専攻名		両専攻共通	必修・選択選択		単位	2	学期	4Q	
	科目群	産業技術研究科科目群	科目名	DESIGN [RE] THINKING			地 号々	La cella Cia accei	
			(英文表記)	DESIGN [RE] THINKING			教員名	Innella Giovanni	

### State Part Pa									
solution-oriented approaches. Although in many cases Design Thinking has proved itself valuable, the design community has also raised doubts and objections to its unconditioned employment. This course investigates Design Thinking, but it also leaves space to critically reconsider and improve its principles. This course aims to emrit the design culture of the students with an introduction to different techniques and through the course is the trutheral to the class process. Although the course is theoretical and elcture based, it adopts short collaborative workshops for the students to experience first-hand those techniques and processes, improve them and ultimately create their owns. Almos: 1. To learn a design Thinking, both applied to other fields, cut has science, engineering, politics and economics. Beyond trans disciplinarity, multi-disciplinarity, inter-disciplinarity, this course aims to educated un disciplined designers. Almos: 1. To learn and experiment collaborative design techniques, team building techniques and ways of presenting outcomes; 3. To create new techniques for research, team building, brainstorming, presenting and evaluating projects. Structure In the course articulates in 15 classes, some of them are lecture based, some of them are short intensive workshops, and some of them are presentations. The first class serves as an introduction to the course and its participants; the last class is a recap and reflection of the course. The first class serves as an introduction to the course and its participants; the last class is a recap and reflection of the course. The main language for the course will be English, so some basic knowledge of English is highly recommended. However, students can count on the support of other students and on the use of on-line translators, such as Geogle translate. The subject (Translation) and interest the course will be familiated to finish the course of the subject (Translation) and improve research skills and reflection of the course. The subject (Transla		In recent years Design Thinking has gained legitimacy and popularity as a method to develop design and business processes.							
also raised doubts and objections to its unconditioned employment. This course investigates Design Thinking, but it also teaves space to critically reconsider and improve its principles. This course aims to enrich the design culture of the students with an introduction to different techniques and theories for facilitating the design process. Although the course is theoretical and lecture based, it adopts short collaborative workshops for the students to experience first-hand those techniques and processes, improve them and ultimately create their cowns tesides design, Design Thinking is often applied to other fields, such as science, engineering, politics and economics. Beyond trans-disciplinative, mitter-disciplinarity, inter-disciplinarity, inter-discipli									
leaves space to critically reconsider and improve its principles. This course aims to enrich the design culture of the students with an introduction to different techniques and theories for facilitating the design process. Although the course is theoretical and lecture based, it adopts short collaborative workshops for the students to experience first hand those techniques and processes, improve them and ultimately create their own. Besides design, Design Thinking Set the applied to other felicis, such as science, engineering politics and economics. Beyond trans-disciplinarity, multi-disciplinarity, inter-disciplinarity, this course aims to educated un-disciplined designers. Admin. 1. To learn about Design Thinking, its principles and review a number of references; 2. To learn and experiment collaborative design techniques, team building techniques and ways of presenting outcomes; 3. To create new techniques for search, team building techniques and ways of presenting outcomes; 3. To create new techniques for search, team building internity presenting and evaluating projects. Structure The course articulates in 15 classes, some of them are lecture based, some of them are short intensive workshops, and some of them are presentations. The first class serves as an introduction to the course and its participants; the last class is a recap and reflection of the course. The main language for the course will be English, so some basic knowledge of English is highly recommended. However, students can count on the support of other students and on the use of on-line translators, such as Google translate. Legistrate Registration of the existing literature in Design Thinking (i.e. Nigel Cross, IDEO, etc) ***Registration** **Registration** **Regist	概要	solution-oriented approaches. Although in many cases Design Thinking has proved itself valuable, the design community has							
This course aims to enrich the design outure of the students with an introduction to different techniques and theories for facilitating the design process. Although the course is theoretical and lecture based, it adopts short collaborative workshops for the students to experience first-hand those techniques and processes, improve them and ultimately create their owns. Besides design, Design Thinking is often applied to other fields, such as science, engineering, politics and economics. Beyond trans-disciplinarity, multi-disciplinarity, intercarses lightly am some to delicated un-disciplined designers. Almis: 1. To learn and experiment collaborative design techniques, team building, brainstorming presenting and ways of presenting outcomes; 3. To create new techniques for research, team building, brainstorming, presenting and evaluating projects. Structure The course articulates in 15 classes, some of them are lecture based, some of them are short intensive workshops, and some of them are presentations. The first class serves as an introduction to the course and its participants; the last class is a recap and reflection of the course. ###################################		also raised doubts and objections to its unconditioned employment. This course investigates Design Thinking, but it also							
facilitating the design process. Although the course is theoretical and lecture based, it adopts short collaborative workshops for the students to experience first-shand those techniques and processes, improve them and ultimately create their owns nesisties design, Design Thinking is often applied to other fields, such as science, engineering, politics and economics. Beyond trans-disciplinantly, multi-disciplinarity, inter-disciplinarity, tinc-curse aims to educated un-disciplined designers. Almis: 1. To learn about Design Thinking, its principles and review a number of references; 2. To learn and experiment collaborative design techniques, team building techniques and ways of presenting outcomes; 3. To create new techniques for research, team building, brainstorming, presenting and evaluating projects. Structure The course articulates in 15 classes, some of them are lecture based, some of them are short intensive workshops, and some of them are presentations. The first class servies as an introduction to the course and its participants; the last class is a recap and reflection of the course. **Particulation** **Part		leaves space to critically reconsider and improve its principles.							
