

**UF BOB GRAHAM CENTER FOR PUBLIC SERVICE**  
Liberal Arts *and* Sciences

**Introduction to Gulf Studies:  
Collaborative Solutions  
for Sustainable Futures**

**IDS 4930**  
SECTION 24661

**REBECCA BURTON**

**3 credits**

**SPRING '25**  
**TUE, PER. 4;**  
**THUR PER. 4-5**

*Explores the environmental, social, cultural, and economic challenges facing the Gulf of Mexico region with guest speakers, readings, discussions, case studies, and project-based learning. Equips students to make a meaningful impact on the Gulf of Mexico and contribute to its sustainable and equitable future.*

**IDS 4930 Introduction to Gulf Studies: Collaborative Solutions for Sustainable Futures**  
Spring 2025: January 13 – April 22

**Instructor:**

Prof. Becca Burton, MA Lecturer & UF Gulf Scholars Coordinator  
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**Office Hours:**

Open office hours are in Pugh Hall room 231 (last door on the left in the Bob Graham Center suite)  
Wednesdays: 2:00 – 3:30 p.m.  
Thursdays: 1:30 – 3:00 p.m.

**Class Hours/Location:**

Tuesdays: 10:40-11:30 (period 4)  
Thursdays: 10: 40-12:35 (period 4 & 5)

## Course Description:

You have signed up for this class because you are passionate about making a positive impact on the Gulf of Mexico and its communities. You may even be from a Gulf of Mexico community, and perhaps you've experienced some of the region's unique challenges yourself. Your interests might lie in coastal conservation, community engagement, environmental justice, sustainable fisheries, disaster resilience, public health, tourism, or cultural preservation.

This course is designed to provide students with a comprehensive understanding of the environmental, social, cultural, and economic challenges facing the Gulf of Mexico region as well as an introduction to design thinking methodology to develop innovative solutions.

Design thinking is a powerful approach in the social sector, enabling organizations to create innovative solutions to complex social challenges by placing human needs at the center of problem-solving. By fostering empathy, design thinking encourages deep understanding of the communities served, leading to solutions that are not only creative but also practical and sustainable. In the social sector, where resources are often limited and the stakes are high, design thinking provides a framework for developing impactful, user-centered solutions that address real-world issues while promoting collaboration and inclusivity.

Whether you aim to work in non-profits, local or state government, academia, or the private sector (or perhaps you don't know yet, that's ok!) this course will equip you with the skills and knowledge to drive meaningful change. Through a combination of reading and reflection, guest lectures, discussions, case studies, and project-based learning, you will explore innovative strategies and solutions to address the complex and messy challenges facing America's sea, the Gulf of Mexico. You will also gain valuable insights into potential career pathways in related fields. By understanding and engaging with the unique complexities of the Gulf region, you will be prepared to contribute effectively to its sustainable and equitable future.

## Course Goals

- The goals of this course are to:
- Offer students a broad overview of the environmental, social, cultural, and economic challenges specific to the Gulf of Mexico region.
- Encourage an interdisciplinary, design thinking based approach to problem-solving, integrating perspectives from environmental science, social sciences, economics, policy studies, and more.
- Strengthen students' abilities to work collaboratively in multidisciplinary teams, emphasizing communication, leadership, and project management skills.
- Provide opportunities for students to engage with local communities, businesses, and organizations, enhancing their understanding of real-world applications and stakeholder perspectives.
- Introduce students to potential career pathways in fields related to the Gulf of Mexico challenges, including environmental science, policy, advocacy, and sustainable business practices.

## Course Objectives

- Through required readings, class discussions, individual assignments, and the group project, students should be able to:
- Demonstrate an interdisciplinary understanding of the environmental, social, cultural, and economic challenges facing the Gulf of Mexico region.
- Analyze and evaluate the complex interrelationships between human activities and Gulf ecosystems, considering historical and contemporary contexts.
- Collaborate effectively within multidisciplinary teams to research, analyze, and propose solutions to specific challenges facing the Gulf region, demonstrating teamwork, communication, and leadership skills.
- Communicate findings and recommendations clearly and persuasively through written reports, oral presentations, and multimedia formats, tailored to diverse audiences including peers, stakeholders, and policymakers.
- Reflect on personal growth and learning, identifying strengths and areas for further development in addressing complex societal issues.
- Explore ways to involve local communities in sustainable development initiatives and policy-making processes.
- Gain insights into potential career pathways related to Gulf of Mexico challenges, including environmental science, policy, advocacy, community development, and sustainable business.

