COLLEGE OF INFORMATION STUDIES
Spring 2019

INST652: Design Thinking and Youth

INSTRUCTOR:
Dr. Mega Subramaniam
2109E Patuxent Building
University of Maryland, College Park
(301) 405-3406
mmsubram@umd.edu (Best way to reach me)
Follow me on Twitter - @mmsubram

ONLINE COURSE SPACE: https://myelms.umd.edu/login

COURSE DESCRIPTION

Designing with youth involves unique processes that must take into consideration aspects of who youth are (e.g., age ranges, developmental stages) and the contexts in which they interact (e.g., schools, libraries, homes, families). This course covers methods of design thinking specifically within and for youth contexts. We will cover design-thinking methods including user-centered design, understanding user needs, ideation, contextual design, participatory design, iterative prototyping, and visual design. These topics will specifically be studied in the context of designing with and for youth.

COURSE GOALS

At the end of the course, students will be able to:

• Develop an in-depth understanding of the design process.
• Develop an in-depth understanding of youth contexts that informs and guides design.
• Develop skills in brainstorming, and ideating innovative approaches and technologies for youth and with youth.
• Develop skills in iterative design of new technologies and experiences for youth and with youth.
• Execute a design project from ideation to formative testing and iteration.
• Present design results in oral and written form.
REQUIRED TEXTS

As assigned (See list at the end of this syllabus). As a courtesy, readings listed in the syllabus without a direct link are available through the Course Reserves link in Canvas (will be available before the course begins). If you have issues retrieving the articles via Canvas, you must procure the readings on your own. There is no required textbook for this course.

COURSE METHOD

In order to engage various learning styles in an online environment, this course will utilize various assessment methods to measure the achievement of learning objectives for each module. There will not be any mandatory synchronous meetings throughout the semester. Online synchronous office hours will be available bi-weekly for students who wish to interact with the instructor in real-time with questions. The instructor will conduct a Doodle Poll to find a date/time during the weekdays that work for most students.

It is essential that every student read the course readings, participate in asynchronous assignments/activities planned for each module, and complete all the assignments. Students must watch the recorded session and read the assigned readings before completing the assignments planned for each module. Class lectures for each module will be released one week before the first day of the module.

Based on critical examination of course readings, each student should develop an analytical stance concerning the issues in the course. The students are expected to question, challenge, argue, and discuss issues and topics related to that module's readings.

CLASSROOM ENVIRONMENT

As a graduate seminar, the classroom environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Remember—others may have different perspectives on issues than you, but they still deserve your respect.

ATTENDANCE POLICY

Regular participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that participation must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary delayed assignment submission, a reasonable effort should be made to notify the instructor in advance of the due date. The notification (preferably in the form of a message through Canvas) must identify that the assignment will be delayed and the reason for the delay, and acknowledging that the information provided is accurate.

2. If a student is delayed more than TWO times consecutively, the instructor will require documentation signed by a health care professional.
EXTENSIONS

Timeliness is extremely important in graduate work, and extensions will only be available during personal emergencies. Students who need to request an extension should discuss the matter in advance with the instructor. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Unexcused delays in submission of the assignments will result in a deduction of half a letter grade for each day the assignment is late.

STUDENTS WITH DISABILITIES

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Accessibility and Disability Services office, and (2) discuss any necessary academic accommodation with the instructor. This should be done by the second week of class.

LEARNING ASSISTANCE

If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note taking and exam preparation skills. All their services are free to UMD students.

EMERGENCY PREPAREDNESS

Please check the University's inclement weather number (301-405-SNOW [7669]), which is used for inclement weather and other emergency situations. The University announces closings for snow early each day, not the night before. While local television and radio stations report on University closings, the information is not always correct. Information about the status of the campus is available at https://umd.edu/weather. While all the course assignments will be completed asynchronously, inclement weather may affect the instructor’s ability to access Canvas or e-mail or hold synchronous meetings. Information about possible rescheduling of synchronous meetings and/or assignment deadlines will be provided via Canvas once the campus has reopened.