for the students to experience first-hand those techniques and processes, improve them and ultimately create their owns. Besides design, Design Thinking is often applied to other fields, such as science, engineering, politics and economics. Beyond trans-disciplinarity, multi-disciplinarity, multi-disciplinarity, multi-disciplinarity, multi-disciplinarity, multi-disciplinarity, thic course aims to educated un-disciplinarity and improve them and ultimately create their owns. Aims: 1. To learn and experiment collaborative design techniques, team building techniques and ways of presenting outcomes; 2. To learn and experiment collaborative design techniques, team building techniques and ways of presenting outcomes; 3. To create new techniques for research, team building, tensisteming, presenting and evaluating projects. Structure The course articulates in 15 classes, some of them are lecture based, some of them are short intensive workshops, and some of them are presentations. The first class serves as an introduction to the course and its participants; the last class is a recep and reflection of the course. The main language for the course will be English, so some basic knowledge of English is highly recommended. However, students can count on the support of other students and on the use of on-line translators, such as Google translate. 1. English and the support of other students and on the use of on-line translators, such as Google translate. 1. English and the support of other students and on the use of on-line translators, such as Google translate. 1. English and the support of other students and on the use of on-line translators, such as Google translate. 1. English and the support of the students and the support of the students. 1. English and the support of the students and present their objects the support of the students. 1. English and the support of the students. 1. English and the support of the s		This course aims to enrich the design culture of the students with an introduction to different techniques and theories for							
Besides design, Design Thinking is often applied to other fields, such as science, engineering, politics and economics. Beyond trans-disciplinarity, multi-disciplinarity, inter-disciplinarity, this course aims to educated un-disciplined designers. Alms: 1. To learn and experiment collaborative design techniques, team building techniques and ways of presenting outcomes; 3. To create new techniques for research, team building, brainstorming, presenting and evaluating projects. Structure The course articulates in 15 classes, some of them are lecture based, some of them are short intensive workshops, and some of them are presentations. The first class serves as an introduction to the course and its participants; the last class is a recap and reflection of the course. ### The main language for the course will be English, so some basic knowledge of English is highly recommended. However, students can count on the support of other students and on the use of on hine translators, such as Google translate. ### Lefting an understanding of the existing literature in Design Thinking (i.e. Nigel Cross, IDEO, etc) #### Thinking an understanding of the existing literature in Design Thinking (i.e. Nigel Cross, IDEO, etc) #### Table		facilitating the design process. Although the course is theoretical and lecture based, it adopts short collaborative workshops							
trans-disciplinarity, multi-disciplinarity, inter-disciplinarity, inter-disciplinarity, this course aims to educated un-disciplined designers. Almis: 1. To learn about Design Thinking, its principles and review a number of references; 2. To learn and experiment Collaborative design techniques, team building techniques and ways of presenting outcomes; 3. To create new techniques for research, team building, brainstorming, presenting and evaluating projects. Structure The course articulates in 15 classes, some of them are lecture based, some of them are short intensive workshops, and some of them are presentations. The first disas serves as an introduction to the course and its participants; the last class is a recap and reflection of the course. **Ries** **The main language for the course.** **The main language for the course will be English, so some basic knowledge of English is highly recommended. However, students can count on the support of other students and on the use of on-line translators, such as Google translate. **Lid**Pile** **L		for the students to experience first-hand those techniques and processes, improve them and ultimately create their owns.							
Alms: 1. To learn about Design Thinking, its principles and review a number of references; 2. To learn and experiment collaborative design techniques, team building techniques and ways of presenting outcomes; 3. To create new techniques for research, team building, brainstorming, presenting and evaluating projects. Structure The course articulates in 15 classes, some of them are lecture based, some of them are short intensive workshops, and some of them are presentations. The first class serves as an introduction to the course and its participants; the last class is a recap and reflection of the course. **Bit **Jule*** **Display*** *		Besides design, Design Thinking is often applied to other fields, such as science, engineering, politics and economics. Beyond							
1. To learn about Design Thinking, its principles and review a number of references; 2. To learn and experiment collaborative design techniques, team building techniques and ways of presenting outcomes; 3. To create new techniques for research, team building, brainstorming, presenting and evaluating projects. Structure The course articulates in 15 classes, some of them are lecture based, some of them are short intensive workshops, and some of them are presentations. The first class serves as an introduction to the course and its participants; the last class is a recap and reflection of the course. The main language for the course will be English, so some basic knowledge of English is highly recommended. However, students can count on the support of other students and on the use of on-line translators, such as Google translate. Lidiple Emgla Em		trans-disciplinarity, multi-disciplinarity, inter-disciplinarity, this course aims to educated un-disciplined designers.							