## Course Materials:

Course readings will consist of book chapters, scholarly articles, news articles, case studies, and online resources. They will be available through Canvas or through the [UF Libraries website](#). If you need help navigating the library website, [tutorials are available here](#). From your computer, you will need to be on the [UF VPN Network](#).

## Course Format:

The Interdisciplinary Solutions for Gulf of Mexico Challenges course adopts a dynamic format that blends theoretical insights with practical applications to address complex regional issues. Each session is designed to explore a specific aspect of Gulf challenges, employing a combination of lectures, discussions, case studies, and project-based learning activities.

Throughout the course, we will delve into interdisciplinary approaches to understanding and tackling the multifaceted challenges facing the Gulf region. Our goal is to equip you with the knowledge and skills necessary to analyze these challenges from various perspectives and propose innovative solutions.

The course readings serve as foundational resources, introducing key concepts and frameworks relevant to Gulf of Mexico issues. Case studies and class exercises provide opportunities for you to apply these concepts to real-world scenarios, fostering critical thinking and problem-solving skills.

A central component of the course is the project-based learning experience, where you will work collaboratively in teams to identify and address a specific challenge facing the Gulf region. This hands-on approach allows you to explore your chosen topic in depth, develop practical solutions, and gain insights into potential career pathways.

Throughout the semester, you will have the opportunity to engage with guest speakers from relevant organizations and businesses, further enriching your understanding of Gulf challenges and potential avenues for intervention.

By combining theoretical knowledge with practical application, this course aims to empower you to become effective agents of change in addressing the complex environmental, social, cultural, and economic issues impacting the Gulf of Mexico region.

The class is generally structured in two phases. For the first seven weeks, we will be hearing from various guest speakers from different disciplines about challenges facing Gulf communities. During this phase, you will begin to think about challenges that excite you or motivate you to find a solution. During the second half of the semester, you will work in assigned interdisciplinary groups to select a specific Gulf-focused problem and apply design thinking tactics to develop a potential solution.

### Preparing for Class:

To maximize the learning experience and contribute meaningfully to class discussions, it is essential to come prepared for each session by completing the assigned readings and engaging with the provided materials beforehand. Analyzing and reflecting on the readings and case studies will deepen your understanding of the complex challenges facing the Gulf of Mexico region and help you identify relevant insights and solutions. This class will be structured around group discussions and activities. You will be expected to come prepared by having reviewed the assigned materials for each class.

As you engage with the assigned materials, consider the following questions to guide your reflection:

- What is the main point, argument or theme?
- What was surprising? Why?
- What was confusing? Why?
- What are the broader implications of these ideas for leadership, management, policy analysis, urban planning, and other relevant fields?
- How can you apply these insights to your current or future roles, whether in campus involvement, organizational settings, or your intended career path?

By actively grappling with these questions and synthesizing the information provided in the readings, you will be better equipped to contribute to class discussions, critically analyze the issues at hand, and develop informed perspectives on potential solutions for Gulf of Mexico challenges.

### Meeting Expectations:

A class like this requires careful attention to fairness and mutual respect for one another. You should attend all classes. Excused absences will be reviewed on a case by case basis. It is especially important that you do not disturb your classmates by arriving late, leaving early, or causing other disruptions. While we are not a technology free classroom (see policy below), I do expect you to be an active participant in class discussion and reserve laptop or tablet use for group project time. During class please do not use your phone.

You will earn full class participation credit when you meet course expectations. Specifically, these are as

follows: 1) Students are expected to attend every class on time (see University attendance policies for further information); 2) Students are expected to actively participate in class discussion a; 3) Students are expected to respect their classmates' contributions; 4) If an absence is unavoidable, let me know; 5) Late assignments will be accepted, but points will be deducted.

