



Center for International Programs and Sustainability Studies

Course name: Entrepreneurship and Design Thinking

Course code: GEB-3120

Total contact hours: 60 hours

Pre-requisites: N/A

COURSE DESCRIPTION

This course will introduce the student to basic concepts and tools for the Design Thinking (DS) process. The course will review the process's six stages to successfully build new entrepreneurs based on DS: Empathize, Define, Ideate, Prototype, Test and Implement. The student will develop skills to lead projects in their personal and professional life.

It also helps keep all the students' ducks in a row with some methodical planning by showing different strategies and techniques such as the tree problem, the five whys, customer journey map, empathy map, brainstorming, role storming, mockups, pitch elevator, and others. In addition, students will develop organizational skills to improve project management and the impact of building good communication habits.

AUDIENCE

This course is structured for international students attending the Study Abroad Program at an LCI Education university campus. However, courses are not exclusive to foreigners so local degree-seeking students may enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelor's in Sustainability Management or Business Administration programs.

This is a theoretical-practical course and explores/responds to the following inquiry according to the professional/disciplinary profile:

What is Design Thinking and how can I apply it to build entrepreneurship or new projects?

In order to respond to this question, we will study the following generative topics:

- What is Design Thinking?
- Design Thinkings Methodology
- Design thinking Process
- Empathize techniques
- Define problems techoniques
- Ideate techniques
- Prototype techniques
- Test techniques

Along the course, the following **skills** will be fostered:

- Ability to understand what design thinking is.
- Ability to collaborate and build new projects applying design thinking.
- Ability to use empathize, define problem, ideate, prototype ad test techniques
- Ability to control and monitor projects.
- Ability to present and communicate new projects.

Among the **values** and **attitudes** that will be promoted among students are the following:

- Teamwork and leadership.
- Agile knowledge.
- Systemic thinking.
- Logical and communicative intelligence.
- Problem solving.
- Learning how to learn.

- Assertive communication.
- Planning and time management.
- Active listening.

COMPETENCIES, CRITERIA AND EVIDENCE

The competencies for the Veritas University are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability and ethical commitment, integrating the know-how, and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competencies, linked to their criteria and evidence of performance for this course.

Competencies	Key competences	Learning Assessments
Integrates the theoretical and practical foundations of project management.	<ul style="list-style-type: none"> ○ Apply design thinking concepts and tools ○ Build a new project based on the 5 stages of the design thinking process. ○ Develop techniques to create new entrepreneurships. ○ Present and communicate new projects. 	<ul style="list-style-type: none"> ○ Professor presentations ○ Movies roundtables. ○ Students' presentations. ○ Final project. ○ Final presentation.
General/Core		
Integrates knowledge, skills and attitudes to learn continuously and	<ul style="list-style-type: none"> ○ Learning to learn. 	<ul style="list-style-type: none"> ○ Professor presentations ○ Movies roundtables.

<p>through one's life pursuing an efficient development in the knowledge-based society.</p>		<ul style="list-style-type: none"> ○ Students' presentations. ○ Final project. ○ Final presentation.
<p>Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques.</p>	<ul style="list-style-type: none"> ○ Relates well to others ○ Manage and solve conflicts. ○ Negotiates reliably and empathetically ○ Speaks responsibly ○ Listens attentively. 	
<p>Builds the necessary knowledge, skills and attitudes to learn how to communicate orally and in written form in the different disciplines that make up the curriculum.</p>	<ul style="list-style-type: none"> ○ Communicates thoughts of the discipline orally, graphically, and in written form. 	<ul style="list-style-type: none"> ○ Movies roundtables. ○ Students' presentations. ○ Final project. ○ Final presentation.

