# DESIGN THINKING SPRINT

**ASSESSMENT TASK 3 & 4: Sprint & Reflective Report**

The ‘sprint’ environment used in this subject to provide students an opportunity to develop design thinking skills via a short-term practical exercise.

A design challenge will be announced in Week 9. You are to work in a team of 5 to collectively analyse the design challenges, generate design ideas to solve the challenges, create prototypes, experiment and evaluate the prototypes.

**Date and Time of Sprint:**

3 & 4 Oct 2016, 9 am – 5pm (with 1 hour lunch break)

**Assessments:**

There are 2 assessment items related this project:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Assessment Types | Weight (%) | Task structure | Marking | Due date |
| A3 | Sprint Participation & solution | 15 | Group | Group | Due Tuesday 5pm, 4 Oct 2016 |
| A4 | Sprint Reflection report | 20 | Individual | Individual | Due Friday 5pm, 7 Oct, 2016 |

**ASSESSMENT TASK 3: Sprint Participation & Solution**

|  |  |
| --- | --- |
| Aligned course & subject learning outcomes | SLO 1 ,2, 3 & 4  CLO K1, K3, S2, S5, A2 |
| **Group or Individual** | Group |
| **Weighting** | 15% |
| **Date** | Due Tuesday 5pm, 29 Sept 2015 |

**ASSESSMENT TASK 3: DESCRIPTION**

You are to participate and contribute to in a team project to experience the design thinking processes.

You are to take notes and photos during the Sprint for evidence of the sprint participation and design challenges solution.

**Tasks before sprint:**

* Review the design challenges
* Conduct secondary research and prepare interview questions
* Review the Sprint schedule and assessment 3 & 4 requirements
* Plan and assign roles of each team member in the sprint

**Tasks during sprint:**

|  |  |  |
| --- | --- | --- |
|  | **Day 1 (3 Oct 2016)**  **JCUS #2-14** | **Day 2 (4 Oct 2016)**  **JCUS #2-14** |
| **09:00- 09:30** | Space setup and material distribution | Space setup and material distribution |
| **09:30- 10:00** | Assign and clarify roles of each team member in the sprint | User testing 1 |
| **10:00- 11:00** | Conduct 3 user interviews  Team sharing research findings and inspiration | Sharing Testing Results 1  Refine prototype 1 |
| **11:00- 12:00** | Define the design problem | User testing 2 |
| **12:00- 13:00** | **Lunch Break** | |
| **13:00- 14:00** | Generate design ideas | Sharing Testing Results 2  Refine prototype 2 |
| **14:00- 15:00** | Refine design ideas | User testing 3 |
| **15:00- 16:00** | Building prototype  Plan for user testing | Sharing Testing Results 3  Refine prototype 3 |
| **16:00- 17:00** | Finalise design workbook |

**Submission:**

* Team is to submit a completed design workbook at the end of the sprint.
* Team is to show prototypes to lecturer at the end of the sprint
* Team is to submit a Group Assignment Cover Sheet.

**Design Workbook Template**

Team Name:

Project Topic:

Team Members & Roles

|  |  |  |
| --- | --- | --- |
| Name: | Student ID: | Roles: |
|  |  |  |

**Summary of the Design Thinking Processes:**

Interview questions:

How do you like being a student at JCU?

* Fine > Tell me about your normal day
* Not to much > it seems like you have concerns. Tell me about it?

What are the problems of being a student?

Have you found any solutions for that?

If you could’ve change anything, what would it be?

What kind of technology do you use during you school day that involves learning experience?

How helpful is it to them?

Is it fine, enough, or do you wish to have any more improvements?

Empathy: not less than 150 words

* List of interview questions
* Notes and Insights of a least 3 interviews
* Images/sketches produced during this process
* Describe major insights from the empathy process

Define: not less than 200 words (excludes empathy map, character profile, POV madlib and POV want ad)

* Describe the methods used by your team in the define design thinking process
* Create an empathy map, a composite character profile, a POV Madlib and a POV want ad for your project
* List of possible topics
* Describe how the project topic is selected

Ideation: not less than 200 words

* Describe the ideation methods used by the team to generate ideas
* Images/sketches produced during the ideation
* Describe the methods used by the team to select what to prototype

*Each team build 1 prototype idea in each iteration, each team conduct at least 2 user tests in each iteration.*

Prototype and Test (Iteration 1) not less than 200 words

* Images of prototype
* Describe notes and insights from user testing
  + What did participants value the most?
  + What got them excited?
  + What would convince them about the idea?
  + Which parts would participants like to improve?
  + What did not work?
  + What needs further investigation?
  + How to integrate feedbacks and insights in the prototype in the next iteration?