## Class Participation:

All class sessions involve active discussion based on the readings and assigned videos, with an emphasis both on theoretical questions and practical implications. Be prepared to share your ideas and to listen to and interpret the issues presented by others. Your goal should be to contribute high quality, rather than high quantity, comments and questions. High quality comments and questions possess one or more of the following attributes:

- **Relevance:** How is your comment/question related to the current discussion?
- **Accuracy:** Do you use terms and concepts in ways that are consistent with definitions provided in readings and lectures?
- **Analysis:** Can you explain the reasoning behind your comment/question using careful analysis?
- **Integration:** Does your comment/question move the discussion forward by building on previous contributions with new insights?
- **Individuality:** Does your comment/question contribute a new perspective to the discussion, or does it simply repeat what others have already said?
- **Application:** Does your comment/question apply the theory and concepts to real-world situations?

When we begin the group work part of the semester, you will be expected to actively engage in your assigned group and contribute to the work of the team. Teams will be expected to develop agendas for all group work time to keep them on track for their final project proposal.

## Assignments/Grading:

In order to facilitate application of the class concepts, you will be asked to complete individual and team assignments. Specific assignments are listed below:

Assignment	Due Date
Attendance & Participation (10%)	Every class period
Perusall Assignments (5%)	Various deadlines, noted in Canvas
Weekly Reflections (10%)	Due on Sundays at 11:59 p.m. (for modules 1-7)
Group Project Proposal Drafts (20%)	<ul style="list-style-type: none"> <li>• Group project scope (due 3/11)</li> <li>• Design Brief &amp; Research Plans (due 3/25)</li> <li>• Identify Insights (due 4/1)</li> <li>• Design Criteria &amp; Brainstorming Synthesis (due 4/8)</li> <li>• Concept Development &amp; Napkin Pitches (due 4/15)</li> </ul>
Final Presentation (10%)	Due 4/21
Final Proposal (40%)	Due 5/2
Final Course Reflection (5%)	Due 5/2

I adhere to the University letter-to-grade conversion chart for all assignments and final grades. Grades ending in 0.5 or higher are rounded up to the nearest whole percentage point.

93 or above=A	90-92=A-	87-89=B+	83-86=B	80-82=B-	77-79=C+
73-76=C	70-72=C-	67-69=D+	63+-66=D	60-62=D-	< 60=E (failing)

**Individual work:** Evaluated using specific rubrics for each assignment. These rubrics will be made available on Canvas along with assignment descriptions and guidelines. If you are ever unsure about how a specific assignment will be evaluated, please do not hesitate to reach out. It is my goal to ensure transparency and purpose for all graded assignments.

**Group work:** Collaboration and teamwork are essential skills that you will develop and demonstrate through group assignments in this course. To ensure fairness and accountability, individual contributions to group work will be assessed as follows:

- **Peer Evaluations:** After each group assignment is submitted, you will complete an anonymous peer evaluation for each of your group members. These evaluations will ask you to assess the quality and consistency of their contributions to the project.
- **Individual Accountability:** Your individual grade for each group assignment will be determined by both the group’s overall performance and your individual contributions as assessed through peer evaluations.
- **Expectations for Contributions:** It is crucial that all group members contribute meaningfully to the assignment. This includes participating in discussions, completing assigned tasks on time, and supporting the group’s overall goals.
- **Impact on Grades:** Consistently strong contributions will positively impact your individual grade, while insufficient or inconsistent participation may result in a lower individual grade, even if the overall group grade is high.

This policy is designed to recognize and reward the efforts of all group members while encouraging a productive and collaborative team dynamic. If challenges arise within your group, please address them promptly and communicate with me if needed.

## Course Policies & Resources:

### Email Policy

Please include your first and last name and course information in the subject line of your email. When I receive your email, I will make every effort to respond in a timely manner, usually within 48 hours. Though you may receive a reply sooner than that, please do not expect an immediate response. Please treat all email correspondence with me as you would treat any other professional exchange. Emails should be respectful, polite and use complete sentences with correct grammar. Please use office hours, in-class time, and your syllabus to answer any questions you may have about course content. I will only contact you via your UF designated email address and Canvas. Please make sure your account is set such that you are able to receive these communications.

