

ENT 401 – Design Thinking Experience APE Bootcamp Mar 3-9, 2024 in Munich Course Outline

Our goal is to provide students with a deeply experiential and transformative learning experience in a vibrant urban environment. We empower students with a philosophy of entrepreneurial thinking, passion, and action-orientation that they can apply to their lives, their jobs, their communities, and/or their own new ventures.

We ignite students' passions and empower them to achieve extraordinary goals. Canada's pre-eminent and largest entrepreneurship program, we deliver innovative educational programs and support multi-disciplinary experiences across campus with local, national and global impact. We provide access to world-class support and funding for our students' new ventures and are embedded within our community.



Design Thinking Experience

ENT 401 Winter 2024 – March 3-9 in Munich Germany

INSTRUCTOR INFORMATION

	Dr. Steven A. Gedeon
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Office Location:	TRS 2-073
Consultation Hours:	by email, google calendar, or by appointment Thursday and Friday afternoons.

COURSE INFORMATION

Pre-requisites and/or Exclusions: none

We are seeking multi-disciplinary teams and look for students who have a well-balanced background in addition to a deeper specialty. Only 15 students from TMU will be able to participate in the bootcamp.

CALENDAR COURSE DESCRIPTION

ENT 401 Design Thinking Experience is a hands-on experiential learning opportunity for multi-disciplinary teams to implement agile rapid prototyping design thinking methods in a creative space. Student teams implement real-world projects in a variety of entrepreneurial contexts: new venture creation, innovation within an existing venture, social innovation and change making. The course provides a solid theoretical understanding of the major global Design Thinking methods and tools as well as experience in developing a Design Thinking Mindset.

COURSE OVERVIEW

The course consists of the week-long APE Design Thinking bootcamp experience in the Steelcase Creative Hall at the Strascheg Center for Entrepreneurship (SCE) in Munich, Germany [www.sce.de] Mar 3-9, 2024. The international design thinking bootcamp is a week-long, hands-on experiential learning opportunity for multi-disciplinary teams to implement agile rapid prototyping methods in a creative space. Students will work in multi-disciplinary international teams of 4-6 to ideate, observe, prototype and test products, services and/or business models towards a specific challenge such as described in the attachment. Students will receive instruction in design thinking methods and coaching by experts in the field to help them implement these methods.

Please see the attached draft description of the APE program and overview of key activities.

It is intended that this course will help you acquire and practice the key skills and competencies of Design Thinking including user-centricity, pro-activity, teamwork, creativity and experimentation. It is an intensive experiential learning course where **you will be expected to work a significant number of hours (over 40 hours) gaining hands-on experience during the week-long bootcamp in Munich.**

Students normally have activities related to the course from 10am to 10pm most days. It runs from Sunday evening to the following Saturday evening.

COURSE OBJECTIVES:

Upon completion of this course, students will have achieved the following Learning Outcomes:

- Communication Skills including professional behavior, executive presentation techniques, and reporting.
- Teamwork Skills including how to work in multi-disciplinary teams in a creative environment.
- Creativity and Innovation Skills including entrepreneurial alertness, opportunity spotting, brainstorming and design thinking.
- Global Awareness Skills including working with international students with diverse multi-disciplinary skills and cultures.

EVALUATION

The grade for this course is composed of the mark received for each of the following components:

Method	Percent/Weight
Individual Participation	20%
Team Presentations	30%
Individual Design Thinking Deliverable	50%
TOTAL	100%

Individual Participation – 20%

The highly competitive selection process for this prestigious international design challenge means that we expect significant participation by the 15 attendees from Toronto Met University (TMU) enrolled in this course. Students are expected to arrive on time each day, work hard, and contribute fairly to their teams during the entire duration of the week-long bootcamp.

Team Presentations – 30%

Each day, as shown in the course schedule, teams will make a short presentation based on the topics assigned for that day. Students will receive candid real-world feedback on all aspects of their presentation, their behaviors, activities and plans. The entire class will be asked to contribute to this feedback. Students will make a final presentation at the end of the last day to give their recommendations for a potential new venture based on their discoveries during the week. This is the only team-based grading component of the course.

Individual Design Thinking Deliverable – 50%

Each student will produce a final deliverable on the application of design thinking to their group project due before the end of the semester (April 10, 2024). This report, video and/or acceptable marketing communication should document the group's actions, how they captured their learning into Post-It notes, how they demonstrated use of visualization techniques to find patterns and develop insights, how they prototyped and tested their ideas, how they delivered their final ideas, and what they learned from the experience. Students are encouraged to be innovative in their deliverables which could include running a bootcamp in Toronto, promoting design thinking and global learning on campus, videos and/or a final report not to exceed 25 pages including appendices. Please note that these final deliverables are expected to be used to market future versions of ENT 401 and so these will be considered publicly available documents. If there is any confidential information, please be sure to clearly identify it as such, otherwise all information will be shared. A Digital Media Release Form is available on D2L.

