

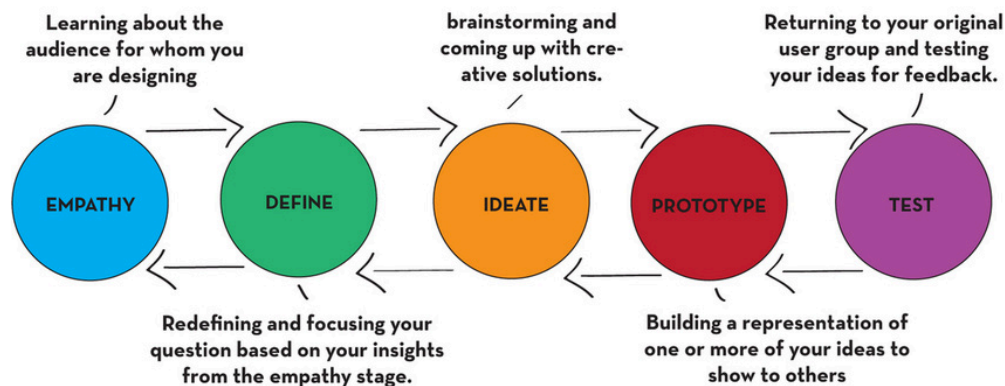
Design Thinking for the Classroom: Students Design an “App of Apps” that improves their partner’s entire day with DPO

Design an App that improves the entire day for your partner.

Your name: _____

Partner’s name: _____

The Design Process



Materials You’ll Need

A printed version of this document	OR	Copy of Word / Google Doc you can edit on your computer
Something for writing and sketching on the printed version of this document		Blank paper for drawing + something for sketching
A timer to follow the time constraints for each step		A timer to follow the time constraints for each step

In this activity you and a partner will take turns interviewing each other to explore expectations, unmet needs, and possible solutions to those unmet needs through a complete cycle of the design process (shown in previous Table). Please follow the instructions and time limits for each step closely. **If you use a printed version of this document IN CLASS, submit your completed project at the end of lecture.** If you are completing this assignment out of class, “make a copy” of this file and complete the activity. Submit the Word / Google doc you created -

along with digital images of your sketches - to MGT387BAMA@gmail.com. Put “DP0” in the subject line.

Interview

- 1. Interview your partner for three minutes, then s|he interviews you for three minutes (6 total minutes; 2 sessions x 3 minutes each, switch roles and repeat interview)**

Examples: Tell me about your expectations for on-campus education this Fall... “What were you hoping to accomplish? What did you hope to see or experience? What has worked so far? What’s been missing? What would interest or excite you?” (Use space below for notes)

- 2. Dig deeper - elaborate on what you asked earlier and learn more for two minutes and then switch roles (4 min; 2 sessions x 2 minutes each)**

Examples: “OK, earlier you said ..., Can you tell me more about what you meant?” “Can you describe a time when you had that type of experience?” (Use space below for notes)

Reframe the problem

3. Capture findings (3 min; reflect without talking to partner)

Goals and wishes: What is your partner trying to achieve through this experience?
(hint: use verbs such as “learn,” “gain,” “develop,” “create,” etc)

Insights: What new learnings did you acquire about your partner’s feelings and motivations? What’s something you see about your partner’s experience that maybe s/he doesn’t see? (hint: make inferences from what you heard)

Write a User Story

A user story explores the user's context and needs and the connection between them. To create a user story you use your knowledge of your partner's circumstances to develop a statement that combines the role, goals/desires, and benefits of the person in the situation. The template is: "*As a <role>, <partner's name> wants <goal / desire> so that <benefit>.*" E.g.,: "As a bike commuter to and around campus, I want to navigate without being distracted, so I can commute safely."

4. Write a "user story"- take 3 minutes to reflect *w/o talking to partner* on what your partner needs in the role s|he is in

Ideate: generate alternatives to test

5. Sketch (not "draw") up to 5 ways to meet your user's needs within that particular User Story. (Take 5 min to sketch solutions on your own)

- 6. Share your solutions and capture feedback (6 min; 2 x 3 minutes each; one of you shares solutions and gets feedback from the other for 3 minutes, then you switch roles)**

Your notes

Iterate based on feedback

7. Reflect and generate a new solution. (3 min)

Build off of the feedback of your partner and note in step 6 and sketch out a new big idea, noting details if necessary (similar to the way a comic book uses side-text to describe what's happening in a frame). This step is usually followed by building something; here we will sketch and point out key features that really deliver the solution.