## Technology Policy

Using technology in the classroom can really enhance your learning and make it easier to collaborate on team projects. However, cell phones and laptops can often be more distracting than helpful, pulling your attention away from the lecture and limiting your interaction with classmates. While you're welcome to use laptops and tablets for taking notes and working on group projects, I highly encourage you to try taking notes with paper and pen during lectures and discussions—it can help you stay more engaged. Also, please remember to turn your phone off or set it to vibrate to keep our focus on the class.

## Academic Honor Policy

UF students are expected to uphold the highest standards of academic honesty. Requirements, expectations, and violations can be found here: <https://catalog.ufl.edu/ugrad/1617/advising/info/student-honor-code.aspx>. It is your responsibility to know university policies and procedures, and to hold yourself to the highest standards.

## Academic Accommodations

In keeping with the Americans with Disabilities Act (ADA) and University of Florida policy, students with disabilities needing academic accommodation should: 1) Register with and provide documentation to the Disability Resource Center; and 2) Bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. The syllabus and other materials are available in alternative format upon request.

For more information about services available to UF students with disabilities, contact the Disability Resource Center at <https://disability.ufl.edu/contact-us/>.

### Other Helpful Links

UF Counseling and Wellness Center: <https://counseling.ufl.edu/> UF Writing Center: <https://writing.ufl.edu/writing-studio/>

## Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## Syllabus Change Policy

Except for changes that substantially affect the parameters of evaluation, including grading and the scheduling of the final exam, this syllabus is subject to change at the discretion of the instructor. You will be notified in advance in class and via your university registered email contact about any changes.

## Course Schedule:

### Prior to Session 1. (class begins Tuesday, January 14)

- Log on to Canvas and tour the course site, including the Syllabus and grading policy
- Review the Syllabus and come to the first class with one question or comment

## MODULE 1: Our Home in the Gulf

### *Objectives:*

- To understand the structure of the class and meet our collaborators for the semester.
- To learn more about the Gulf Scholars Program.
- To explore how our specific discipline is tied to many different challenges facing the Gulf of Mexico.

### Session 1: Welcome and Introductions (January 14)

#### *Materials*

- Selection from *The Gulf: The Making of an American Sea* by Jack Davis (see Canvas)
- Browse Gulf Scholars website

#### *Other class preparation*

- Generate two questions about the course syllabus.
- Bring a photo or item that relates to your favorite Gulf memory.

### Session 2: Guest Speaker: Tim Filbert, Gulf Research Program of the National Academies of Sciences, Engineering, and Medicine (January 16)

#### *Materials*

- Watch recording of Our Gulf, Our Futures panel
- Read *The Gulf of Mexico: An Overview* by the Oceanography Society

#### *Assignment:*

- Module 1 Reflection (due by 11:59 p.m. on Jan. 19)

## MODULE 2: Introduction to Design & Futures Thinking

### *Objectives:*

1. To understand how design thinking methodology can be applied to complex challenges.
2. To understand how futures thinking can ease anxiety and lead to creative problem solving for the future.

### Session 3: Design Thinking for the Greater Good (January 21)

#### *Materials*

- Selection from *Design Thinking for the Greater Good: Innovation in the Social Sector* by Jeanne Liedtka, Randy Salzman, and Daisy Azer (see Canvas)
- Watch Jane McGonigal: The Future is Dark (and that's a good thing) TED Talk

#### *Other class preparation*

- Think about the similarities and differences between design and futures thinking and be prepared to discuss them.

### Session 4: Guest Speaker: Jeanne Liedtka, author of *Design Thinking for the Greater Good* (January 23)

#### *Materials*

- Watch YouTube video: Jeanne Liedtka on Design Thinking
- Selection from *Imaginable* by Jane McGonigal (see Canvas)



- *Global Trends 2040*, Office of the Director of National Intelligence: Select one structural force and one emerging trend to discuss

*Other class preparation*

- Be prepared to share information about the Global Trends reports you read. You will be sharing these in small groups.
- Come prepared with at least two questions for our guest speaker.