ACADEMIC HONESTY

Work submitted in this course will be individual (unless indicated as group work) and original, in line with the University’s Academic Honor Code and Honor Pledge. Engaging in any academic dishonesty will result in consequences in line with university policies. Academic dishonesty includes but is not limited to plagiarism, cheating, buying work, multiple submissions of the same paper, forging signatures, submitting fraudulent documents, and facilitating the academic dishonesty of others. When writing papers, be sure to carefully and thoroughly cite all materials you use in writing your paper and make sure all ideas and quotations are properly acknowledged.
GRADING

Students’ grade will be determined through performance on module assignments for Modules 1 through 6 (inclusive of class participation), a semester long project, and responses to presentations by other students in the class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1-6 assignments (50 points/module)</td>
<td>300</td>
</tr>
<tr>
<td>Project Part 1</td>
<td>200</td>
</tr>
<tr>
<td>Project Part 2</td>
<td>300</td>
</tr>
<tr>
<td>Project Part 3 (Presentation)</td>
<td>100</td>
</tr>
<tr>
<td>Responses to presentations</td>
<td>100</td>
</tr>
</tbody>
</table>

Each component is expected to reflect the highest professional standards, and both substantive and technical quality will be considered in determining your grade for each. Thoroughness, accuracy, salience, and effective organization are required; correct English grammar, spelling, punctuation, and usage are expected. Adherence to University policies on matters of intellectual integrity is also imperative.

The grade range that will be used to determine the final grade for this class is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93.9</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.9</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.9</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69.9</td>
</tr>
<tr>
<td>D</td>
<td>63 – 66.9</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62.0</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59.9</td>
</tr>
</tbody>
</table>
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Module/Dates</th>
<th>Topic(s)</th>
<th>Class Activity</th>
<th>Assignment</th>
<th>Points/Due Date</th>
</tr>
</thead>
</table>
| (1) Jan 28 – Feb 3 | Course Overview | Watch pre-recorded lecture on the introduction to the course. | (1) Using VoiceThread, create an introduction of yourself using some form of media (e.g., slides, photos, video, and/or audio). Tell us: • Your name • Your degree program and areas of interest • What inspired you to take this course?  
(2) CITI training – see module assignment description below  
Product: Your VoiceThread introduction and CITI training certificate (both submitted via Assignment link) | 50 points Class intros and CITI training certificate due: Feb 3 |
| (2) Feb 4 – Feb 17 | What is Design? What is Design Thinking? | Watch pre-recorded lecture on design and design thinking | Develop two “How Might We…?” questions for space, systems, programs, and services (choose two out of these, and for each create two “How Might We…?” questions) that you would like to tackle as part of your future and current work - see module assignment description below.  
Product: Share on the discussion board and give feedback to others | 50 points Posting due: Feb 11 Feedback due: Feb 17 |
| (3) Feb 18 – Mar 3 | Knowing your design project | Watch pre-recorded lecture on role of children in technology design | Create a project topic and a reading list, with a one- or two-line description on why you chose these readings and another short paragraph of the summary of each reading. Also, describe why design thinking will be useful in the context of designing for and with youth for your project topic - see module assignment description below.  
Product: Share on the discussion board and give feedback to | 50 points Posting due: Feb 25 Feedback due: Mar 3 |
<table>
<thead>
<tr>
<th>Module/Dates</th>
<th>Topic(s)</th>
<th>Class Activity</th>
<th>Assignment</th>
<th>Points/Due Date</th>
</tr>
</thead>
</table>
| (4) Mar 3 – Mar 15 | Inspiration | Watch pre-recorded lecture on inspiration | Design and implement an interview or observation – see module assignment description below  
Product: Share on the discussion board and give feedback to others. | 50 points  
Posting due: Mar 10  
Feedback due: Mar 15  
*Semester long-project Part 1 due: March 16  |
| (5) Mar 25 – Apr 7 | Ideation     | Watch pre-recorded lecture on ideation | Share plan of the participatory design session that you will conduct with the youth.  
Product: Share on the discussion board and give feedback to others. | 50 points  
Posting due: April 1  
Feedback due: April 7  |
| (6) Apr 8 – Apr 21 | Iteration    | Watch pre-recorded lecture on iteration | Design prototypes based on big ideas  
Product: Share on the discussion board and give feedback to others | 50 points  
Posting due: Apr 15  
Feedback due: Apr 21  |
| (7) Apr 22 – May 5 | Getting to Scale Project Work  
[catch up with content, if needed] | Watch pre-recorded lecture on getting to scale and class wrap-up | No module assignment |  |
| (8) May 6 – May 14 | Class Presentations |                                      | You will work on finishing up the semester long project, do additional design sessions, and finish Part 2.  
Voice Thread presentations and feedback. See semester-long project description below. | *Semester long-project Part 2 – due May 11; Part 3 due: May 14  
*Responses to presentation due: May 16  |
MODULE ASSIGNMENTS

