

DESIGN THINKING

FOR PUBLIC SERVICE MPA

Fall, 2016
(2 or 4 credits)
Meet in Sem II: D1107

COURSE DESCRIPTION:

Design Thinking for Public Service examines the relatively new field of design thinking and its application to public endeavors. This overview gives you a glimpse of the course; Canvas will be used as a syllabus and will go live in late September.

In this course, we apply a design thinking perspective to contemporary administrative, social, and physical situations. Design thinking uses design methodologies such as observation, ideating, prototyping, and storytelling. It brings together people from different disciplines to effectively explore, in collaboration, human-centered ideas.

While we'll study the theory of design thinking, the main focus of this course is on the application of design thinking in communities and administration. We will be looking design as both a physical element to create/make/sustain communities as well a method for social innovation, service delivery, and management. We'll study design thinking, cases of social innovation using design thinking, and work together to apply design thinking to real-world situations. Our "real design" learning laboratory is the City of Tenino – student teams will work with public officials from Tenino to design community-based design interventions/solutions for the City.

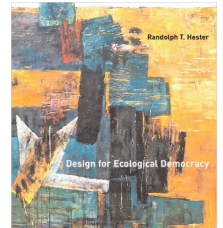
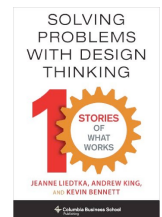
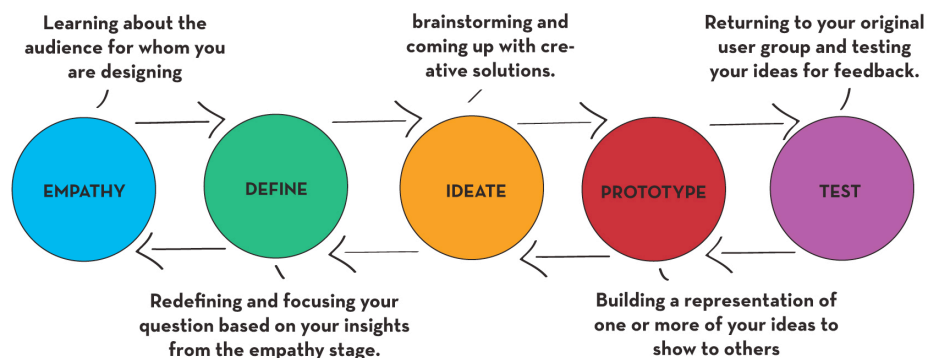
This course is applicable for students interested in social and administrative innovation and community building.

OUR TEXTS:

- Liedtka, Jeanne, Andrew King & Kevin Bennett (2013). *Solving Problems with Design Thinking: 10 Stories of What Works*. Columbia University Press. ISBN-13: 9780231163569. (This text is required for both 2 and 4 credit students –recommend choosing paper, not digital, copy)
- Hester, Randolph T, (2010) *Design for Ecological Democracy*. The MIT Press. ISBN-13: 9780262515009 (This text is only required for 4 credit students)

OUR SCHEDULE:

- 2 credits – Tuesdays (6-10pm): October 4 & 18, November 1. Saturday (9-5pm): October 22.
- 4 credits – Tuesdays (6-10pm): October 4 & 18, November 1, 15 & 29. Saturdays (9-5pm): October 22 & December 3



EXPECTATIONS:

Format of Assignment Submissions: All papers must meet assignment parameters and cite works using the American Psychological Association style (<http://www.apastyle.org/>) All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please contact the Graduate Writing Assistant. Sometimes your faculty will ask you to work with the Graduate Writing Assistant; if so, you are required to do so to the satisfaction of your faculty member.

Late assignments: Are not accepted without prior (to deadline) approval. Multiple late assignments put you at risk for no credit.

Participation & Attendance: Students are required to attend each class meeting. Participation includes focusing on class content, being engaged in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, *faculty must be notified prior to an absence*. Multiple absences put you at risk for no credit.

Use of Electronic Devices: The class is participatory and the learning community is dependent upon people being present to what is happening in class. Research shows that using electronic devices can be distracting and deleterious to the learning experience and to the learning community. Further, research suggests that typing notes on a keyboard rather than writing out longhand results in shallower processing of the concepts. Yet we acknowledge the situations where these devices are necessary. These situations include: accessing the Canvas site when course materials are being explained; workshops; practical exercises in class; and individual situations where accommodation must be made through technology. In short, put away your devices (laptops, phones, tablets) except when otherwise instructed.

Credit: Students will receive 2 or 4 graduate credits at the completion of the quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see [MPA Handbook](#) for more), failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of credit. Students will be evaluated based upon their progress toward the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of the term.

Evaluation: Written self-evaluations and your evaluations of faculty are required for credit at the end of each quarter, along with faculty evaluations of students. Evaluations are considered "submitted" when posted through the College portal.

