Course name: Design thinking

ECTS	*3*
Course status	*Basic, obligatory*
Course final assessment /evaluation of outcomes	*graded credit*
Prerequisite	*none*

Main field of study: Land Management, Land Surveying, Environmental Sciences, Economics, Agriculture

Educational profile	*General academic*
Code of studies and education level	*Master or Bachelor*
Semester of studies	*Winter*
Language of instruction	*English*

Course offered by:

Name of faculty offering the course	*Faculty of Environment Engineering and Land Surveying*
Name of department offering the course	*Department of Land Management and Landscape Architecture*
Course coordinator	*dr inż. Barbara Czesak, dr inż. Renata Różycka-Czas*

Learning outcomes:

Symbol of outcome	Description of the learning outcome	Reference to main field of study outcomes	Area symbol*
KNOWLEDGE – student knows and understands:			
SKILLS – student is able to:			
DTH_U1	apply design thinking methods to a chosen problem		
DTH_U2	generate and share and assess the ideas, test the usefulness and the feasibility of the solutions.		
DTH_U3	use design thinking tools to a problem solving task		
SOCIAL COMPETENCIES – student is ready to:			
DTH_K1	work in a team, participate in substantive discussions. Is aware of the usefulness of design thinking in practical applications		
DTH_K2	responsibly perform one's own work, as well as be responsible for jointly performed group tasks		

Teaching contents

Lectures:	… hours
Topics	
Accomplished learning outcomes	
Means of verification, rules and criteria of assessment	
Classes:	30 hours
Accomplished learning outcomes	*DTH_U1, DTH_U2, DTH_U3, DTH_K1, DTH_K2*
Means of verification, rules and criteria of assessment	*To pass the class, it is required to go through positive assessment of the project. The weight of this grade in the final grade: 100%.*
Field practicals:	… hours
Topics	
Accomplished learning outcomes	

Means of verification, rules and criteria of assessment	

References:

Basic	*1. Business Model Generation, 2010, Osterwalder Alexander* *2. Value Proposition Design, 2014, Osterwalder Alexander* *3. The Design Thinking Playbook, 2018, Lewrick Michael Link Patrick Leifer Larry*
Supplementary	1.*Rim Razzouk, Valerie J. Shute, 2012, What Is Design Thinking and Why Is It Important? Review of Educational Research 82(3):330-348* *DOI: 10.3102/0034654312457429*

Structure of learning outcomes

Area of academic study: R – Agricultural, forestry and veterinary sciences		…	ECTS **
Area of academic study: T – technical sciences		3	ECTS**

Structure of student activity

Contact hours	32	hrs.	ECTS**
Including: lectures		hrs.	
classes and seminars	30	hrs.	
consultations	1	hrs.	
participation in research		hrs.	
obligatory field trips		hrs.	
participation in examination	1	hrs.	
e-learning		hrs.	ECTS**
student own work	43	hrs.	ECTS**

*Areas of academic study in the fields of: A – the arts; H – humanities; M – medical, sport and health sciences; N – natural sciences; P – biological sciences; R – agricultural, forestry and veterinary sciences; S – social studies; T – engineering and technology

** stated with an accuracy to 0.1 ECTS, where 1 ECTS = 25–30 hours of classes