.
<http://www.davidcross.us/classes/child/ObservationalMethods.pdf>
- Fulton, Jane. *Question Everything*.
<http://www.ideo.com/images/uploads/news/pdfs/QuestionEverything.pdf>
- Fiero, Gian. *The Power of Observation*.
http://www.selfgrowth.com/articles/the_power_of_observation.html
- Howard, Philip. Network ethnography and the hypermedia organization: new media, new organizations, new methods.
<https://www.sfu.ca/cmns/courses/marontate/2009/801/ClassFolders/mstanger/proposed%20readings/Howard-Network%20Ethnography%20and%20the%20Hypermedia.pdf>

Strategic Design: Intro to Strategic Design You-Tube Links in order:

Part 1: <https://www.youtube.com/watch?v=NSdMMzMX54Y>

Part 2: <https://www.youtube.com/watch?v=msdm9qbHjts>

Part 3: <https://www.youtube.com/watch?v=RNMghBIqVRE>

Part 4: <https://www.youtube.com/watch?v=JT0snodVgBg>

Part 5: <https://www.youtube.com/watch?v=kBe4zHIP7Pk>

Part 6: https://www.youtube.com/watch?v=dV6_xGJL8w4

Additional Readings:

101 Design Methods: A Structured Approach for Driving Innovation in Your Organization by Vijay Kumar. 2013. John Wiley & Sons: New York.

Heath, Chip, and Dan Heath. *Made to Stick: Why Some Ideas Survive and Others Die*. New York: Random House, 2008.

Klauser, Henriette Anne. *Writing on Both sides of the Brain: Breakthrough techniques for People Who Write*. San Francisco, CA: Harper and Row, 1986.

Koberg, Don and Jim Bagnall. *The Universal Traveler: A Soft-Systems Guide To: Creativity, Problem-Solving and the Process of Reaching Goals*. Los Altos, CA: William Kaufmann, 1974.

COURSE POLICIES

Studio participation: Studio participation grades will be based on the quality and quantity of in-studio participation and peer lectures. Discussions before or after studio do not count. Obviously, if you are not in studio you cannot participate. Participation includes engagement in in-studio exercises.

Studio Values, Norms and Expectations: Studios are, first and foremost, classes in which we explore new knowledge, processes and skills for business. We will do that every day. However, studio is also more than that. It is also a place and a way of working, teaching and learning— at once a classroom, a presentation and review space, a social learning center. . . . In sum, a full and complex agenda to balance. To help us, we will review values, principles and expectations, that shared, should help us all accomplish all this and more.

General Studio Etiquette: The purpose of the studio values, norms and expectations are to foster an atmosphere of mutual respect in the studio towards your fellow students and the instructor and teaching assistant.

- Tardiness. Studio sessions are to be considered like business engagements. In the business world being late for meetings is unacceptable.
- Computer etiquette. Use computers appropriately in studio.
- Food in class. Beverages in class are fine. Eating food in class is fine as long as it is not disruptive or bothersome to others.
- Entering and leaving the studio. Similar to tardiness, in business meetings coming and going is frowned upon. Naturally, there are legitimate reasons for stepping out of the studio so apply your professional judgment. Breaches in etiquette will have a severe impact to your class participation score.

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>.

Access & Diversity: Access & Diversity works with the university to create an inclusive living and learning environment in which all students can thrive. The university accommodates students with disabilities who have registered with the Access & Diversity unit: [<http://www.students.ubc.ca/access/drc.cfm>]. Students must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The university accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Students should let their instructor know in advance, preferably in the first week of class, if they will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the course drop date. UBC policy on Religious Holidays: <http://www.universitycounsel.ubc.ca/policies/policy65.pdf>

UBC Statement on Respectful Environment for Students, Faculty and Staff
The University of British Columbia envisions a climate in which students, faculty and staff are provided with the best possible conditions for learning, researching and working, including an environment that is dedicated to excellence, equity and mutual respect. The University of British Columbia strives to realize this vision by establishing employment and educational practices that respect the dignity of individuals and make it possible for everyone to live, work, and study in a positive and supportive environment, free from harmful behaviours such as bullying and harassment.

<http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf>

Attendance and Special Accommodations:

Regular attendance is expected of students in all lectures, laboratories, tutorials, and seminars.

Students who are unavoidably absent from scheduled classes because of illness are responsible for making up all missed class content and assignments. Students who miss a scheduled test or exam due to illness should report to the instructor as soon as possible, and provide a medical note attesting to the medical circumstances. Students whose attendance or academic performance is severely affected by medical, emotional, or other extenuating circumstances should apply for special consideration through Arts Academic Advising.

UBC AMS Speakeasy:

Speakeasy is a free, confidential, drop-in student service offering one-on-one peer emotional support, information and referrals to UBC students and faculty in a safe and non-judgmental space. Their service is accessible from September to April, by approaching their desk in the Student Union Building and requesting a peer support session.