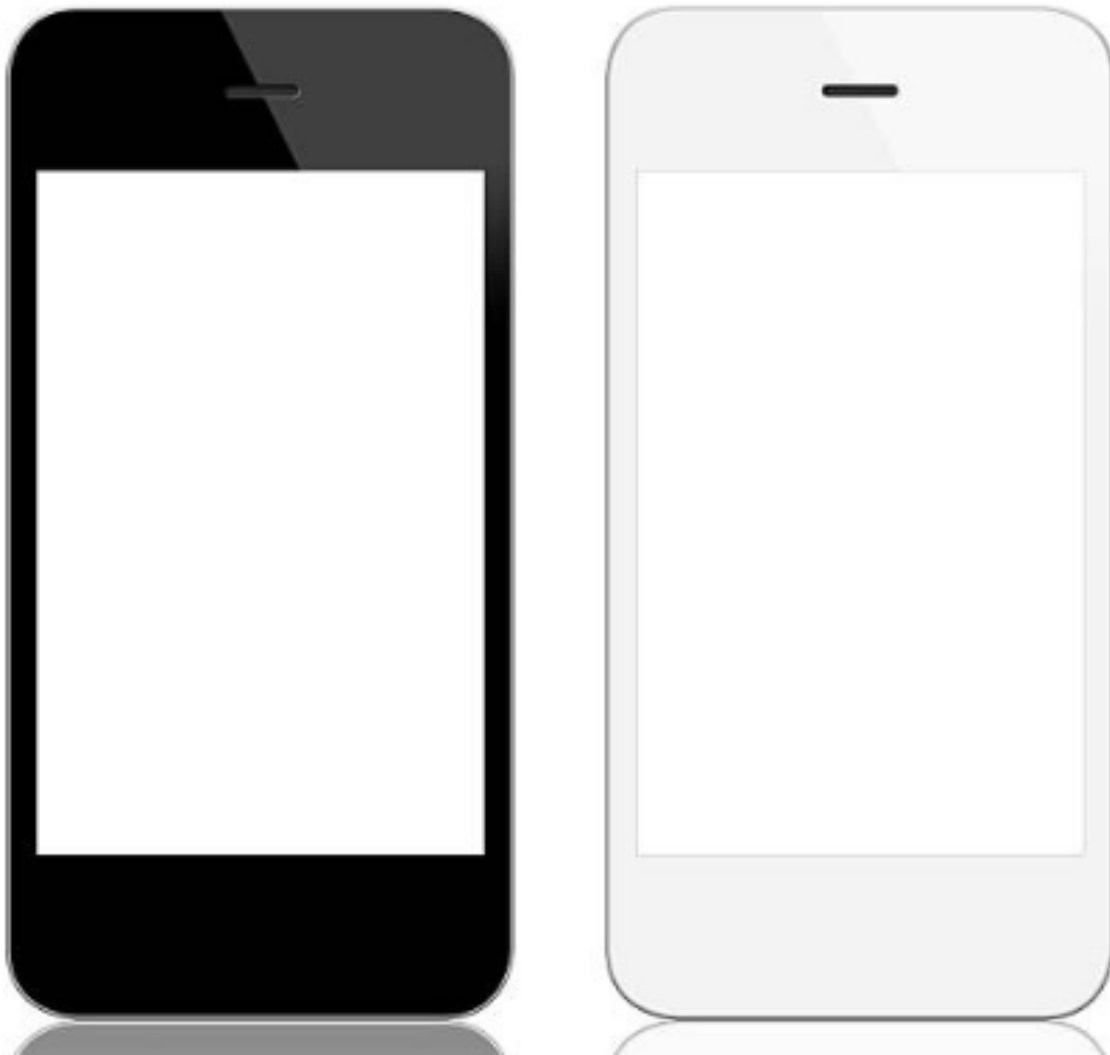
Test

8. Share your solution with and get feedback from your partner for three minutes, then switch roles (6 min; 2 x 3 min each)