*Assignments*

- Module 2 reflection (due at 11:59 p.m. on Sunday, Jan. 26)

## MODULE 3: Resilient Built Environments and Economies

*Objectives:*

1. To understand the many meanings of the term “resilience” and what it means.
2. To better understand what challenges we face and what are the competing interests at play.

### Session 5: What do we mean when we say resilience? (January 28)

*Materials*

- *Compounding Disasters in Gulf Coast Communities 2020-2021: Impacts, Findings and Lessons Learned*, National Academies of Sciences, Engineering and Medicine

### Session 6: Guest Speaker Dr. Katy Serafin, UF Assistant Professor of Geography (January 30)

*Materials*

- Selection from *The Gulf: The Making of an American Sea* by Jack Davis (see Canvas)
- Visit 1000 Friends of Florida Resilience page and scroll down to webinars. Depending on your group, you will watch one of the following webinars:
  - Group 1: Resilient305: Partnering on Community Resilience
  - Group 2: Advancing Nature-Based Solutions for Hazard Mitigation
  - Group 3: Planning for Community Resilience and Preservation
  - Group 4: Planning for Community Resiliency in Satellite Beach: Laying the Groundwork

*Other class preparation*

- Come prepared with at least two questions for our guest speaker.
- Be prepared to discuss the solutions outlined in your assigned webinar.

*Assignments*

- Module 3 reflection (due at 11:59 p.m. on Sunday, Feb. 2)

## MODULE 4: Cultural Heritage, History, and Storytelling

*Objectives:*

1. To learn about how the history and culture of the Gulf plays into where we are today.
2. To understand the importance of history and storytelling in planning for our future.

### Session 7: Guest Speaker Jack Davis, author of *The Gulf: The Making of an American Sea* (February 4)

*Materials*

- Selection from *The Gulf: The Making of an American Sea* by Jack Davis (see Canvas)
- Select and watch one video from the Samuel Proctor Oral History Program’s Pensacola Environmental History Project

*Other class preparation*

- Come prepared with at least two questions for our guest speaker.

## Session 8: Guest Speaker: Dave Scheidecker, historical archaeologist, Seminole Tribe of Florida (February 6)

### Materials

- *Island Impermanent*, The Marjorie

### Other class preparation

- Come prepared with at least two questions for our guest speaker.
- Bring in a news article about the Gulf and be prepared to share what moved you about the story.

### Assignments

- Module 4 reflection (due at 11:59 p.m. on Sunday, Feb. 9)

## MODULE 5: Policy and Advocacy in the Gulf

### Objectives:

1. To understand relevant policy discussions related to energy transition, insurance, climate resilience, and affordable housing in the Gulf region.
2. To learn how to access Policy Commons to find grey literature related to various Gulf challenges.

## Session 9: How Are Current Policies Contributing to Sustainability? (February 11)

### Materials

- Selection from [Advancing Health and Resilience in the Gulf of Mexico Region](#), National Academies of Sciences, Engineering, and Medicine (see Canvas)
- *Governance and the Gulf of Mexico Coast: How Are Current Policies Contributing to Sustainability?* By Stephen Jordan and William Benson

### Other class preparation

- Pick a policy topic to explore more deeply during class. We will be participating in a hands-on tour of Policy Commons, a database accessible through UF Libraries.

## Session 10: Guest Speaker: Keith Wilkins, Environmental Policy and Public Administration Professional (February 13)

### Materials

- Selection from *Deep Water: The Gulf Oil Disaster and the Future of Offshore Drilling*, National Commission on the BP Deepwater Horizon Oil Spill and Offshore Drilling
- *Case Study: Escambia Treating Superfund Site*, Global Nonviolent Action Database
- Watch oral history of Keith Wilkins

### Other class preparation

- Come prepared with at least two questions for our guest speaker.