Accommodations: are provided for any student who desires them through Access Services, the Graduate Writing Assistant, and the Quantitative and Symbolic Reasoning Center. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). Information about a disability or health condition is regarded as confidential. Please refer to TESC's Students With Disabilities Policy [here](#).

Other Expectations of Students and Faculty: We abide by the [social contract](#), the [student conduct code](#) and the [non-discrimination policies and procedures at TESC](#). See the college's [Student Conduct webpage](#) for more.

We commit to promoting a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill; respect our differences; and, discuss any problems involving others in the learning community directly with the individuals involved. All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, up to and including dismissal from the MPA program.

Guest Policy: See new policy in MPA Handbook, TBA.

Inclement Weather: In the event of bad weather or emergencies students should check with television, web pages, email, and radio stations for announcements of campus closures. If you've not already done so, sign up to receive alerts about campus closing or other emergencies [here](#). Students can also call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Since many students in the program travel from relatively distant locations, faculty may decide to cancel class even if campus is open; an all-class email will be sent by 3:00 pm under these circumstances.

Communicating with Each Other: You are responsible for regularly checking your Evergreen email and Canvas.

ASSIGNMENTS – 2-CREDIT STUDENTS

Seminar Paper (due October 18): 2-4 pages, double-spaced. Posted to Canvas. In your seminar papers, accomplish the following:

- 1) Describe the author's main thesis/theses and summarize main arguments.
- 2) Answer the "so what" question.
- 3) Theorize on how the work described by the author would look in practice, particularly practices with which you may be involved.
- 4) Provide a scholastic critique, if any (not "I liked/didn't like the book" or the book is too dense, or the writing too obtuse, or the author repeats her/himself).

Individual Real Design Project (due November 1): format cannot be pre-specified but must be electronic. It's difficult to describe this assignment here because you need some experience with the in-class Ideal Design Workshops in order to visualize what is expected for this assignment. Design projects are, basically, an application of our learning to a situation. In class, we'll do Ideal Design Workshop where you will be provided with a situation that needs a design solution (called a situation because part of the design process is defining the problem – most situations can have many problem definitions). In the in-class workshop, you'll have no limits on your design (thus, ideal). In a Real Design project, the proposed design is limited (resources, relationships, access, etc.).

For this assignment, you will individually choose a design situation that interests you and propose a design intervention. As you'll learn in class, you can apply design thinking to pretty much every situation, it's not only about physical design or about designing physical interventions/solutions. This will become more clear as class progresses.

Cumulative Reflective Essay (due December 3): 3-4 pages, double-spaced. Posted to Canvas. Reflect on your experiences in the class and with the materials studied/practiced (good preparation for writing your self-evaluation).

Self-Evaluation (due December 3): Posted through the evaluation portal at your my.evergreen.edu page.

Design Proposals (2-credit students will informally join teams for the duration of their course time): format cannot be pre-specified. Much of this course is designed around working with the City of Tenino on a real design situation. This will become much more clear in class and during our field trip on Saturday, October 22. This work will be completed in teams; teams will be formed by the second night of class.

ASSIGNMENTS – 4-CREDIT STUDENTS

Seminar Papers (due October 18 & November 15): 2-4 pages, double-spaced. Posted to Canvas. In your seminar papers, accomplish the following:

- 1) Describe the author's main thesis/theses and summarize main arguments.
- 2) Answer the "so what" question.
- 3) Theorize on how the work described by the author would look in practice, particularly practices with which you may be involved.
- 4) Provide a scholastic critique, if any (not "I liked/didn't like the book" or the book is too dense, or the writing too obtuse, or the author repeats her/himself).

Cumulative Reflective Essay (due December 3): 3-4 pages, double-spaced. Posted to Canvas. Reflect on your experiences in the class and with the materials studied/practiced (good preparation for writing your self-evaluation).

Individual Real Design Project (due November 1): format cannot be pre-specified but must be electronic. It's difficult to describe this assignment here because you need some experience with the in-class Ideal Design Workshops in order to visualize what is expected for this assignment. Design projects are, basically, an application of our learning to a situation. In class, we'll do Ideal Design Workshop where you will be provided with a situation that needs a design solution (called a situation because part of the design process is defining the problem – most situations can have many problem definitions). In the in-class workshop, you'll have no limits on your design (thus, ideal). In a Real Design project, the proposed design is limited (resources, relationships, access, etc.).

For this assignment, you will individually choose a design situation that interests you and propose a design intervention. As you'll learn in class, you can apply design thinking to pretty much every situation, it's not only about physical design or

about designing physical interventions/solutions. This will become more clear as class progresses.

Design Proposals (due December 3): format cannot be pre-specified. Much of this course is designed around working with the City of Tenino on a real design situation. This will become much more clear in class and during our field trip on Saturday, October 22. This work will be completed in teams; teams will be formed by the second night of class. (2-credit students will informally join teams for the duration of their course time)

Self-Evaluation (due December 3): Posted through the evaluation portal at your my.evergreen.edu page.