

# FCD/CRI815 Design Solutions Supercourse Fall 2022

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Only university e-mail accounts to be used for communication between faculty and students. All news (announcements) posted on class D2L.		

## Course Description

Transdisciplinary teams of students work on real-world problems presented by industry and community partners in a practice-based, knowledge-building learning environment. Working across disciplinary (and, where feasible, national and cultural) boundaries, student teams address partners' needs with innovative, flexible and creative approaches. Students are supported through experiential industry, community and academic mentorship in the pursuit of disruptive outcomes, honing and vision-proofing their proposed solutions for future execution as a final product, white paper or prototype.

## More About The Course

The course is designed to allow students to practice and showcase their utmost innovation capabilities through peer-to-peer and experiential learning in an agile, high-pressure and responsive environment. The goal of this course is to give opportunity to students to create a novel product during their studies and use it as a tangible and measurable outcome upon graduation. It is also intended that students emphasize on learning from their peers especially in complementary disciplines.

### Who should take this course:

If you have entrepreneurial ambitions and like to take initiatives and prove your ideas, interested in learning product design lifecycles, if you are interested in the convergence of media, arts and technology, this course will give you a very strong foundation.





### A note on Group Dynamics

This class is centered on collaborative innovation and team-development, with a dynamic known as *gracious professionalism*. Our goal is to allow you to develop a well-rounded project using the skills of various members and disciplines. Learning how to work professionally in a group is a major part of this class: *building a functioning project is not and will not be enough*. We require that team-members be civil, professional, listen to one another, and put effort into learning how to cooperate and respect one another. This is **hard**; it requires **work**. Teams should have their own conversations about respect, sharing the workload, listening to one another, civility in offline/online communications, attending meetings, responding to emails in a timely fashion, and any other aspects of group work. Teams should strive to resolve problems within the team, but please reach out to the instructors for advice if needed. Abusive behavior will not be tolerated. Be good professionals, help one another (and other teams) whenever you can...this is the spirit of *gracious professionalism*.





### Statement on Equity, Diversity, and Inclusion

The learning community of this school strives to provide an inclusive public environment promoting accountability and diversity. It is our shared responsibility to keep our classrooms, facilities, and online spaces free from discrimination based on race, gender, age, appearance, sexual orientation, religion, or ability while we explore, create, and engage with important and sometimes controversial topics and social issues. Harassment, bullying, and intimidation are incompatible with the values of the institution. Honesty, integrity, respectfulness, kindness, and curiosity are integral to our community as we learn and work together.





## Weekly Schedule (Subject to change)

WEEK ONE		Sept 9
	TOPICS	Intro to Course; Intro to Design Thinking and Discovery Process; Intro to Client Challenges
	WORKSHOP	Design Dash
	FORMAT	Lecture
	DUE	Top Four Project Choices submitted by <b>Monday Sept 12th 5pm</b> , via form on D2L. <b>NO EXCEPTIONS</b>





**WEEK TWO** *Sep 16*





	TOPICS	Empathy & Human Centered Design
	WORKSHOP	Initial Team Meeting and Brainstorming
	FORMAT	Lecture
	DUE	Join D2L Group. Mindmap <b>due Sept 22 5pm</b> on D2L

**WEEK THREE** *Sep 23*





	TOPICS	Group Dynamics and Teamwork
	WORKSHOP	Team Development and Group Dynamics
	FORMAT	Lecture
	DUE	<ul style="list-style-type: none"> <li>• Team Contract signed/uploaded Sep 24 5pm</li> <li>• Expert Discovery posted to D2L</li> </ul>




**WEEK FOUR** *Sep 30*


	TOPICS	How Might We Statements and Customer Discovery
	WORKSHOP	Team Meeting/Faculty Mentorship
	FORMAT	VIDEO LECTURE ON YOUTUBE (Check D2L for this week's link) + In Person mentor-mtg
	DUE	<ul style="list-style-type: none"> <li>• Update Google Forms submitted</li> <li>• Customer Discovery posted to D2L</li> </ul>