TEXTS AND READING LISTS

Students will benefit from knowing the key concepts from the following Reading List. All these books have many free on-line resources available and YouTube also has many videos that summarize important ideas and canvases from the following.

- Suggested:** Gedeon, S. (2022) **Entrepreneurial Career and Life Design** 22-episode YouTube series with workbook.
- Suggested:** Liedtka, J. and Ogilvie T. (2011) **Designing for Growth – A design thinking tool kit for managers**. Columbia Business School Publishing ISBN 978-0-231-15838-1
- Suggested:** Osterwalder, A., et al. (2014) **“Value Proposition Design”**, Wiley.
- Suggested:** Aulet, Bill (2013) **“Disciplined Entrepreneurship”**, (24 Steps to a Successful Startup) MIT Press or Wiley [also see disciplinedentrepreneurship.com or the MIT edX course: Entrepreneurship 101: Who is your customer?]
- Suggested:** Maurya, A. (2012). **Running lean: Iterate from plan A to a plan that works.** " O'Reilly Media, Inc."
- Suggested:** Osterwalder , A. and Pigneur, Y. (2010) **“Business Model Generation”**, Wiley.
- Suggested:** “AotS” = Kawasaki, G. (2004) **“Art of the Start** (The Time-Tested, Battle-Hardened Guide for Anyone Starting Anything)” Portfolio.

TEACHING METHODS

This is an experiential learning course using project-based student-centric learning pedagogies. The emphasis is on getting out of the classroom and building your entrepreneurial skills. The activities you choose to pursue should tie to your values and be in harmony with your long-term happiness and success. We thus expect students to find this learning environment to be extremely motivating. Devoting significant time outside of class should be a joy – not a burden inflicted by the professors.

The in-class portion of this course is primarily dedicated to “studio time” where students can receive both individual and team-based peer feedback and faculty coaching.

ADDITIONAL COMMENTS:

- Professional communication is expected; poorly written emails or assignments may receive a grade of zero.
- Professional behaviour during class is expected. You are expected to arrive on time for class and attend all classes.
- Be sure to keep an extra copy of all assignments that you hand in.
- It is your responsibility to clarify any ambiguities that you may find in the course materials or syllabus; when in doubt, ask.

POLICIES AND COURSE PRACTICES

Standard for Written Work

- Students are expected to use an acceptable standard of business communication for all assignments, in-class discussions, and communication with the site companies and professors. This includes all email communication. *Poor grammar, unprofessional and/or unacceptable standard of business communication may result in a grade of zero for that assignment. However, any student who provides a prior draft corrected by the Ryerson Writing Centre will not be penalized.*
- You are encouraged to obtain assistance from the Writing Centre (<http://www.ryerson.ca/writing-centre>) for help with your written communications as needed. (See the Ryerson Library for APA style guide references: <http://www.ryerson.ca/library/ref/style.html>). *Sloppy, poorly written, or unprofessional documents or communication may be returned with a grade of zero, no grade or unread. Please be sure to use the Writing Centre (and/or use Grammarly) if you need it!*

Professionalism

Your participation in the external practicum components of this course reflect on the professionalism and reputation of you, your group members, this course and program, and Ryerson University. Accordingly, you are expected to conduct yourself in a professional and courteous manner at all times. Unprofessional behaviour will result in a grade of F in this course, your individual component grades notwithstanding.

Course Management

- Every effort will be made to manage the course as stated. However, adjustments may be necessary during the term at the discretion of the instructor. If so, students will be advised, and alterations will be discussed prior to implementation, in class and through an announcement on D2L.
- Students are encouraged to review the Ryerson Senate Course Management Policy which provides a framework of common understanding for students, faculty and staff concerning the structures, processes, objectives, and requirements that pertain to Ryerson undergraduate courses. For more detailed information refer to Policy #145: Course Management Policy at www.ryerson.ca/senate/policies/.
- All communication about the course or material related to the course will be posted on the D2L course site. In addition, all student study resources can be accessed through D2L. Students are expected to check the site regularly for updates.

Academic Consideration

- All assignments must be submitted no later than 13 April, 2020. A late submission (we allow a one hour grace period) will be penalized 10 percentage points per day (e.g. 77% becomes a 67% in the first 24 hours, then becomes 57% in the next 24 hours... till the mark becomes a 0%). There will be no penalty for work missed for a JUSTIFIABLE REASON approved by the instructor.