Module 1 (due Feb 3, 2019)

The University of Maryland’s Institutional Review Board (IRB) requires that all researchers on campus who work with human subjects complete an ethics training course prior to their work with human subjects. All published research projects must be IRB approved and members of the research team must have IRB certification. Although you will not be required to publish the results of our work from this class, you will be working with human subjects for your project assignments in this course. You will therefore need to complete this training.

For this assignment, you will need to complete the University of Maryland’s required CITI training. You can find the link and instructions here: https://research.umd.edu/irbtraining. Specifically, you only need to complete the Social and Behavioral Research - Basic/Refresher course. To turn in this assignment, attach the pdf of your completion report to your submission on Canvas. Make sure that you keep this file for your own records so that you will have this if and when you begin working on research projects. If you have completed the course previously, you may submit your completion report from your previous completion for this assignment. You will not be allowed to proceed with the other assignments for this course if you don’t complete the CITI training.

Module 2 (first posting due Feb 11, 2019, and second posting due on Feb 17, 2019)

Each of you have different goals and interests when it comes to design. After doing the reading and also watching the lecture, consider what challenges in your current and future work where you can use design thinking. For the first posting, as shared in the IDEO toolkit (pages 16 and 17), develop “How Might We….?” questions for space, systems, programs, and services (choose two out of these, and for each create two “How Might We….?” questions) that you would like to tackle as part of your future and current work. Your second posting will be providing feedback your peers’ posting – ask questions or provide comments that further help them to refine these challenges.

Module 3 (first posting due Feb 25, 2019, and second posting due on Mar 3, 2019)

In the process of designing with and for youth, while we would like ideas to emerge from youth you may have larger programming or product ideas that you would like to focus on. Some broad ideas can include making, computational thinking, health, gaming, family learning, etc. Module 3 is the first step in defining your semester-long project topic. You should find 4-6 relevant readings that inform your understanding of the project topic (more readings are definitely encouraged!). You should choose articles that will help you to delve deeper into understanding the topic you are designing within and a topic in which you will have access to youth and youth service providers (e.g. teachers, museum professionals, librarians, technicians, health providers etc.).

Some example topics you might consider are (and I have provided an example of an article that you may read depending on the topic that you have chosen):


Once you have found and read the readings, you will post the list of readings, a one or two line description on why you chose these readings, and a short summary of each reading in the Module 3 discussion board as your first posting. Also, describe why design thinking will be useful in the context of designing for and with youth for your project topic, as a culmination of your readings that you have collated, the Druin article assigned for this week, and the articles that you read last week. Your second posting will be providing feedback to your peers’ posting – be generous and helpful to your peers by suggesting other readings, and finding readings that can be useful for your topic that was found by others. In this process, you may also find classmates that are focusing on a similar topic, and you are welcome to exchange ideas and readings!

**Module 4 (first posting due Mar 10, 2019, and second posting due on Mar 15, 2019)**

This module assignment will be done in the context of your semester-long project. Based on your narrowed project topic with respect to technology for youth, develop an interview guide for a 20-30 minute interview. Conduct two 20-30 minute interviews with youth about their experiences within your project context (e.g., if you are developing a program centered around games for learning, you
would want to interview youth who are interested in gaming about their experiences gaming, which games they like, which ones they want to try, who they game with, ideas they have for a program, etc.). Another option is to do one interview with youth and another interview with youth service providers (e.g. teachers, museum professionals, librarians, technicians, health providers, etc.). You can also choose to do a youth-led interview, where you have youth interview one another and you report on their findings and the process of helping youth conduct their own interviews. Another additional option is to do one interview with youth or youth service providers, and then do an observation of youth interacting with a system, space, program, or service. Your first posting must include the following:

- Your interview and/or observation guide
- Your notes from the interview and/or observation (e.g., what participants said that stood out to you)
- Reflections about interview and/or observation guide and the process of conducting interviews/observations more generally
  - What worked well?
  - What would you do differently?