WEEK FIVE		Oct 7
	TOPICS	Ideation
	WORKSHOP	Team meeting/Faculty Mentorship
	FORMAT	Lecture
	DUE	<ul style="list-style-type: none"> <li>Update Form and Customer Discovery posted to D2L</li> </ul>





**Study Week – No classes Oct 10 - Oct 14**

WEEK SIX		Oct 21
	TOPICS	Prototyping and MVPs
	WORKSHOP	Team Meeting/Faculty Mentorship
	DISCUSS	Lecture
	DUE	<ul style="list-style-type: none"> <li>Update Form and Customer Discovery posted to D2L</li> </ul>





WEEK SEVEN		Oct 28
	TOPICS	Tools for Prototyping
	WORKSHOP	Team Meetings/Faculty Mentorship
	FORMAT	Lecture

	DUE	<ul style="list-style-type: none"> <li>Update and Customer Discovery posted to D2L (include any documentation of Prototypes)</li> </ul>
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WEEK EIGHT *Nov 4*




	TOPICS	Interim Peer Presentations
	WORKSHOP	Present in small groups for peer feedback
	DISCUSS	Lecture
	DUE	<ul style="list-style-type: none"> <li>Update Prototype; Customer Discovery</li> </ul>

WEEK NINE *Nov 10*





	TOPICS	Intro to Zone Learning; Startups and Entrepreneurship; Next steps
	WORKSHOP	Design Documentation; Team Meetings
	FORMAT	Lecture
	DUE	<ul style="list-style-type: none"> <li>Update Prototype and Customer Discovery</li> </ul>

WEEK TEN *Nov 18*




	TOPICS	Data
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	WORKSHOP	Team Meetings/Faculty Mentorship
	FORMAT	Lecture
	DUE	<ul style="list-style-type: none"> <li>Update and Customer Discovery</li> </ul>

**WEEK ELEVEN**      *Nov 25*

	TOPICS	Work Period
	WORKSHOP	
	FORMAT	In-class meetings
	DUE	<ul style="list-style-type: none"> <li>Client Feedback posted to D2L</li> </ul>

**WEEK TWELVE**      *Dec 2*

	TOPICS	<b>SHOWCASE Day – Friday Dec 2, Noon – 3pm!</b>
	FORMAT	Showcase Presentations
	DUE	<ul style="list-style-type: none"> <li>Video documentation (Vimeo or YouTube link posted to D2L by Thurs Dec 1 <b>NOON</b>);</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Peer/Self Evaluation due Monday Dec 5 by 5pm</b></li> </ul>
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## Assignments, Evaluation, Marking

Assignment	Brief Description	Due Date Start of class unless noted	% of Final Grade
#1	Mindmap, Team Charter, Customer Validation Notes, Weekly Meetings (Group)	Posted to D2L space weekly	15%
#2	Weekly Updates (Individual)	Submitted by Google Form weekly	10%
#3	Interim Peer Presentation and Demo Day (Group)	November 4 and Dec 2	25%
#4	Video Documentation (Group)	Dec 2	20%
#5	Self & Peer Evaluations, Professionalism, Participation (Individual)	December 5, 5pm	30%

\*\*Note that students will receive **individual assessments** for this course, based on peer-reporting and professor-evaluation of responsibilities for group deliverables (as well as the group-project work). Students may not necessarily each receive the same grade for group deliverables.

Final Projects will be evaluated in terms of the quality and novelty of the **Concept**, quality of the **Content**, and **Professionalism** of the group dynamics during production, as well as overall **polish/production-values**.

### **Participation:**

A participation mark will be assessed by your professors. It will be based on participation in group discussions, but will also be based on **attendance**, contribution to peer critiques, effort, ability to follow instructions and meet deadlines, and attitude towards the course material, fellow students, and instructors. **You are expected to attend all classes and be there on time.** Missing classes will result in a lower participation mark. Similarly, being late for class will also diminish your participation mark significantly. Students should discuss their absences or lateness with their professor. Attendance will be taken during each of the weekly team-update presentations.