Prototype and Test (Iteration 2) not less than 200 words

* Same template as Iteration 1

Prototype and Test (Iteration 3) not less than 200 words

* Same template as Iteration 1

Final prototype

* Images of final prototype

Appendix: any photos, sketches & notes produces during sprint

**Assessment 3**

**Sprint Participation & solution (15%, Group work)**

Marking Criteria for Sprint participation and solution

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Exemplary | Competent | Marginal | Unacceptable |
| Design workbook  SLO : 1 & 3  CLO: K1, S1& S3 | 9  All required parts of the design workbook are completed  Workbook clearly demonstrates appropriate uses of DT processes and tools in the sprint | 6  All required parts of the design workbook are completed  Workbook demonstrates appropriate uses of DT processes and tools in the sprint  Workbook contains at most 2 minor errors in executing DT processed and using of related tools | 3  Design workbook completion is at least 75 %  Workbook demonstrates some uses of DT processes and tools in the sprint  Workbook contains at most 4 minor errors in executing DT processed and using of related tools | 0  Design workbook completion is less than 75 %  Workbook demonstrates no or little uses of DT processes and tools in the sprint  Workbook contains major errors in executing DT processed and using of related tools |
| Prototype &  Experimentation  SLO : 1, 2 & 4  CLO: K1, & K2 | 18  Team demonstrates all of the following abilities:   * prototyping for evaluating project ideas * plan and conduct user testing to get feedback * capture and interpret testing feedback * integrate feedback in iterative prototypes   Final prototype provides an exemplary / innovative solution to the problem | 12  Team demonstrates all of the abilities listed on the left.  Design workbook or lecturer observations evident 1 minor error in prototyping and user testing  Final prototype provides an adequate solution to the problem | 6  Demonstrates at least half of the abilities listed on the left  Design workbook or lecturer observations evident at most 3 minor error in in prototyping and user testing  Final prototype provides partial solution to the problem | 0  Demonstrates less than half of the abilities listed on the left  Design workbook or lecturer observations evident major error in in prototyping and user testing  Final prototype provides no or little solution to the problem |
| Teamwork  SLO : 2  CLO: S5 | 9  During the sprint, team demonstrates ability to work with highly constructive collaboration:   * each member is assigned with clearly defined roles * all members are actively engage discussions * show quantities in idea generation * show quantities in research finding and sharing * show quantities in sketches | 6  Team demonstrates at least 4 all of the abilities listed on the left. | 3  Team demonstrates at least 3 of the abilities listed on the left. | 0  Team demonstrates less than 3 of the abilities listed on the left. |

**ASSESSMENT TASK 4: Sprint Reflective Report**

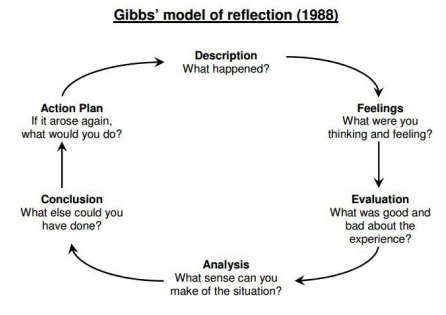
|  |  |
| --- | --- |
| Aligned course & subject learning outcomes | SLO 1 &3  CLO K1, K3, S2, A3 |
| **Group or Individual** | Individual |
| **Weighting** | 20% |
| **Date** | Due Friday 5pm, 23 Oct, 2015 |

**ASSESSMENT TASK4: DESCRIPTION**

This assessment enables you to recognize the values of design thinking and teamwork, critically reflect on what design thinking means and on the results that it generated. Reflective thinking focuses on the process of making judgment and viewpoints about what has happened. There are various models of reflection. The Gibbs’ reflective cycle, below, encourages you to think systematically about the phases of an experience or activity

**ASSESSMENT TASK 4: CRITERIA SHEET**

Example marking rubrics on page 21



A good reflection will include in-depth detail description of the activities, processes, and moments where viewpoints and insights are devised. A good reflection will also describe implications and insights future professional learning and development.

