

DESIGN THINKING AND SOCIAL RESEARCH METHODS

Course code	<i>MNG250</i>
Compulsory in the programmes	<i>Design Thinking and Social Research</i>
Level of studies	<i>Undergraduate</i>
Number of credits	<i>6 ECTS (48 contact hours + 6 consultation hours, 106 individual work hours)</i>
Course coordinator (title and name)	<i>Dr. Ieva Martinaityte</i>
Prerequisites	<i>None</i>
Language of instruction	<i>English</i>

THE AIM OF THE COURSE:

This course introduces the Design Thinking approach alongside key business creativity frameworks and explores their application in developing services and solutions that respond to the needs of a defined target audience. After establishing the core principles of Design Thinking, the course focuses on three main areas: building students' creative confidence; identifying and framing new business opportunities; and planning, conducting, and analysing field research to inform insight-driven decision-making.

The course is grounded in creative methods, practical case examples, and social research tools that support empathy building and the systematic exploration of user needs. Students develop skills in research design, data collection, and analysis, as well as in applying creative and critical thinking to complex decision-making contexts. Overall, the course provides an overview of Design Thinking frameworks and creative methods that enhance students' innovation capabilities through both individual and group work, fostering the development of original thinkers and future leaders.

MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESMENT AND TEACHING METHODS

Course level learning outcomes (objectives)	Degree level learning objectives (Number of LO)	Assessment methods	Teaching methods
CLO1. To be able to define the design thinking process	BLO 1.1.	Group project, and individual final report, individual class presentation.	Individual study Group project, Reflection and discussions
CLO2 To be able to formulate business/user-related assumptions and define a research plan to verify assumptions and gather information is needed to support decisions.	BLO 1.2.	Group project, and individual final report.	Individual study Group project Practicing, reflecting, and discussions

CLO3 To understand the advantages and disadvantages of various qualitative and quantitative research methods and be able to conduct research using relevant tools	BLO 1.2. BLO 3.2	Group project, and individual final report.	Individual study Group project Practicing, reflecting, and discussions
CLO4 To be able to link human needs, possibilities of technology, and requirements for business success.	BLO 1.2.	Group project, and individual final report, individual class presentation.	Individual study, Reading, reflection, and discussions
CLO5. To identify and understand potential ethical, empirical, and analytical problems plaguing the research process and ways to overcome them.	BLO 2.1	Group project, and individual final report.	Individual study, Group project Practicing, reflecting, and discussions
CLO6. To be able critically evaluate the quality of other people's research findings and the process used to obtain them.	BLO 4.1 BLO 4.2	Group project, and individual final report, individual class presentation.	Lectures, seminars, group project

ACADEMIC HONESTY AND INTEGRITY

The teaching and testing methods are chosen taking into account the purpose of the minimization of cheating opportunities. The ISM regulations on academic ethics will be fully applied in the course.

COURSE OUTLINE

Topic	In-class hours	Readings
Introduction to the module, Design Thinking & Social Research	4	The Field Guide to Human-Centered Design Chapter: Introduction
Creative Mindset and Confidence	4	The Field Guide to Human-Centered Design Chapter: MINDSETS
Social Research methods I	4	The Field Guide to Human-Centered Design Chapter: INSPIRATION
Social research methods II	4	The Field Guide to Human-Centered Design Chapter: INSPIRATION
Idea Generation.	4	The Field Guide to Human-Centered Design Chapter: IDEATION
Idea Refinement.	4	The Field Guide to Human-Centered Design Chapter: IDEATION

Prototyping Methods.	8	The Field Guide to Human-Centered Design Chapter: IMPLEMENTATION
Testing & Feedback Methods.	8	The Field Guide to Human-Centered Design Chapter: IMPLEMENTATION
Project Presentation and peer feedback	4	
Individual consultations, Guest Lectures and Company visit.	4	
	Total: 48 hours	
GROUP PROJECT CONSULTATIONS	6	

FINAL GRADE COMPOSITION

Type of assignment	%
<i>Group Components 60 %</i>	
Group project.	60
<i>Individual Components 40 %</i>	
Final individual report	40
Total:	100

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

(Provide short descriptions and grading criteria of each assignment)

1. **The final individual report** will account for 40% of the final grade. It may consist of different parts based on the material presented in classes, seminars, and required readings.
2. **The group project** will count for 60% of the final grade. It will be based on a group project presentation.
3. **Re-taking. Students who receive a failing final grade will have the right to re-take the individual component. It will count for 40% of the final grade.**
4. **All assignments cannot be resubmitted at a later time.**

REQUIRED READINGS

- "The Field Guide to Human-Centred Design" by IDEO.org

ADDITIONAL READINGS

- "Change by Design: How Design Thinking Transforms Organisations and Inspires Innovation" by Tim Brown.
- The Design Thinking Playbook: Mindful Digital Transformation of Teams, Products, Services, Businesses and Ecosystems" are Michael Lewrick, Patrick Link, and Larry Leifer.
- Babbie, Earl. 2007. The Practice of Social Research. 11th ed. (Intl. student ed.). Thomson/ Wadsworth.
- David A. Aaker, V. Kumar, Robert P. Leone, George S. Day. Marketing Research, 11th Edition. 2012
- Other suggested learning materials will be introduced during the lectures.

DEGREE LEVEL LEARNING OBJECTIVES

Learning objectives for the Bachelor of Business Management

Programmes: *International Business and Communication, Business Management and Marketing, Finance, Industrial Technology Management, Entrepreneurship and Innovation*

Learning Goals	Learning Objectives
Students will be critical thinkers	BLO1.1. Students will be able to understand core concepts and methods in the business disciplines
	BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions
Students will be socially responsible in their related discipline	BLO2.1. Students will be knowledgeable about ethics and social responsibility
Students will be technology agile	BLO3.1. Students will demonstrate proficiency in common business software packages
	BLO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	BLO4.2. Students will be able to convey their ideas effectively through an oral presentation
	BLO4.3. Students will be able to convey their ideas effectively in a written paper

Learning objectives for the Bachelor of Social Science

Programmes:
Economics and Data Analytics,
Economics and Politics

Learning Goals	Learning Objectives
Students will be critical thinkers	ELO1.1. Students will be able to understand core concepts and methods in the key economics disciplines
	ELO1.2. Students will be able to identify underlying assumptions and logical consistency of causal statements
Students will have skills to employ economic thought for the common good	ELO2.1. Students will have a keen sense of ethical criteria for practical problem-solving
Students will be technology agile	ELO3.1. Students will demonstrate proficiency in common business software packages
	ELO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	ELO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	ELO4.2. Students will be able to convey their ideas effectively through an oral presentation
	ELO4.3. Students will be able to convey their ideas effectively in a written paper