## Description of Assignments

Please note that additional details / information on assignments may be posted on the Course D2L. Different sections may assign students for team projects in different ways. Professors reserve the right to (re)assign students to balance numbers and skills.

### Mindmap (Group)

Due: Sep 22

Post the output from your team's brainstorm. At the top should be your general topic, followed by your team-members and a one-sentence description of what their skills/superpowers are. If anyone has any special access or connection to the topic, include it in their superpower. Next, include a copy of link to your MindMap of related topics. This can be a photo of what you made in class, or something one or more of you creates separately.

Submit the whole thing as a document in your D2L Team drive.

Deliverables:

1. Single Document
2. Name of chosen topic
3. Names of all team-members, with a one-sentence description of each person's strengths/skills/superpowers (if applicable, note skills or access related to your chosen Challenge topic)
4. MindMap

### Weekly Individual Updates and Discovery (Group)

Ongoing

**Each member** of your team will give provide an update by submitting a form linked on D2L. You'll use this online posting to update the instructors on your project, what you personally have been working on, and documenting your perspective on what the team is working on. These don't need to be fancy – but they do need to be concise; know what you're talking about. You will use this document when meeting with your in-class mentor every week. **You will submit your updates using the form linked on D2L.**

**As a team** you will also upload your Customer Discovery interviews with and observations of potential users; in the early stages, this will be to ground your research and find out what issues people have; in the later weeks, you will be getting feedback and new ideas about your prototype solutions. **Your team will upload one copy of your Discovery notes to your folder in your shared folder in D2L.** (You will develop



these notes as a team, but you can either rotate responsibility for who uploads them, or one team-member can take on this task)

- *Individual Update*: answer questions on Google Form on D2L
- *Customer Discovery*: these are notes, transcripts, bullet-points documenting the actual customer/user/expert interviews you did this week. Include photos, diagrams, etc, if they are relevant. Upload whatever is needed to your shared D2L folder.

Deliverables:

1. Team Update posted every week by \*each team-member\*
2. In-class Update with Mentors every week. All members must be present, or have been excused by their team \*in advance\*. Attendance will be tracked and graded.
3. Discovery notes uploaded to your Team folder on D2L every week (can be point form, can include photos if relevant, can include your team/group notes about the interviews/observations)

## Paper Prototype and Iterations (Group) Ongoing

Your team will create fast and easy demonstrations of one or more of the key elements of your idea. It doesn't literally have to be using paper – it can use simple tech, prototyping software, or pen-and-paper; the idea is to develop something cheaply, quickly, and easily, that will let you test out your concept. You want to be able to see if your idea is compelling, useful, and meets your goals. It should be something you can demonstrate to others (including representatives from your target audience) to get feedback, alter your idea, pivot to a new concept, refine your designs, or support your decisions. but it should **not** be a presentation. This is something you can actually let potential users interact with, even though you're faking what it actually does. Your iterations may be slightly more sophisticated than earlier versions or could instead go in a different direction (testing a pivot to your idea), or could test a different aspect of your project.

Deliverables:

1. Documentation of your prototype (could be digital files, photographs of something physical, PDF of a Keynote prototype, etc).
2. Note that you will also submit a documentation of your testing to your D2L shared space on an ongoing basis.

## **In-Class Peer Presentation (Group)**

**Due: Nov 4**

As a group, you will present and demonstrate an interim version of your project in class. Your presentation should be presented by your whole team. You should efficiently cover the journey (what you wanted to do, pivots, key insights from your customer-interviews, challenges, prototypes, feedback, final prototypes). Plan on about 7-10 minutes of project presentation, and 5-10 minutes of feedback. This presentation will be a chance for you to get feedback and advice from your peers. Talk about your current understanding of your problem/solution, and your evidence (interviews, discovery, research) for thinking what you think. Also talk about next steps and what you think your ultimate prototype will be. Ask any questions you'd like feedback or suggestions from your classmates on. You will present and you must all also be present to watch and give feedback to presentations by other students.