### Assignments

- Module 5 reflection (due at 11:59 p.m. on Sunday, Feb. 16)

## Module 6: Environmental Stewardship and Sustainability

### Objectives:

1. To better understand the wide variety of environmental challenges facing the Gulf of Mexico.

### Session 11: Environmental Challenges (February 18)

#### Materials

- Selection from *Understanding the Long-Term Evolution of the Coupled Natural-Human Coastal System: The Future of the U.S. Gulf Coast*, National Academies of Sciences, Engineering and Medicine
- *Where Seas Are Rising at Alarming Speed*, The Washington Post
- Watch Dead Zone in the Gulf of Mexico YouTube video by U.S. National Ocean Service

#### Other class preparation

- Bring in and come prepared to discuss a news article from your hometown paper that highlights an environmental issue.

### Session 12: Guest speaker: Rick O' Connor, UF/IFAS Florida Sea Grant Extension Agent, Escambia County (February 20)

#### Materials

- Browse the Florida Sea Grant website
- Selection from *The Fundamentals of a Sea Grant Extension Program*, National Sea Grant College Program
- Watch 12 Environmental Career Paths for Non-Scientists on YouTube

#### Other class preparation

- Come prepared with at least two questions for our guest speaker.

#### Assignments

- Module 6 reflection (due at 11:59 p.m. on Sunday, Feb. 23)

## Module 7: Public Health

### Objectives:

1. To understand the public and community health challenges in the Gulf region.
2. To learn more about social determinants of health/and careers in public health.
3. To learn where to find relevant and timely public health information in your region.

### Session 13: Current State of Health, Community Resilience and Cohesion in the Gulf Region (February 25)

#### Materials

- *Current State of Health, Community Resilience, and Cohesion in the Gulf of Mexico Region*, National Academies of Sciences, Engineering and Medicine
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### Session 14: Guest Speaker Erta Cenko, UF Clinical Assistant Professor in the Department of Epidemiology (February 27)

#### Materials

- *Human Health and Socioeconomic Effects of the Deepwater Horizon Oil Spill in the Gulf of Mexico*, Paul A. Sandifer, et. al

#### Other class preparation

- Come prepared with at least two questions for our guest speaker.

#### Assignments

- Module 7 reflection (due at 11:59 p.m. on Sunday, March 2)

## Module 8: Identifying Problem & Scoping Your Project

### Objectives:

1. To begin deciding the challenge you and your team will focus on for your project proposal.
2. To learn how to develop a compelling problem statement and scope of work.

### Session 15: Identifying Problem group work (March 4)

#### Materials

- *What is Empathy and Why Is It So Important in Design Thinking?* Interaction Design Foundation
- Selection from *Design Thinking for the Greater Good: Innovation in the Social Sector* by Jeanne Liedtka, Randy Salzman, and Daisy Azer (see Canvas)

#### Other class preparation

- Begin filling out the field book individually to be prepared for group work on March 6.

### Session 16: Scoping Project Group Work (March 6)

#### Materials

- *How to Design an Agenda for an Effective Meeting*, Harvard Business Review
- Pages 1-12, *Designing for Growth Field Book*, Jeanne Liedtka
- *Stop Raising Awareness Already*, Stanford Social Innovation Review

#### Assignments

- Group Project Scope & peer/self-evaluation (due at 11:59 p.m. on Tuesday, March 11)

## Module 9: Drafting Your Design Brief & Making Your Plans

### Objectives:

1. To understand the purpose of and learn how to draft a design brief and to begin to craft your research plans.

### Session 17: Drafting Your Design Brief (March 11)

#### Materials

- Selection from *Design Thinking for the Greater Good: Innovation in the Social Sector* by Jeanne Liedtka, Randy Salzman, and Daisy Azer (see Canvas)
- Pages 12-13, *Designing for Growth Field Book*, Jeanne Liedtka

### Session 18: Making your Research Plans (March 13)

#### Materials

- Pages 14-19, *Designing for Growth Field Book*, Jeanne Liedtka

#### Other class preparation

- Come prepared with an agenda to keep your group on track during project time.