COURSE CONTENT

Unit I. Design Thinking

- Sustainable Goal Developments
- What is Design Thinking?
- Design Thinking Process (Stages)
- Roles and Skills

Unit II. Define the problem

- Techniques:
 - Concept relations
 - Tree Problems
 - Ishikawa Diagram
 - 5 whys

Unit III. Empathize

- Techniques:
 - Interviews
 - Shadowing
 - Empathy Map
 - Canvas Client Profile
 - Customer Journey Map

Unit IV. Ideate

- Techniques:
 - Brainstorming
 - Scamper
 - Go to the future
 - Role Storming

- 6 hats
- Force Association

Unit V. Prototype

- Techniques
 - Experience prototype
 - 3D Model
 - Mock Ups
 - Canvas Model

Unit VI. Test

- Techniques
 - Pitch Elevator
 - Interviews
 - Roleplay
 - Brouchure
 - Pilot

Unit VII. Implement

- Next steps
- Final review

METHODOLOGY

The methodology is project-based learning, a dynamic and interactive method focused on applying the new knowledge to a real problem, through investigating, analyzing, and executing a business case.

Every unit will be divided into two parts, first to understand the basics and the second to apply the new knowledge to the project. The students will work on an entrepreneurship

project during the classes to present the results at the end period. The course also will include other learning activities such as movie discussions and presentations.

The role of the professor is to facilitate and guide the students in their learning experiences and projects, allowing the students to develop new skills and capabilities. It is a student-centered methodology that improves social and collective interactions.

EDUCATIONAL RESOURCES

In order to guarantee good development of the course, and learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other 12 school equipment for weekly sessions, and readings provided by the professor. All of these complement the suggested projects and provide the students with higher possibilities of knowledge ownership. Most of the lessons will take place in the classroom. A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection is available.

LEARNING ASSESSMENT

Evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the student's performance. The rubrics include the core and discipline key competencies.

ASSIGNMENTS	PERCENTAGE VALUE
2 Group Presentations (10% each)	20 %
2 Movie Roundtables (15% each)	30 %

Final Project	40%
Part 1: 7%	
Part 2: 7%	
Part 3: 7%	
Part 4: 7%	
Part 5: 7%	
Parte 6: 5%	
Final Presentation	10%
Total	100%

LEARNING STRATEGIES AND RUBRICS

The following learning strategies will be developed:

1. Group Presentations:

The student will choose a topic related to a technique to present to the class given presentation criteria. It is an opportunity for the student to research and go deeper into the Design Thinking process. This activity will develop skills such as research, communication, self-confidence, and time management. Students use extra class time to prepare the presentation. Presenting time plus questions should be 60 mins maximum and they have to send the presentation to the professor before the class.

Indicator	Excellent (100%)	Very good (99%-90%)	Sufficient (89%-70%)	Insufficient (69% or less)
Creativity to present the topic (use visual support, ice breakers, videos, etc).				
The student demonstrated research about the topic.				
For time management, the students present in maximum				

60mins				
The student shares the basic concepts.				
The students submit the presentation before the day they present.				
The students add the references/bibliography in the document.				
Total				

2. Movie (serie) Roundtable

The students will answer a series of questions based on a movie (series). During class time, the professor will share the questions with the students, then, they will watch the movie. After it, the class will be at a roundtable to discuss the questions that are related to the Design Thinking area. This activity will help the students to develop skills such as analytical thinking, active listening, communication, and leadership. The professor will be the moderator and the students will be the participants of the roundtable.

3. Entrepreneurship project

This is a project that the students will develop during all the course, and in groups. It will be divided into 6 parts where the students will apply the new concepts/theory to a real case during class time. The professor will be a facilitator and will be there as a support to solve questions. The students will have class time to develop and finish the advances, but they will have one more week to send the final document to the professor. Every deliverable will be evaluated by the same rubric. The group will have to create a project to solve a problem focused on Sustainable Development Goals.

4. Final presentation

The students will present the entrepreneurship they create in a final presentation. This activity is an opportunity to share the project that they have been working on in the course with their peers. This activity will develop skills such as research, communication, self-confidence, and time management. Students use extra class time to prepare the presentation. Presenting time plus questions should be 60 mins maximum and they have to send the presentation to the professor before the class.