Deliverables:

1. Prepared, practiced in-class presentation of where you are currently with your project.
2. in-class presentation

## **Demo Day (Group)**

**Due: Dec 2**

We will invite industry, your client/partners, and university-community-members to the event. Your team should have a polished functional demo, and be prepared to give your "elevator pitch", including live demo and/or reference to your Poster. You will have a single table for your demo, a poster-stand, and we will provide electrical power to your table. You should bring anything else you need (hardware, external display for your video)

Deliverables:

3. Functioning revised project Demo
4. Participation as a booth at the Demo-day
5. Poster and Informational material deemed necessary to your presentation

## **Video Documentation (Group)**

**Due: Dec 1 NOON**

The video (less than 1 minute in length) should serve as a complete, stand-alone demo of your project. It should have high production-values, including whatever elements

you think important. Some students use dramatization, on-screen graphics, on-screen presenters, music, text, or any other elements you think useful to make a compelling demo. Your documentation must include initial screen giving the course name, your instructors names, a credit for the university, your team/project name, and your team members. You will deliver a web-link to a Vimeo or YouTube upload of your video to your instructors by Nov 29, Noon, so that we can prepare them for Demo Day presentations.

Deliverables:

1. Vimeo or YouTube link to up to a one-minute project demo posted to your D2L shared space

## **Self/Peer Evaluation**

**Due: Monday Dec 6 by 5pm**

Each student will fill out a peer/student evaluation form at the end of the class. This is your chance to tell us what you were responsible for in the project, as well as what your peers did. This should not be a litany of complaints; however, neither should it gloss over what actually happened. We expect your team to be able to recognize and act on issues early on, and resolve them. However, this document will serve as your self-reflection on the process: on what you worked on, what you learned, and how your team worked. It will be used by the instructors in assessing you and your team. A link to the eval form will be emailed out to you before the end of the course

# APPENDICES

## Important Resources Available

### Library & Archives (RULA)

[The Library](#) provides research workshops and individual assistance. If the University is open, there is a Research Help desk on the second floor of the library, or go to [Workshops](#).

### Student Learning Support

Offering group-based and individual help with writing, math, study skills, and transition support, [Student Learning Support](#) also provides [resources and checklists to support students as online learners](#).

### Copyright

Information on Copyright for [Faculty](#) and [students](#).

### Mental Health and Wellbeing

At the University, we recognize that things can come up throughout the term that may interfere with a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis. Below are resources we encourage all University community members to access to ensure support is reachable.

<https://www.ryerson.ca/mental-health-wellbeing>

**If support is needed immediately, you can access these outside resources at anytime:**

- **Keep.meSAFE** - 24/7 mental health counselling service that specializes in student support and access to licensed counsellors through telephone and mobile chat. Mental health care can be provided in over 60 languages, with access from outside of Canada too. Download the My SSP app from their phone's app store: [Apple Store](#) or [Google Play](#). Services can also be accessed by phone at 1-844-451-9700.
- **Distress Line** - 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416-408-4357)
- **Good2Talk** - 24/7 hour line for post-secondary students (phone: 1-866-925-5454)

## University Policies

### Academic Accommodation of Students with Disabilities

[Policy 159](#) ensures that students eligible for academic accommodation support have singular or multiple disabilities such as learning disabilities, sensory impairments, acquired brain injuries, ADHD, and mental health, medical, and mobility issues.

Students declare a need for accommodation and develop an accommodation plan through the [Academic Accommodation Support Office](#). Register for academic accommodation support as soon as possible, preferably prior to the start of the semester to ensure your accommodation plan is active when classes start.