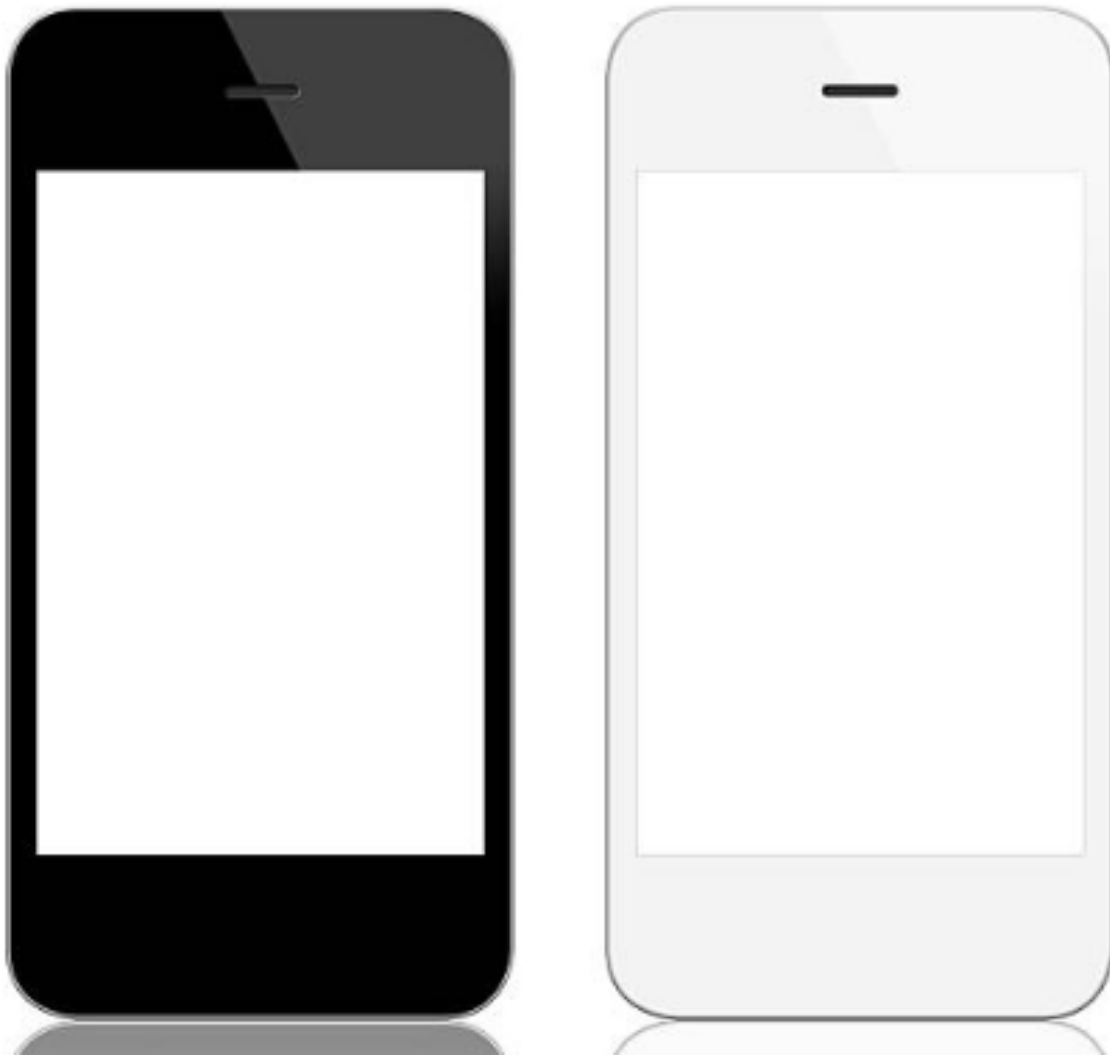
✚ What does your partner like (about the solution)?

➡ What could be improved? What does your partner wish were in the solution that is not currently there?

Armstrong, C. E. (2016). Teaching innovation through empathy: Design thinking in the undergraduate business classroom. *Management Teaching Review*, 1(3), 164-169.



Label above images as references to your text answers above. Write a number next to a particular feature so you can describe it in this space below.



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