#### Assignments

- Design Brief, People and Research Plan, and peer/self-evaluation (due at 11:59 p.m. on Tuesday, March 25)

## **SPRING BREAK (March 17-21)**

## Module 10: Do Your Research & Identify Insights

### Objectives:

1. To begin the research phase of your project

### Session 19 Do Your Research (March 25)

#### Materials

- Selection from *Design Thinking for the Greater Good: Innovation in the Social Sector* by Jeanne Liedtka, Randy Salzman, and Daisy Azer (see Canvas)
- Pages 20-23, *Designing for Growth Field Book*, Jeanne Liedtka

### Session 20 Identify Insights (March 27)

#### Other class preparation

- Based on your people & research plan, conduct individual research on your problem to bring back to the group for this class period. This entire class period will be spent doing a Collaborative Data Synthesis exercise to identify your main research insights, and will only work if you are prepared.

#### Assignments

- Collaborative Data Synthesis and peer/self-evaluation (due 11:59 p.m. on Tuesday, April 1)

## Module 11: Establish Design Criteria & Brainstorm Ideas

### Objectives:

1. To engage in a group brainstorming activity and begin to finalize our project ideas.

### Session 21: Establish Design Criteria (April 1)

#### Materials

- Selection from *Design Thinking for the Greater Good: Innovation in the Social Sector* by Jeanne Liedtka, Randy Salzman, and Daisy Azer (see Canvas)

### Session 22: Brainstorm Ideas (April 3)

#### Materials

- Pages 24-27, *Designing for Growth Field Book*, Jeanne Liedtka
- Selection from *Imaginable*, by Jane McGonigal (see Canvas)

#### Other class preparation

- Come prepared with a list of 10 undisputable facts related to your project topic. We will be flipping these for our in class brainstorming.

#### Assignments

- Group Brainstorm and peer/self-evaluation (due 11:59 p.m. on Tuesday, April 8)

## Module 12: Develop Concepts & Create Napkin Pitches

### Objectives:

1. To begin to solidify ideas in our group, refine concepts and receive peer feedback.

### Session 23: Develop Concepts (April 8)

#### Materials

- Selection from *Design Thinking for the Greater Good: Innovation in the Social Sector* by Jeanne Liedtka, Randy Salzman, and Daisy Azer (see Canvas)
- Pages 28-31, *Designing for Growth Field Book*, Jeanne Liedtka

## Session 24: Create Napkin Pitches (April 10) **NO CLASS TODAY**

### *Other class preparation*

- Continue to work on your group project. There will be **NO CLASS TODAY**. Please have one of your group members email me an agenda for your group work time ahead of this class period. You will be turning in your concepts and napkin pitches on April 13. I will have all day office hours on Wednesday, April 9 in case your group would like to stop by and chat!

### *Assignments*

- Concept Development & Napkin Pitches and peer/self-evaluation (due 11:59 p.m. on Tuesday, April 15)

## Module 13: Surface Key Assumptions & Make Prototypes

### *Objectives:*

- This module integrates the key steps of design thinking—surfacing assumptions, developing prototypes, and preparing a final presentation—into a single process. The goal is to help you refine your concept through focused testing and to prepare a compelling, polished pitch for a Shark Tank-style presentation.

You will receive class time Tuesday and Thursday to work on this. Please see the assignment description suggested ways to structure your in class work time. Please be sure to develop agendas to keep your group on task!

## Session 25: Surface Key Assumptions (April 15)

### *Materials*

- Selection from *Design Thinking for the Greater Good: Innovation in the Social Sector* by Jeanne Liedtka, Randy Salzman, and Daisy Azer (see Canvas)
- Pages 32-35, *Designing for Growth Field Book*, Jeanne Liedtka

### *Other class preparation*

- Come prepared with an agenda to keep your group on task

## Session 26: Make Prototypes (April 17)

### *Other class preparation*

- Use this time to continue to work on your project and presentation.

### *Assignments*

- Final presentation and peer/self-evaluation (due noon on Monday, April 21)

## Module 14: Presentations & Get Feedback

### *Objectives:*

1. You did it! Time to share your ideas!

## Session 27: Final Presentations with Peer Feedback (April 22)

### *Other class preparation*

- Use this time to continue to work on your project and presentation.
- Be ready to present!

### *Assignments*

- Final proposal, reflection and peer/self-evaluation (due 11:59 p.m. on Friday, May 2)