UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Design, Critical and Creative Thinking

2627-1-E1805M003-E1805M003-2

Learning objectives

The course aims to provide students with a solid introduction to the concepts of critical thinking and design thinking, fundamental tools for tackling modern challenges in the economic and business context. Students will develop the capacity for creative thinking and an aptitude for orientation towards problem setting and problem solving, essential elements for guiding innovation processes. Through the study of practical cases and application activities, the course aims to provide concrete skills to apply these concepts to real situations, contributing to the creation of value and effective organizational design. In particular, students will be able to recognize innovation opportunities and implement creative solutions in business environments, promoting the growth and competitiveness of organizations.

Contents

1. What is critical thinking and why is it important. Lateral thinking (6 hours) 1 classroom presentation
2. What is design thinking and why it is important (4 hours) 1 classroom presentation
3. Critical thinking and secondary data analysis (6 hours)
4. Critical thinking and working with others (6 hours) 2 delivered in the classroom
5. Design thinking, creativity and collective intelligence. Creativity and innovation: are we born or become creative? (10 hours)
6. Design thinking and innovation with social impact (4) 2 delivered in the classroom

Detailed program

What is critical thinking and why is it important Introduction of the course and sharing of the main concepts
What is critical thinking and why is it important In-depth analysis of the fundamental components and concepts of

critical thinking
What is critical thinking and why is it important In-depth analysis of the fundamental components and concepts of critical thinking
How critical thinking changes you Application to a personal case
Critical thinking and secondary data analysis Analysis of various secondary data
Critical Thinking and lateral thinking Lateral thinking
Critical Thinking and lateral thinking Lateral thinking applied to a social problem
Critical thinking Critical thinking and cross-cultural management
Critical thinking Critical thinking and place based thinking
Critical Thinking Critical thinking take at home
What is design thinking and why is it important Introduction of the course and sharing of the main concepts
What is design thinking and why is it important In-depth analysis of the fundamental components and concepts of design thinking
What is design thinking and why is it important In-depth analysis of the fundamental components and concepts of design thinking
What is design thinking and why is it important In-depth analysis of the fundamental components and concepts of design thinking
Design thinking, creativity and collective intelligence Introduction of the concepts of creativity, innovation and collective intelligence
Design thinking, creativity and collective intelligence Exercise for use of design thinking phase 1
Design thinking, creativity and collective intelligence Exercise for use in design thinking phase 2
Design thinking, creativity and collective intelligence Exercise for use in design thinking phase 3
Design thinking, creativity and collective intelligence Exercise for use of design thinking phase 4
Design thinking, and innovation with social impact Exercise for use of design thinking phase 5
Design thinking, and innovation with social impact Evaluation of the social impact of the challenges and wrap-up of the course

Prerequisites

Curiosity and propensity for interaction and innovation

Teaching methods

The course includes a mix of in-person and online activities, with the aim of ensuring interactive and practical learning. The in-person meetings will take place on Saturday morning, with a first 2-hour meeting at the beginning of the course and a final 4-hour meeting. During the course, students will be engaged in a project work that will progressively develop through the various thematic blocks.
For each thematic block, students will tackle the following activities:
• Self-study: Independent study supported by readings and videos, which may be existing materials or ad hoc products.
• Individual or group exercises: Practical exercises with the possibility of self-evaluation. The student will be able to compare their answers with those provided to verify their correctness.
• Group forum: Discussions moderated by a tutor, where students will have the opportunity to discuss and delve deeper into the topics covered.
• Self-study quizzes: Quizzes that allow you to evaluate your level of understanding independently.

Assessment methods

MODE 1
This method involves carrying out the project work in a group of up to 4 people and a written exam (multiple choice questions and short answer questions). Scores will be assigned as follows:

Activities Points
Individual (written test) 40
Group (project work) 60
Total score 100

Written test. The written test will be carried out during regular exam sessions and will be divided into two parts: a part dedicated to practical cases, based mainly on the analysis and discussions carried out in the classroom and online; a part dedicated to theory, based on the lessons and assigned readings. The written test may include open questions and multiple choice questions.

Project work. The aim of the project is to build a prototype solution to a challenge linked to the issues of corporate sustainability or social innovation using critical and design thinking tools. Each group will agree with the teachers on the topic addressed in the project work. The course includes some intermediate discussion sessions between teachers/tutors with each group to verify the methodology and progress of the work.
The result of the group work will be a written report (maximum 10 pages plus attachments) which will be presented by each group in the last session (5 minute pitch). The room will vote on the best pitch which will receive an additional score.

Evaluation criteria. We will evaluate your ability to understand and argue the problem, the correctness and coherence of the answer with respect to the question and the clear explanation and correct application of the theoretical concepts.

MODE 2
This method involves carrying out the project work individually and a written exam (multiple choice questions and short answer questions). This method is recommended for those students who will not be able to follow the course at the teacher's pace. Scores will be assigned as follows:

Activities Points
Individual (written test) 40
Group (project work) 60
Total score 100

Written test. The written test will be carried out during regular exam sessions and will be divided into two parts: a part dedicated to practical cases, based mainly on the analysis and discussions carried out in the classroom and online; a part dedicated to theory, based on the lessons and assigned readings. The written test may include open questions and multiple choice questions.

Project work. The aim of the project is to build a prototype solution to a challenge linked to the issues of corporate sustainability or social innovation using critical and design thinking tools. Each student will agree with the teachers on the topic addressed in the project work. It will be possible to arrange ad hoc meetings with teachers/tutors to verify the methodology and progress of the work.
The result of the work will be a written report (maximum 10 pages plus attachments) which will be delivered by the end of the course or the deadline for the official exam calls. Those who deliver by the end of the course will be able to present the pitch of their work in the classroom. In this case the room will vote on the best pitch which will receive an additional score.

Evaluation criteria. We will evaluate your ability to understand and argue the problem, the correctness and coherence of the answer with respect to the question and the clear explanation and correct application of the theoretical concepts.

Textbooks and Reading Materials

Readings and cases by the teachers

Semester

First semester

Teaching language

Italian

Sustainable Development Goals

DECENT WORK AND ECONOMIC GROWTH | INDUSTRY, INNOVATION AND INFRASTRUCTURE | SUSTAINABLE CITIES AND COMMUNITIES | RESPONSIBLE CONSUMPTION AND PRODUCTION | PARTNERSHIPS FOR THE GOALS