## Academic Consideration

As per [Policy 167](#), students are permitted to request adjustments to their academic obligations when faced with extenuating circumstances that have significantly impacted their ability to fulfill an academic requirement, such as unexpected illness or injury; traumatic experiences; caregiver responsibilities; sudden loss of income or employment; or participation in University-sanctioned activities.

Students should fill out an [Academic Consideration Request \(ACR\) form](#) online. Where possible, they should provide supporting documentation. Once the form is submitted, the student should contact their instructor(s) via email to notify them of the request.

Academic Consideration does allow for a once per term academic consideration request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. In both of those instances, documentation is required.

## Acceptable Use of Information Technology Policy

Students are advised that the following are some of the activities prohibited by the policy: allowing others to use your accounts; sending threats, hoax messages, chain letters or phishing; propagating malicious code; circumventing security mechanisms; committing criminal harassment, hate crimes, or libel and defamation; divulging sensitive personal data. Please refer to the [full list here](#).

## Accommodation of Student Religious, Aboriginal and Spiritual Observance

[Policy 150](#) ensures that academic accommodations will be made in light of religious observances. This might involve absence from class, exams or adjustment of assignment deadlines. The policy also covers students who follow specific dress codes or are temporarily absent from class for daily prayers, fasting or breaking fast.

Students who have religious observance obligations which will lead to absences from campus or academic activities during the semester should download the "[Student Request for Accommodation of Religious, Indigenous or Spiritual Observance](#)" form and submit it to your instructor.

## Code of Academic Integrity

Definitions of plagiarism and cheating are found in [Policy 60](#), the Academic Integrity Policy. The policy defines academic misconduct and also outlines the processes associated for investigations, appeals and penalties.

In short, plagiarism is defined by the University as "claiming the words, ideas, artistry, drawings, images or data of another person as if they were your own." Plagiarism also includes:

1. copying another person's work (including information found on the Internet and unpublished materials) without appropriate referencing;
2. presenting someone else's work, opinions or theories as if they are your own;
3. presenting another's substantial compositional changes to an assignment as your own;
4. working collaboratively without permission of the Contract Lecturer on an assignment, and then submitting it as if it was created solely by you; or
5. submitting the same work, for credit, in two or more courses without the prior written permission of the Contract Lecturer(s).

The [Office of Academic Integrity](#) provides resources for learning about plagiarism, cheating and the processes that guide an investigation of academic misconduct.

## Code of Non-Academic Conduct

Expectations with regard to student conduct are outlined in the Student Code of Non-Academic Conduct ([Policy 61](#)). Any student, faculty or staff member may file a complaint.

The Code of Conduct prohibits: disruption of learning; threats to health or safety; making false, frivolous or malicious charges; the circulation of malicious or untrue material; harassment; use of false identification, misuse of facilities and resources; theft and destruction of property; misconduct related to the use of alcohol or drugs.

## Course Management Policy

This course adheres to the principles of the Course Management policy, [Policy 166](#).

## University Email Account

[Policy 157](#) requires all students to activate and maintain a university online identity and @ryerson email account. Notifications sent to such accounts are deemed to be "an official means of communication," which means, in many cases, that they will be the only way in which important information is relayed. It is your responsibility to monitor your @ryerson.ca email account regularly and to act on any information sent there as required. All correspondence between students and GAs or Professors must originate – and be returned to – a valid university (username@ryerson.ca) e-mail address.

## Sexual Violence

As per the University's [Sexual Violence Policy](#), the University "is committed to combating sexual violence in all forms in its community...and to fostering and promoting a culture of consent." Consent is defined as "The active, ongoing, informed and voluntary agreement to engage in physical contact or sexual activity. Consent cannot be given by someone who is incapacitated (such as by drugs or alcohol), unconscious, or otherwise unable to understand and voluntarily given consent."

Support for survivors and education on consent culture are provided by the [Office of Sexual Violence Support and Education](#).

## Other Policies

Links to more information regarding Final Exams, Grade Appeals, Academic Standing and Missed Tests or Examinations can be found on the University's Senate page on [Course Outline Policies](#).