ATTENDANCE

Regarding classes:

1. Students are only allowed a two (2) **non-consecutive (back-to-back) class absences**. A student shall fail the course if more than two absences are registered by the professor. Administration does not control attendance.
2. Three **late arrivals** to class (arrival after the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.
3. In the case of an **absence from any assignment evaluated in class** (presentations, evaluations, field trips, etc.) a student will be given a grade of zero unless an official document is presented within **one week** of the absence.
4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

Regarding field trips:

5. An unjustified **absence on a field trip** will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained upon presentation of a complementary research assignment, to be agreed upon with the professor, within

one week of the field trip.

6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and to avoid losing points, students shall be able to opt for carrying out a research assignment.

CODE OF CONDUCT

Professors have the right to expel a student from the classroom should he / she/ they:

1. Be disruptive in the classroom.
2. Behave in a disrespectful way.
3. Be under the influence of alcohol.
4. Be under the influence of any illegal drug.
5. Shows hygiene or odor problems that may disturb other students.

ELECTRONIC DEVICES

The use of cell phones, smartphones, or other mobile communication devices is disruptive and is therefore prohibited during class. **Please turn all devices OFF and put them away** when class begins. Devices may be used only when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period. Using devices while the professor or other peers are lecturing, or presenting is perceived as a lack of interest and disrespectful.

STUDY ABROAD PROGRAM POLICIES

The student must comply with the provisions of the Study Abroad Program Policies available on the Canvas platform.

BIBLIOGRAPHY

BBVA Innovation Center. (w.d.). *Design Thinking*. United States.

IDEO.org. (2015). *The Field Guide to Human-Centered Design*. Canada.

IDEO.org. (2015). *FACILITATOR'S GUIDE. For Introducing Human-Centered Design*. Canada.

IDEO.org. (2020). *Designing for and with Girls*. Canada.

TED. (September 30th 2009). *Tim Brown urges designers to think big*. [Video]. Youtube.

<https://www.youtube.com/watch?v=UAinLaT42xY>

TED. (May 12th 2012). *How to build your creative confidence, David Kelley*. [Video]. Youtube.

<https://www.youtube.com/watch?v=16p9YRF0l-g>

CHRONOGRAM

Week	Contents	Evidence of learning
Week 1	<ul style="list-style-type: none"> ○ Introduction to the course <ul style="list-style-type: none"> ○ Welcome ○ Expectations ○ Syllabus ○ Ice breaker 	<ul style="list-style-type: none"> ○ Presentation. ○ Activity: Ice breaker
	<ul style="list-style-type: none"> ○ Unit I. Design Thinking <ul style="list-style-type: none"> ○ Sustainable Goal Developments ○ What is Design Thinking? 	<ul style="list-style-type: none"> ○ Professor presentation
Week 2	<ul style="list-style-type: none"> ○ Unit I. Design Thinking <ul style="list-style-type: none"> ○ Design Thinking Process (Stages) ○ Roles and Skills 	<ul style="list-style-type: none"> ○ Professor presentation
	<ul style="list-style-type: none"> ○ Unit I. Design Thinking <ul style="list-style-type: none"> ○ Final projects (roles, sustainable goal development). 	<ul style="list-style-type: none"> ○ Final project

