

ED 589: Design Thinking to Affect Change

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Course Credit:	3.0 graduate credits
Dates & Times:	Online: The student must spend approximately nine hours per week over six weeks in the LMS completing course requirements. This course is broken into the 7 following units. Each unit is followed by any synchronous online meetings dates/times.

COURSE DESCRIPTION:

This 3 graduate credit, 45 hour course will ask teachers to focus on a particular topic of inquiry, researching, sharing and becoming partners in learning as they come to understand many of the many facets and implications of their topic on the field of education. Teachers will spend time immersed in each phase of the design thinking process. First, they will work to reflect upon their own classrooms, colleagues, and students, empathizing with them to identify areas of concern, frustration or deficiency. Once a focus area is identified, teachers will spend time defining that topic by locating, sharing and interacting with current and relevant research and texts, exploring the topic of inquiry. Then teachers will spend time ideating avenues for application of their learning. They will collaborate with each other to create a prototype to be implemented in their practice, then test their prototypes in their own environments, documenting their journeys towards actual change in their own practice.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

1. Identify a topic of study within the educational field and engage in deep inquiry of that topic, locating, processing and sharing their resources and learning.
2. Work together to develop plans to implement research-based change in their own practice.
3. Observe and give feedback on peers' implementation and reflect upon their own progress in order to continue the design thinking process.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Assigned readings will vary during each session of this course and will be selected based on participant interest and focus. All readings and resources will be posted on the Course LMS.

COURSE REQUIREMENTS:

In order to receive a Passing grade, the participant must complete the following course requirements:

1. Class Participation: Each student is expected to read assigned material, participate in online discussion via our class Google+ Community, and engage in a peer review of each other's work (when instructed).
2. Create an Introduction Video to introduce yourself to other course members
3. Complete an Empathy Map
4. Research, Response, and Article Posting
5. Write a Problem Statement
6. Create a Dotstorming Board
7. Write an Elevator Pitch
8. Prototype
9. Complete a Feedback Grid
10. Reflect on each step

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Class Participation	10 points	10%
Unit 1: Introduction Video	5 points	5%
Unit 2: Empathy Map	10 points	10%
Unit 3: Research Response and Article Posting	10 points	10%
Problem Statement	5 points	5%
Unit 4: Dotstorming Board	10 points	10%

Elevator Pitch	15 points	15%
Unit 5: Prototype	15 points	15%
Unit 6: Feedback Grid	10 points	10%
Unit 7: Reflection	10 points	10%

Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.

COURSE OVERVIEW

Unit 1: Welcome

- Welcome Hangout:

Unit 2: Empathize

- Empathy Maps

Unit 3: Define

- Article Post & Share

Unit 4: Ideate

- Crazy 8s Ideation Session Hangout
- Individual Idea Conferences

Unit 5: Prototype

- Elevator Pitch

Unit 6: Test

- Feedback Quadrant

Unit 7: Reflect What? So What? Now What?

Final Course Hangout: