There are no specific prerequisites for this course, though the students are expected to have been introduced to the field of Design Methodologies during a previously attended courses of their educational program and have a basic level of understanding of creative processes.
SUBJECT DESCRIPTION
The Processes and Design theory course provides the students with an in-depth knowledge of how to use design methodologies and theory in a contemporary context. During the different sessions we will go through various different methods which are used today in the world of design and business to define the future of everything, services, strategy, businesses, digital and physical products, companies vision, sustainability policies, how design affects politics and societies etc. We will approach design as a tool to transform the world and the way we live in it.

The course will be divided into these phases

1. Power to the people - to have the students believe that it is up to us how the world turns out - understanding what the problem is
2. X-design - The experience of the user - phydigital
3. What´s going on - understanding Trends
4. Futures thinking - designing a perfect new world, without todays problems
5. Design Sprints - how to design with companies and convince them to do what you want
6. Self evaluation - Understanding the quality of your own work and others
OBJECTIVES AND SKILLS
By the end of the course students should be able:

- To understand the impact design has and can have on the world
- To understand that the future is up to us, we are all in it together
- To be able to define Social, Economical, Political, Environmental and technological impact of new concepts & designs, both physical and service or system based.
- To be able to evaluate their own work in a critical and constructive way, learn from mistakes and make improvements for their next project. - Post Mortem sessions
- To be able to tackle a challenge and make a project plan, divide tasks and responsibilities of a project. Set up a framework and a timeline for a team collaboration.
- To have gotten to know a few methods for visualising the future, based on design and futures thinking, and understand different ways of creating solutions / proposals to reach that desired future.
- To understand the value of design and creative methodology in our whole society today, in the past and towards the future.
- To be able to detect new and interesting concepts of services, products, references and technologies, appearing in the world every day, and define why they are interesting and relevant.
- To have understood and tried to create concepts in new industries, based on new concepts found already applied in another field (sharing economy, gig economy, review economy…)
- To understand the value of constant research for new tendencies around the globe, and hopefully be inspired to be on a constant search new, improved and interesting things, bringing the sensation of hope and excitement towards the future to class, and their lives.
- To Understand different design methodologies, processes and theories enough to be able to decide when to apply which one and why. Be familiar with taking initiative and responsibility for their work, become project owners.
METHODOLOGY

Before Class:
Whenever introducing a new concept to the class, there will be a text, book, movie, video, podcast or a tv-show to read or watch before attending class. In some cases the students themselves will be the responsible of presenting a certain theme to their colleagues during class.

During Class:
In class we will go over many best case scenario studies and examples of how design is being used today to define the world today and tomorrow. We will go over the cases, analyze them and try to understand why they are interesting and relevant.

After Class: Assignments and Homework
Both individual and team work will be required of the students, out of course hours. During the class projects will be defined, and students create their task plan, division and framework for the rest of the week.

CLASS ELECTRONIC REQUIREMENTS:
This subject will require the usage of a Laptop in most of the sessions, so please bring your laptop to every class.
<table>
<thead>
<tr>
<th>Teaching methodology</th>
<th>Weighting</th>
<th>Estimated time a student should dedicate to prepare for and participate in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>0.0 %</td>
<td>0 hours</td>
</tr>
<tr>
<td>Discussions</td>
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<td>0 hours</td>
</tr>
<tr>
<td>Exercises</td>
<td>0.0 %</td>
<td>0 hours</td>
</tr>
<tr>
<td>Group work</td>
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<td>0 hours</td>
</tr>
<tr>
<td>Other individual studying</td>
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<td>0 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>0.0 %</td>
<td>150 hours</td>
</tr>
</tbody>
</table>
PROGRAM

SESSIONS 1 - 2
PART 1 - POWER TO THE PEOPLE
- to have the students believe that it is up to us how the world turns out - understanding what the problem is

In this first class the objective is to get to know each other, Helga will give a short talk about her past and path to where she is now professionally, as well as the students will tell us all a bit about themselves.

We will go together through the Syllabus, so everybody will understand what is expected from this course and how it is built up, as well as get a brief introduction of best practices of design in todays understanding. We aim to understand how design can help us in the everyday life and future.

Homework: Research - search globally for interesting systems design projects, and try to understand why they are interesting, send it to me & also be prepared to tell us about your findings and thoughts in the next class.

SESSIONS 3 - 4
Here we go through how the power is in our world, redesigning the world and make it a better place. We look at design projects with more of a political and social context, changing ways how things are done in the world, habits, strategy and policies.

Homework: Define a global challenge / problem you would like to tackle, and explain why - send it to me, and be prepared to tell us why you choice that in the next class.

SESSIONS 5 - 6
PART 2: X - DESIGN // THE USER EXPERIENCE
The experience of the user - phydigital - Designing for humans

Physical Experience design - How do we treat humans using our services, which are the touchpoints and what is the journey they take through the system. How do we use Anthropology to understand the users and their decisions and feelings, monitoring in different ways etc.