Week 3	<ul style="list-style-type: none"> ○ Unit 2 Define the problem ○ Techniques: <ul style="list-style-type: none"> ○ Concept relations ○ Tree Problems 	<ul style="list-style-type: none"> ○ Professor presentation ○ Students' presentation
	<ul style="list-style-type: none"> ○ Unit 2 Define the problem ○ Techniques: <ul style="list-style-type: none"> ○ Ishikawa Diagram ○ 5 whys 	<ul style="list-style-type: none"> ○ Professor presentation ○ Students' presentation
Week 4	<ul style="list-style-type: none"> ○ Unit 2 Define the problem ○ Final project (define the problem) 	<ul style="list-style-type: none"> ○ Final project
	<ul style="list-style-type: none"> ○ Unit 3 Empathize ○ Techniques: <ul style="list-style-type: none"> ○ Interviews ○ Shadowing ○ Empathy Map ○ Canvas Client Profile ○ Customer Journey Map 	<ul style="list-style-type: none"> ○ Professor presentation ○ Students' presentation
Week 5	<ul style="list-style-type: none"> ○ Unit 3 Empathize ○ Techniques: <ul style="list-style-type: none"> ○ Canvas Client Profile ○ Customer Journey Map 	<ul style="list-style-type: none"> ○ Professor presentation ○ Students' presentation
	<ul style="list-style-type: none"> ○ Unit 3 Empathize ○ Final project (empathize) 	<ul style="list-style-type: none"> ○ Final project

Week 6	<ul style="list-style-type: none"> ○ Unit 4 Ideate ○ Techniques: <ul style="list-style-type: none"> ○ Brainstorming ○ Scamper ○ Go to the future 	<ul style="list-style-type: none"> ○ Professor presentation ○ Students' presentation
	<ul style="list-style-type: none"> ○ Unit 4 Ideate ○ Techniques: <ul style="list-style-type: none"> ○ Role Storming ○ 6 hats ○ Force Association 	<ul style="list-style-type: none"> ○ Professor presentation ○ Students' presentation
Week 7	<ul style="list-style-type: none"> ○ Unit 4 Ideate ○ Final project (ideate) 	<ul style="list-style-type: none"> ○ Final project
	<ul style="list-style-type: none"> ○ Unit 4 Ideate ○ Movie Roundtable 	<ul style="list-style-type: none"> ○ Movie Roundtable
Week 8	<ul style="list-style-type: none"> ○ Unit 5 Prototype ○ Techniques <ul style="list-style-type: none"> ○ Experience prototype ○ 3D Model 	<ul style="list-style-type: none"> ○ Professor presentation ○ Students' presentation
	<ul style="list-style-type: none"> ○ Unit 5 Prototype ○ Techniques <ul style="list-style-type: none"> ○ Mock Ups ○ Canvas Model 	<ul style="list-style-type: none"> ○ Professor presentation ○ Students' presentation
Week 9	<ul style="list-style-type: none"> ○ Unit 5 Prototype ○ Final project (prototype) 	<ul style="list-style-type: none"> ○ Final project
	<ul style="list-style-type: none"> ○ Unit 6 Test ○ Techniques <ul style="list-style-type: none"> ○ Pitch Elevator ○ Interviews 	<ul style="list-style-type: none"> ○ Professor presentation ○ Students' presentation

Week 10	<ul style="list-style-type: none"> ○ Unit 6 Test ○ Techniques <ul style="list-style-type: none"> ○ Roleplay ○ Brouchure ○ Pilot 	<ul style="list-style-type: none"> ○ Professor presentation ○ Students' presentation
	<ul style="list-style-type: none"> ○ Unit 6 Test ○ Final project (test) 	<ul style="list-style-type: none"> ○ Final project
Week 11	<ul style="list-style-type: none"> ○ Unit 6 Test ○ Movie roundtable P1 	<ul style="list-style-type: none"> ○ Movie roundtable
	<ul style="list-style-type: none"> ○ Unit 7 Implement ○ Movie roundtable P2 	<ul style="list-style-type: none"> ○ Movie roundtable
Week 12	<ul style="list-style-type: none"> ○ Unit 7 Implement ○ Next steps ○ Final review 	<ul style="list-style-type: none"> ○ Professor presentation
	<ul style="list-style-type: none"> ○ Unit 7 Implement ○ Final project (Final presentations) 	<ul style="list-style-type: none"> ○ Final presentation

Please note that this chronogram is tentative and subject to change.