Your second posting will be providing feedback to your peers’ posting – be generous and helpful to your peers by suggesting other questions that they could have asked or sharing your thoughts on the points raised on what worked well or did not work well for your peers.

Module 5 (first posting due April 1, 2019, and second posting due on April 7, 2019)

This module assignment will be done in the context of your semester-long project. For this assignment, you will further refine your “How Might We?” questions and brainstorm prototypes (i.e., design ideas for learning experiences) for your project, plan the participatory design session/ideation techniques that you will conduct with the youth who would eventually use your design. You can also plan to do participatory design sessions with groups of stakeholders (e.g., groups of children, or intergenerational groups of children and adults) – this decision needs to be based on the project topic, who you are designing for, and your accessibility to the target audience.

Choose a participatory design technique we have learned about (e.g., bags-of-stuff, layered elaboration, mixing ideas, etc.). Based on the technique you are using, you should come up with a plan for the session. This can be a brief plan since sessions do not need to be highly scripted (sample plan was shared in the course lecture). You should post on the discussion board:

- Your plan for the session, including:
  - The question of the day you would like to ask for your session
  - The design technique you will use and why. Please also state:
    - What materials you will need for this technique – is there a prototype at this stage?
    - How you plan to carry it out (i.e., instructions you’ll provide to the group).
  - How you will structure or keep track of the big ideas?

---

1 If you are interested in using a different method that was discussed in the readings (other than interviews and observations), please feel free to do so and modify the prompts for Module 4 appropriately, but with the permission from the instructor.
Your second posting will be providing feedback to your peers’ posting – be generous and helpful to your peers by providing suggestions on their planned session, so that they can revise their plan and conduct the session for Part 2 of the semester-long project.

Module 6 (first posting due April 15, 2019, and second posting due on April 21, 2019)

This module assignment will be done in the context of your semester-long project. It is time to delve deeper into the design prototypes of your proposed technology/program. For the first posting, describe how you took the big ideas that came out of Module 5 design session, and continued with the design iteration. You should design two alternative prototypes (with sketches, mock-ups, etc.) and share it with your peers. Be sure to show photos or drawings of artifacts that were created during the session.

Your second posting will be providing feedback to your peers’ posting – be generous and helpful to your peers by providing suggestions on their prototypes, so that they can revise their prototypes.
SEMESTER LONG PROJECT

In your semester-long project, you will accomplish the following goals:

- Identify a technology-related task or problem
- Develop interface/design alternatives for a program/learning experience in your context (could be a technology product that you are trying to design for youth, a technology-infused program at a library/museum for youth, a learning environment that you are designing for learning, etc.)
- Develop prototypes of your design (e.g., activity plans, sequences, interactions, specifications of tools you will use, etc.)

This project should provide you with hands-on experience within youth contexts and the tasks that interface designers face every day. For each part of the project, you must submit a report via Canvas. As with any written report, in addition to grading the document based on content, I will also be grading based on degree of professional preparation, expressiveness, grammatical soundness, and the ease with which it can be viewed and understood. A good design effort can easily be hampered by poor communication of what was done. Make sure that you produce a report that is illustrative of your efforts and process.

This project has three parts. First, your assignment will be to narrow down a particular issue or topic with respect to the larger topic that you would like to address. You will do this through the Module 3 assignment. Next, for Project Part 1, you will use methods we discuss in class as well as relevant readings to understand the needs of youth with respect to the context of your topic. In Project Part 2, you will design two alternative prototypes of learning experiences/program activities/technology to address the user needs you identified previously using participatory design techniques. In Project Part 3, you will share your process with the rest of your classmates.

