

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> GD 469		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Design Inquiry: Practice <b>Course Short Title:</b> Design Inquiry: Practice															
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> Graphic and Digital Design													
<b>Calendar Description:</b> Design inquiry is a process used to approach challenges, social issues, and for discovery. Students engage in participatory design research methods and work together on real-world projects to empathize, assess, ideate, prototype, and test solutions while discovering their creative leadership potential. Note: Field trips outside of class time may be required. Note: Students with credit for MEDA 469 cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>		45 university-level credits. GD 222 is recommended.													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>		None													
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: <b>MEDA 469</b> Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>24</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Experiential (field trip)</td> <td>20</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>10</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	15	Tutorials/workshops	15	Experiential (field trip)	20	Supervised laboratory hours (computer lab)	10			<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR cannot be awarded for this course because: learning outcomes such as creative leadership and collaborative processes are best assessed within the scope of the course, not through portfolio or examination.	
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<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> June 2023													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> September 15, 2023													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> November 24, 2023													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Define an actionable challenge.
2. Engage in collaborative leadership.
3. Develop a process of inquiry and design framework.
4. Apply participatory design research methods for a variety of contexts.
5. Implement a human-centred empathetic approach.
6. Create ideas based on rethinking, critical reflection, and iterative cycles.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	20%	%	%
Project:	80%	%	%

**Details:**

40% Project 1, 40% Project 2

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Tunstall, Elizabeth (Dori)	Decolonizing Design: A Cultural Justice Guidebook	2023
2. Textbook	Knapp, Jake	Sprint: How to solve big problems and test new ideas in just five days. Simon & Schuster.	2016
3. Textbook	den Dekker, Teun	Design Thinking. Routledge. <i>Full access to download, UFV library.</i>	2020
4. Online resource	Frog	Collective Action Toolkit	2019
5. Online resource	Government of Canada	Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans TCPS 2	2018

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

Adobe CC. and access to other tools and supplies as required on a project basis.

**Course Content and Topics**

**Introduction to design thinking models:** Design research as a way of working, thinking, doing and making. Integrating a participatory, people-centred approach in various contexts. Creating impact with empathy, innovation, curiosity, and agency..

**The process of inquiry:** Defining an actionable design challenge. Mapping a design research process. Creating a diverse team — facilitator, decider, designer, stakeholder, experts, and user. Valuing positionality, lived experiences, expertise, voice and disciplinary contributions. Human research ethics training (TCPS-2 course).

**Secondary research:** Identifying constraints, conditions, and physical requirements and looking at precedents.

**Responsible Design:** Watch: Thinking With | Arturo Escobar | Pluriversal Politics

**Collaborative research, brainstorming and framing ideas:** Initiating an iterative process, identifying themes, creating insight statements, and learning by doing.

**Designing transmedia solutions:** Developing systems thinking. Using rapid prototyping. Testing. Valuing iteration and analysis.