Homework: Draw a customer journey map of a physical service, an actual in situ research - handed in through Turnitin

SESSIONS 7 - 8

Digital Experience Design - UX & UI - We will get an external guest speaker to tell us about how they design digital products for humans, Voice control, Wireframes, UI etc. What is the process you have to go through, when thinking about the user of a digital product.

Homework: The next project will be explained, a two week project, Designing a new society, experience or a service. We will go through how to make a project plan at the end of this class, and create the workplan for the next 2 week in class, and work on that plan at home.

14th June 2019
SESSIONS 9 - 10

3/4

A support class - the students have planned their own project plan and will come on a revisión session. 20 minutes with each group, where they will tell me about their project, the challenges they are facing, and I will give them input on how to move forward, add value etc.

Homework: keep on working on the project and create a presentation for next session.

SESSIONS 11 - 12

4/4

Design Project presentations - 10minutes pr. Group + feedback (invited jury for external feedback)

IN CLASS EVALUATION:
Peer Evaluation, everybody give their classmates their own evaluation with criteria.

Homework: hand in their presentation and other relevant material, after the final presentations.

SESSIONS 13 - 14

PART 3: TRENDS // WHAT´S GOING ON IN THE WORLD
- understanding Trends and keeping your eyes and ears open at all times
1/1

What are trends, global trends, megatrends, macrotrends etc. We will go through how trends are forces shaping the world we live in and try to understand how they work, why and where they are going. We go through what it is that makes a fact disruptive and present a template to gather signals of change to. I will bring various trends reports from around the world to class, new and old, and we will have a look at them with a critical eye. Sources for trend scouting will be presented, as well as how to define keyword for searching online.

We all together will define the theme of the Trend Scouting.

Homework: Read through a few of the trend reports, and find 30 signals pr. Person, of things that you think are interesting today, and are signals of change for the near future. Find a picture and a Quote from the article, fill out the template and print it out before coming to the next class.

SESSIONS 15 - 16

2/2

Everybody bring those 30 signals of change to class, printed out, and together we will cluster them into groups, until we feel like we have made sense of all of them, and together we will define topic of each cluster, name it, and define the impact it might have on the future society if that trend would become a leading force in the world.

SESSION 17

PART 4: FUTURES THINKING
- designing a perfect new world, without todays problems

This time we’re doing it a bit different, we will have 2 short sessions one week, instead of having as usually two classes together, the second week, there will be two classes together again.

1/3 TODAY: ONLY ONE SESSION
Future Forecasting and Futures scenarios, we go through how to design and imagine a perfect or a different world, without being biased by today’s society, problems or laws. Let’s think like we are starting from scratch, creating a better system than we have today. When we have that future scenario built, we go to the step of backcasting, which is where we look at step by step what it is that we have to do, to be able to get from where we are today, to that future desired state. We do that backwards, from the future, to the moment we are at today.

Homework: Write your future scenario, using trends we defined in the last class as reference for to where the world is heading, and in 5 - 10 steps, define the backcasting of changes to be implemented to be able to get to that desired moment.

SESSION 18

TODAY: ONLY ONE CLASS

In this class, we will go through impacts of change. To do that, we use an analytic tool called PESTEL - Political, Economical, Social, Technological, Environmental and Legal impact of an imagined future state or strategy are defined. We go through a few different examples of those and the students will define the impacts of their own future scenario at home.

Homework: Define the impacts of your future scenario. Hand both the scenario and the impact definition in through TURNITIN. Create a News Pitch about your future scenario, approx. 1 minute long, and in class you will all deliver the news from the future.

SESSIONS 19 - 20

3/3
TODAY: TWO SESSIONS TOGETHER LIKE USUALLY

First half:
News from the future session - Every student will deliver it’s own news flash from the future, approx 1 minute pr. Person. It can be delivered in person or by video if preferred.

IN CLASS EVALUATION:
Peer Evaluation, everybody give their classmates their own evaluation with criteria.

Second half:
We will go through the next part of the course - which are Design Sprints, a fairly new methods of connecting design and businesses in a process of problem solving and design, invented at Google Ventures and now used worldwide by big companies for important decisions and design solutions.

Homework: Take the Webinar or read the sprint book + find a case where Design sprints have been used somewhere in the world with a good results, and in next class, present that finding to us.

SESSIONS 21 - 22

PART 5: Design Sprints & Co-creation
- how to design with companies and convince them to do what you want

1/5

How to design with a client? How to convince a client to do what you want? We will go through the process of convincing clients, get to the core of their problems and co-create a solution with them. The Design Sprint methodology will be presented to the students, as well as some examples from usage of that methods with Google Ventures and AJ&Smart.