**Project Part 1: Inspire**

*Due March 16th, 2019 11.59 pm ET*

The key goal of this first substantive part of the project is to deeply understand the **problem space** that you are addressing - who are the “youth” and pertinent users who interact with youth in this problem space, and the issues and constraints that are involved in the problem. If the task is accomplished through an existing system or interface or program or environment, you should perform an interpretive evaluation of that “system” to help you learn more about it. The most important goal of Part 1 is to identify important characteristics of the problem that will influence your subsequent design. A major mistake that students make in Part 1 is to suggest potential solutions without first identifying the problem and its characteristics. You'll have plenty of time for designs of possible solutions in Part 2. For now, suppress the urge to problem-solve and concentrate your efforts fully on developing an in-depth understanding of the problem at hand.
In class (via readings and discussion board), we will discuss observation and interviewing (and maybe other techniques that you may decide to use) for acquiring this kind of information. In addition, your understanding of the problem should be informed by readings specifically related to your topic (including, but not limited to the readings you found for Module 3). Your report and deliverable for this part should deeply examine the problem of study through reading relevant literature and through your own interviews and observations. In general, you should be attempting to answer these questions:

• Who are the potential users?
• Who are the potential stakeholders?
• What are their goals? What tasks do they seek to perform?
• What functionality should any system provide to these users?
• What constraints will be placed on your eventual design?

I recommend the following structure for your report. Remember to state how you collected your data and justify the methods that you used. If you selected one method over other possible methods, include a brief statement of why you chose not to use those other methods. Because of the nature of your project, technology may not be currently used to address the problem or issue you are investigating, but you may be interested in pursuing a technological solution. In such cases, be sure to describe the ways the current issue or problems are being addressed.

• [10 pts] An overview of the problem or opportunity and a statement of why an interface or system or a program or a learning environment is necessary or advantageous to solve it. Share your “How Might We….?” questions.
• [60 pts] Discuss the methods you used for collecting data about your users. Specifically state what data you collected (e.g., interviews, observations, participant observation, etc.). Discuss the details of your data collection (e.g., number of participants, length of time you did observations, etc.). Also discuss your justification for your methods (e.g., why you chose one technique over another, how you decided upon procedural details of your data collection).
• [30 pts] A description of the important characteristics of the youth who will use the system as well as any other adult stakeholders who will use your system. This section should be grounded in both the topic specific readings you found and the interviews/observations you did.
• [30 pts] A description of the tasks performed that will be performed by the users.
• [20 pts] A description of the larger social and technical system in which your design will intersect. This section should also be informed by both the project specific readings you chose and the interviews and observations you did.
• [10 pts] An initial list of criteria that should be used in the eventual evaluation of your design. Essentially, you want to answer: How will you know later that your design was successful?
• [30 pts] A discussion of the implications of what you learned above. Go beyond the usability criteria in this section. This item is critical. Don't only describe the target users, tasks, environment, etc. You must also tell us how these attributes should or will influence your eventual designs. I will be very careful to look for this information in your report.
• [10 pts] Grammar, typo-free, and ability to communicate your thoughts and points clearly.
Project Part 2: Ideate and Iterate
Due May 11th, 2019 11.59 pm ET

The key goal of Part 2 of the project is to use the knowledge gained in Part 1, as well as that from class, to develop multiple design alternatives for your problem based on your work in Part 1 of understanding youth contexts. This is the stage of ideation and iteration. These alternatives should also explore the design space of the problem through designing with youth.

In this part of the project you will develop mock-ups, storyboards, and sketches of your interface designs and obtain feedback using participatory design methods with youth (and/or other adult stakeholders). That is, you should provide pencil-and-paper or electronic images of the interface at various stages. You do not need to build a working prototype. In fact, I recommend that you do not try to develop full prototypes in this part so that you can focus your time and effort on a broad exploration of the many design possibilities that exist for your problem or task.

Although I am not looking for a full-scale prototype, your design sketches should be sufficiently detailed for a potential user to provide useful feedback about the design. Along with your design mock-ups, you should provide a brief narrative walk-through of how the proposed system will work. Perhaps most importantly, you should also include your justifications for why design decisions were made, and what you consider to be the relative strengths and weaknesses of your different designs.