- Assignments submitted for grading will be handed back within two weeks except for the final exam.
- There will be no penalty for work missed for a justifiable reason. Students need to inform the instructor of any situation that arises during the semester that may have an adverse effect on their academic performance, and request any necessary considerations according to the policies and well in advance. Failure to do so will jeopardize any academic appeals.
- Except in cases of accommodations for disabilities, where documentation is handled directly by the Access Centre, students must fill out an Academic Consideration form and **submit it to their own program office:**

http://www.ryerson.ca/content/dam/senate/forms/academic_consideration_document_submission.pdf

In addition, the following procedures must be followed:

- **Medical certificates** – If a student is going to miss a deadline for an assignment, a test or an examination because of illness, he/she must submit a medical certificate (see www.ryerson.ca/senate/forms/medical.pdf for the certificate) **to their program office** within 3 working days of the missed assignment deadline, test or examination. The program office will notify the instructor that the documents have been received. It is the student’s responsibility to make arrangements with instructor for a make-up exam.
- **Religious observance** – While it is strongly encouraged that students make requests within the first two weeks of class, requests for accommodation of specific religious or spiritual observance must be presented **to their program office** no later than two weeks prior to the conflict in question (in the case of final examinations, within two weeks of the release of the examination schedule). The student must submit a Request for Accommodation form (<http://www.ryerson.ca/senate/forms/reobservforminstr.pdf>) to their program office. The office will notify the instructor when they have received the request form.
- **Other requests for Academic Consideration** which are not related to medical or religious observation must be submitted in writing together with the Academic Consideration form **to the student’s program office**. The letter must clearly state the reasons for the request and describe the events or circumstances that seriously impair the student’s ability to meet their academic obligations, and that were beyond the student’s control. When possible, supporting documentation must be attached to the letter. The office will notify the instructor when they have received the request.
- **Students with disabilities** - In order to facilitate the academic success and access of students with disabilities, these students should register with the Access Centre www.ryerson.ca/accesscentre/. Before the first graded work is due, students should also inform their instructor through an “Accommodation Form for Professors” that they are registered with the Access Centre and what accommodations are required.
- **Regrading or recalculation** – These requests must be made to the instructor within 10 working days of the return of the graded assignment to the class. These are not grounds for appeal, but are matters for discussion between the student and the instructor.
- Submission of the Academic Consideration form and all supporting documentation to your program office does not relieve you of the responsibility to **NOTIFY YOUR INSTRUCTOR** of the problem as soon as it arises, and to contact with the instructor again after the documents have been submitted in order to make the appropriate arrangements.
- **If you do not have a justifiable reason for an absence and/or have not followed the procedure described above, you will not be given credit or marks for the work missed during that absence.**

For more detailed information on these issues, please refer to Senate Policy 134 (Undergraduate Academic Consideration and Appeals) and Senate Policy 150 (Accommodation of Student Religious Observance Obligations). Both can be found at www.ryerson.ca/senate/policies/.

Academic Integrity

- Plagiarism is a serious academic offence and penalties range from zero in an assignment to expulsion from the University. Plagiarism is defined in the Student Code of Academic Conduct as claiming the

words, ideas, artistry, drawings, images or data of another person as if they were your own. Also, knowingly assisting someone to commit any form of academic misconduct is itself academic misconduct.

- It is assumed that all examinations and work submitted for evaluation and course credit will be the product of individual effort, except in the case of team projects arranged for and approved by the course instructor. Submitting the same work to more than one course, without instructors' approval, is also considered plagiarism.
- Students are strongly encouraged to visit the Academic Integrity Website at www.ryerson.ca/academicintegrity for more detail and to refer to Policy #60: Student Code of Academic Conduct at www.ryerson.ca/senate/policies/.

Maintaining a Professional Learning Environment

- Students shall not behave in disruptive ways that obstruct the learning, teaching and work environment.
- See Policy #61: Student Code of Non-Academic Conduct at www.ryerson.ca/senate/policies/

Examinations

- All students must display a valid and relevant student photo-identification card during the course of an examination. Students are expected to refrain from bringing cellular phones, personal audio equipment, and other electronic devices into the examination room unless specifically permitted by the course instructor. Students are also not permitted to wear hats or to have food during the exam unless medically required (you may bring water into the exam room provided it is in a transparent plastic bottle without labels).
- For more detailed information on examination policies, refer to Pol#135: Examination Policy at www.ryerson.ca/senate/policies/.

Academic Grading Policy

- Evaluation of student performance will follow the established academic grading policy outlined in Policy #46: Policy on Undergraduate Grading, Promotion, and Academic Standing (the “the GPA Policy”) at www.ryerson.ca/senate/policies/. The grading system is summarized below:

<i>Definition</i>	<i>Letter Grade</i>	<i>Grade Point</i>	<i>Percentage Range</i>
Excellent	A+	4.33	90-100
	A	4.00	85-89
	A-	3.67	80-84
Good	B+	3.33	77-79
	B	3.00	73-76
	B-	2.67	70-72
Satisfactory	C+	2.33	67-69
	C	2.00	63-66
	C-	1.67	60-62
Marginal	D+	1.33	57-59
	D	1.00	53-56
	D-	0.67	50-52

Unsatisfactory	F	0.00	0-49
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