We will start planning a real Design Sprint session with real external companies, on an internal challenge.
Homework: Read the Sprint book &/or do a webinar and learn as much as you can about design sprints. (in one team, some should read the book, others should watch webinars and listen to podcasts, or take turns, and inform the rest of the team about their findings) TBD

SESSION 23
2/5
TODAY: ONLY ONE SESSION
Plan your own design sprint.
We will go through how to plan a sprint, which challenges to cover, prepare templates and the session with the company etc.
   Homework: Prepare every single detail of the Design Sprint

SESSIONS 24 - 27
3/5
TODAY: 4 SESSIONS TOGETHER / 6 HOURS
Host a design sprint for an actual company (Repsol, Everis, Telefonica, etc)
(I have already spoken to my friends in charge of innovation projects there, and they are up for the challenge)
   Homework: Gather all results and materials, document the process, reflect, talk about which the conclusions were, which were the biggest findings etc. TBD in more details before realizing the sprint.

SESSION 28
4/5
TODAY: ONLY ONE SESSION
How to Feedback, what are you going to hand in to the “client”.
   Homework: The student will create a report about the process and the results of the Design Sprint

SESSION 29
5/5
TODAY: ONLY ONE SESSION
Present results to the client
   Homework: prepare your evaluation of your classmates, send it to Helga and bring to the next class printed out. Reflect upon your own personal evaluation, which grade would you give to yourself and why.

SESSION 30
TODAY: ONLY ONE SESSION - EVALUATION SESSION
In this class we will do the final evaluation all together, you will both evaluate the work of your classmates, as well as your own work, and give grades. Those grades will then be a part of the final grades of all the students in the class.
BIBLIOGRAPHY

Books:
Sprint: How to Solve Big Problems and Test New Ideas in Just 5 Days
Knapp, Jake 2016
Ruined by Design: How Designers Destroyed the World, and What We Can Do to Fix It (Inglés)
Tapa blanda – 29 mar 2019
de Mike Monteiro (Autor)

Not Taught: What It Takes to be Successful in the 21st Century that Nobody's Teaching You
Keenan, Jim
Creative Confidence
Tom & David Kelly, IDEA
kevin kelly
the inevitable

Irresistible
Adam Alter

Creativity Inc.

Steal like an Artist
Austin Kleon

This is Service Design Thinking
This is Service Design Doing
This is Service Design Methods
### EVALUATION CRITERIA

The quality of work will be evaluated according to the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Class</td>
<td>25 %</td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td>15 %</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>15 %</td>
<td></td>
</tr>
<tr>
<td>Creative Problem Solving</td>
<td>15 %</td>
<td></td>
</tr>
<tr>
<td>Context</td>
<td>15 %</td>
<td></td>
</tr>
<tr>
<td>Open minded Attitude</td>
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<td></td>
</tr>
<tr>
<td>Adding Value</td>
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The weight of each "Projects" evaluation will then be distributed by the following:

<table>
<thead>
<tr>
<th>Evaluation</th>
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<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Customer Journey</td>
</tr>
<tr>
<td>Assignment 1</td>
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<td>Service Design</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>15 %</td>
<td>Future Scenario + impacts</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>15 %</td>
<td>News From the Future</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>10 %</td>
<td>Design Sprint</td>
</tr>
<tr>
<td>Assignment 5</td>
<td>20 %</td>
<td></td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>10 %</td>
<td></td>
</tr>
<tr>
<td>Self Evaluation</td>
<td>10 %</td>
<td></td>
</tr>
</tbody>
</table>

### PROFESSOR BIO

14th June 2019
Helga, growing up in a tiny fishing town in the east coast of Iceland, studied Philosophy & Boat Mechanics, as a path to become a yacht designer, but during her design studies she understood that way more things than physical ones could be designed. That we could actually design a new way of doing things, design a new world to live in. After graduating from Product Design, she went to work for Boisbuchet Summer Workshops in Architecture & Design in France (Vitra Design Museum) Organizing for two years their summer workshop program, after that she went back to Iceland to set up transversal courses for a High School, mixing together students from mechanics, economy, biology & arts, into creative design & technology courses. From there she moved to Copenhagen to work for the Research and Design Lab, Space 10, which is IKEA’s Future Living lab, creating concepts and working on projects around how we can make a better future living for the many people. A job offer came from the IED madrid, to set up the ied innovation lab in Madrid a few years ago, and off course I couldn’t say no to moving back to Spain. The last year she has been working as a strategy consultant for big companies and foreign governments, designing better ways of doing things in the world.

Office Hours:
Available by phone or mail:
Monday mornings 11:00 - 13:00

Appointments in person can be arranged by previous appointment.
E-mail: hjosepsdotir@faculty.ie.edu
Tel: 654 27 47 45

OTHER INFORMATION
CODE OF CONDUCT IN CLASS

1. **Be on time**: Students arriving more than 5 minutes late will be marked as “Absent”. Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).

2. **If applicable, bring your name card and strictly follow the seating chart.** It helps faculty members and fellow students learn your names.

3. **Do not leave the room during the lecture:** Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as “Absent”.

   Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

4. **Do not engage in side conversation.** As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class.

   If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as “Absent”.

5. **Use your laptop for course-related purposes only.** The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as “Absent”.

6. **No cellular phones:** IE University implements a “Phone-free Classroom” policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

7. **Escalation policy: 1/3/5.** Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as “Absent.” IE University implements an “escalation policy”: The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.