The design process you follow here is important. You should arrive at your different designs through participatory design methods with youth and adult stakeholders who would interact with your system. You should seek to create some fundamentally different design ideas.

Your project report should include all the explanatory material mentioned above as well as all the design sketches, drafts, storyboards, etc., that you generated and a description of the participatory design methods and techniques you used. Make sure that your report adequately reflects the design process that you undertook. The key in this part of the project is to develop different design ideas, not just a set of minute variations on some basic design. At a minimum, you must submit two different designs. It cannot be stressed enough that I seek significantly different design ideas; quality is more important than quantity. In particular, I would much rather see two very different designs described in great detail than five or six rather similar designs described in shallow detail.

Use the following structure for your report.

- [4 pts] Project Description: Write an updated one-paragraph description of your project. Simply re-introduce the general area of application, intended tasks it will support and the intended youth and adult stakeholders. Share your “How Might We….?” questions.
- [16 pts] Requirements Summary: Briefly state key requirements from your system. Again, the goal here is to re-introduce the requirements developed in Part 1, though it is OK if you introduce new or altered requirements here. Provide a walk-through of the space, system, program, or service.
- [40 pts] Design Methodology: Discuss your methods for designing your prototypes. Talk about how you incorporated methods or techniques we discussed in class (e.g., bags of stuff, etc.) in your design process.
- [40 pts] Design Summary: Briefly describe the design alternatives that you considered
exploring, including alternatives that you did not ultimately pursue. Do not cover every idea that you discarded, but rather group them and discuss as a whole. Make sure to justify your choices (Why did you not pursue certain avenues? Why did you decide to pursue the designs that you actually produced?). Justifications need not be lengthy; a few sentences for each should suffice.

• [160 pts] The designs: Present each design prototype that you created. Remember that you should present at least two designs. Cover each design in its own section by presenting the following information (the designation of points will be revised if you submit more than two prototypes).
  • [12 pts/design] A brief overview of the design.
  • [28 pts/design] Illustrations of the design (sketches, storyboards, etc.).
  • [12 pts/design] At least one scenario written from a user's perspective.
  • [28 pts/design] An assessment of this design (advantages, disadvantages, and the degree to which your requirements can be met by the design). Include feedback from potential users in the assessment as well as references from the project readings. Make sure to express how you gathered this feedback.

○ [30 pts] Requirements changes: You more than likely modified, added to, or removed elements of your requirements and usability criteria as a result of conducting the design process. Discuss these in this section... what were they and how did they arise? What requirements may be difficult to realize?

○ [10 pts] Grammar, typo-free, and ability to communicate your thoughts and points clearly

**Project Part 3: Presentation of your “system” prototype and process**

*Due May 14, 2019 11.59 pm ET*

Using VoiceThread, put together a presentation of your system, and how you got there (essentially a quick summary of Part 1 and Part 2). Your presentation should be 20-25 minutes. It does not need to cover every section of your project report, but summarize the main steps and takeaways from your work.

**Responses to Presentations**

*Due May 16, 2019 11.59 pm ET*

You will view at least five of your classmates’ recorded presentations then respond in writing to specific questions about these students’ presentations. The questions that will be provided will be designed to help you focus your attention on the elements of design thinking. Each student will be assigned a question to answer. You will then copy your question and response and paste that information into the Presentation Responses Assignment submission in Canvas.

**READINGS – articles that do not have a direct link can be accessed through the Modules section in the course website**

**Module 2: What is Design? What is Design Thinking?**

Bauhaus. (2011, Jan 11). *What is Design [Video file].* Available at http://www.youtube.com/watch?v=6U0nklFHzQI&list=PLNgw0zcyFDRFPvTQQ7joM1MTufEIS1kn&index=1 (A video about what constitutes design)
Module 3: Knowing your design project


[and you will collate your own readings, see Module 3 description above]

Module 4: Inspiration


  - Read Section 5.1: Fictional Inquiry (Requirements Gathering, Brainstorming)
  - Read Section 5.9: Focus Groups (Requirements Gathering; Brainstorming; Iterating; Evaluating)


Module 5: Ideation


- Read other techniques in Section 5 that was not read in Module 4


Module 6: Iteration


Module 7: Getting to Scale