**Tasks:**

* **Keep notes and sketches during the Sprint**
* Review your notes and sketches from the sprint
* Reflect upon the processes, activities, and memorable moments in the sprints.
* Conduct a retrospective meeting with your team
  + recommended within 2 days after the Sprint
* Write a summary of the reflections using the given template ( ~ 600 words)

**Submission:**

Each student is to submit a single MS word / PDF document to LearnJCU

The reflective report should be written according to the template given, which include

* a reflection on design thinking processes
* a reflection of the final prototype design
* a reflection of teamwork
* images and sketch produced during the retrospective meeting

**Sprint Reflection Report Template**

Reflection on design thinking processes

* What happened that most surprise you?
* What was the most fulfilling part of it and the least fulfilling part of it?
* What does that suggest about the values of each design thinking process?
* What might you do differently as a result of the design thinking experience in sprint?

Reflection on prototype

* What do you think and feel of the overall design of the final prototype?
* What do you think and feel of the materials used for the prototype?
* What are the views of other people on your design?
* What do your learn from the prototypes designed by other teams?
* What might you do differently as a result of the prototyping experience?

Reflection on teamwork

* What happened that most surprise you?
* What was the most fulfilling part of it and the least fulfilling part of it?
* What does that suggest about the values of teamwork?
* What does the experience in sprint suggest to your about your strengths in teamwork?
* What does the experience in the sprint suggest to you about your weakness in teamwork?
* What might you do differently as a result of the teamwork experience in sprint?

Images and sketch produced during the retrospective meeting

**Assessment 4**

**Sprint Reflection Report (20%, Individual work)**

Marking Criteria for Sprint participation and solution

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Exemplary** | **Competent** | **Marginal** | **Unacceptable** |
| Reflection on DT processes  SLO : 1 & 3  CLO: A3, K1, & K3 | 18  Response demonstrates an in-depth reflection on the DT processes.  Viewpoints and interpretations are insightful and well supported.  Clear, detailed examples are provided, as applicable. | 12 Response demonstrates a general reflection on the DT processes.  Viewpoints and interpretations are supported.  Appropriate examples are provided, as applicable. | 6  Response demonstrates a minimal reflection on the DT processes.  Viewpoints and interpretations are unsupported or supported with flawed arguments.  Examples, when applicable, are not provided or are irrelevant to the assignment. | 0  Response demonstrates a lack of reflection on the DT processes.  Viewpoints and interpretations are missing, inappropriate, and/or unsupported.  Examples, when applicable, are not provided. |
| Reflection on prototype design  SLO : 1 & 3  CLO: A3 & S2 | 9 Response demonstrates an in-depth reflection on the final prototype design.  Viewpoints and interpretations are insightful and well supported.  Clear, detailed examples are provided, as applicable. | 6 Response demonstrates a general reflection on the final prototype design.  Viewpoints and interpretations are supported.  Appropriate examples are provided, as applicable. | 3 Response demonstrates a minimal reflection on the final prototype design.  Viewpoints and interpretations are unsupported or supported with flawed arguments.  Examples, when applicable, are not provided or are irrelevant to the assignment. | 0 Response demonstrates a lack of reflection on the final prototype design.  Viewpoints and interpretations are missing, inappropriate, and/or unsupported.  Examples, when applicable, are not provided. |
| Reflection on teamwork  CLO: A3 & S2 | 9 Response demonstrates an in-depth reflection on teamwork experience in sprint  Viewpoints and interpretations are insightful and well supported.  Clear, detailed examples are provided, as applicable. | 6 Response demonstrates a general reflection on teamwork experience in sprint  Viewpoints and interpretations are supported.  Appropriate examples are provided, as applicable. | 3  Response demonstrates a minimal reflection on teamwork experience in sprint  Viewpoints and interpretations are unsupported or supported with flawed arguments.  Examples, when applicable, are not provided or are irrelevant to the assignment. | 0  Response demonstrates a lack of reflection o on teamwork experience in sprint  Viewpoints and interpretations are missing, inappropriate, and/or unsupported.  Examples, when applicable, are not provided. |
| Writing  CLO: S1 & S3 | 9  Uses appropriate language that conveys meaning to readers with clarity and no errors. | 6  Uses appropriate language that conveys meaning to readers with clarity and minimal errors. | 3 Uses appropriate language that generally conveys meaning to readers, although writing may include a few errors. | 0  Language used is not clear and /or does not convey meaning to readers. It contains frequent grammatical errors. |