



# ME2818 Design Thinking 7.5 credits

## Designtänkande

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

## Establishment

Course syllabus for ME2818 valid from Spring 2015

## Grading scale

A, B, C, D, E, FX, F

## Education cycle

Second cycle

## Main field of study

Industrial Management

## Specific prerequisites

Students must have a minimum of 120 university points.

## Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

## Intended learning outcomes

The purpose of this course is to teach PhD, MFA, MSc, and MA students the advanced methods for design thinking. The learning outcomes for the course are for the participants to be able to independently:

- Acquire and execute design thinking methods
- Evaluate and organize the concepts such a methodology generates
- Discuss and critically assess the strengths, weaknesses and innovative potential of proposals from course colleagues
- Develop, document and articulate a coherent design proposal based on results generated
- Demonstrate how design thinking can change and enlarge the student's own disciplinary 'world view'
- Develop and argue for an interdisciplinary entrepreneurial initiative inspired by the design thinking process

## Course contents

Design thinking is a powerful tool for devising strategic interdisciplinary or entrepreneurial initiatives, permitting connections between concepts, methods and shifts of perspective that would otherwise be overlooked in a mono-disciplinary 'problem-solving' approach. Originating in design, but capable of being applied across a broad range of disciplines, design thinking brings a disruptive, game-changing potential to ways of working that have become routine. People naturally have the ability for design thinking – it deploys the associative, improvisatory logic of play – but are typically encouraged to suppress it in favour of more dependable yet limited problem-solving methodologies.

For entrepreneurs who value the pursuit of validity and innovation over tradition and repetition, this course will equip you with the core skills for furthering such aims. It takes a practice-led approach, teaching design thinking skills through a mix of lectures, workshops and assignments. Having acquired the fundamentals of design thinking, students are then encouraged to explore ways of extending the established techniques – incorporating elements from, for example, other creative and design disciplines such as plotting, characterization, visualisation, role-playing, story-boarding and experience prototyping.

As the course focuses on themes and speculative, post-critical prototyping of actual “wicked” problems, teaching is conducted in an interactive manner with participants expected to take an active role throughout the course.

## Disposition

The course combines lectures with seminar discussions, workshops, group and individual presentations by the students as well as leaders in the field.

## Course literature

Information om kurslitteratur kommer att meddelas inför kursstart.

Will be announced at the start of the course.

## Examination

- PRO1 - Project, 7.5 credits, grading scale: A, B, C, D, E, FX, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

The final grade will be based on:

- The student's interdisciplinary entrepreneurial proposal, its final presentation and documentation of how design thinking has led to this result
- The grading you receive from your team members, and an evaluation of the way in which you give and motivate the grades you give yourself and your team members
- Successful completion of the individual assignments
- Attendance

## Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.