2. To learn and experiment collaborative design techniques, team building techniques and ways of presenting outcomes; 3. To create new techniques for research, team building, brainstorming, presenting and evaluating projects. Structure The course articulates in 15 classes, some of them are short intensive workshopps, and some of them are short intensive workshopps. And some of them are short intensive workshopps and receive students. ###################################		Aims:							
3. To create new techniques for research, team building, brainstorming, presenting and evaluating projects. Structure The course articulates in 15 classes, some of them are lecture based, some of them are short intensive workshops, and some of them are presentations. The first class serves as an introduction to the course and its participants; the last class is a recap and reflection of the course. The main language for the course will be English, so some basic knowledge of English is highly recommended. However, students can count on the support of other students and on the use of on-line translators, such as Google translate. L 位列達目標 Being able to invent their own techniques and methods to trigger creativity and improve research skills Rule 対策自標 Name	目的・狙い	1. To learn about Design Thinking, its principles and review a number of references;							
Structure The course articulates in 15 classes, some of them are lecture based, some of them are short intensive workshops, and some of them are presentations. The first class serves as an introduction to the course and its participants; the last class is a recap and reflection of the course. The main language for the course will be English, so some basic knowledge of English is highly recommended. However, students can count on the support of other students and on the use of on-line translators, such as Google translate. Ld 判議目標 Being able to invent their own techniques and methods to trigger creativity and improve research skills Rd pain and understanding of the existing literature in Design Thinking (Le. Nigel Cross, IDEO, etc) FLW 実施 特徴・協意点 W		2. To learn and experiment collaborative design techniques, team building techniques and ways of presenting outcomes;							
The course articulates in 15 classes, some of them are lecture based, some of them are short intensive workshops, and some of them are presentations. The first class serves as an introduction to the course and its participants; the last class is a recap and reflection of the course. 新設規		3. To create new techniques for research, team building, brainstorming, presenting and evaluating projects.							
### presentations. The first class serves as an introduction to the course and its participants; the last class is a recap and reflection of the course. The main language for the course will be English, so some basic knowledge of English is highly recommended. However, students can count on the support of other students and on the use of on-line translators, such as Google translate. **Presentation**		Structure							
and reflection of the course. The main language for the course will be English, so some basic knowledge of English is highly recommended. However, students can count on the support of other students and on the use of on-line translators, such as Google translate. 上位到達日標		The course articulates in 15 classes, some of them are lecture based, some of them are short intensive workshops, and some							
### The main language for the course will be English, so some basic knowledge of English is highly recommended. However, students can count on the support of other students and on the use of on-line translators, such as Google translate. 上位到達目標		of them are presentations. The first class serves as an introduction to the course and its participants; the last class is a recap							
技術の計画 Students can count on the support of other students and on the use of on-line translators, such as Google translate. 大田 Being able to invent their own techniques and methods to trigger creativity and improve research skills Being able to invent their own techniques and methods to trigger creativity and improve research skills Being able to invent their own techniques and methods to trigger creativity and improve research skills Being able to invent their own techniques and methods to trigger creativity and improve research skills Being able to invent their own techniques and methods to trigger creativity and improve research skills Being able to invent their own techniques and methods to trigger creativity and improve research skills Being able to invent their own techniques and methods to trigger creativity and improve research skills Being able to invent their own techniques and methods to trigger creativity and improve research skills Being able to invent their own techniques and methods to trigger creativity and improve research skills Being able to invent their own techniques and methods to trigger creativity and improve research skills Being able to invent their own techniques and methods to trigger creativity and improve research skills Being able to invent their own and the search of the students and present their own time. Provide a Being able to invent their own and the sample of the students and present their own time. Presentation of the own time. Presentation of the own time. Presentation of the own time. Presentation will be analyzed in the process, the people who took part in the project, their impact on the process, the outcome and the way it is presented. Students will have to choose an existing project, review it, analyse it and present their observations to the class on Class 3. Presentations of analysis of a design project, review it, analyse it and present their observations to the class on Class on Class on Class on Class on Class on Cla		and reflection of the course.							
上位型連目標	前提知識	The main language for the course will be English, so some basic knowledge of English is highly recommended. However,							
Being able to invent their own techniques and methods to trigger creativity and improve research skills 最低到達目標 **Ret	(履修条件)	students ca	in count on the support o	f other stud	dents and on the use of on-line translators, such as Google	translate.			
超性が達目標 Having an understanding of the existing literature in Design Thinking (i.e. Nigel Cross, IDEO, etc) 形態 実施 特徴・留意点 技術・対面混合授業 -		上位到達目標							
機能が設定目標 Having an understanding of the existing literature in Design Thinking (i.e. Nigel Cross, IDEO, etc) R形態 実施 特徴・留意点 場議、(双方向)	7U+ C +								
形態 実施 特徴・留意点 接近 (双方向)	到達日標								
形態 実施 特徴・留意点 接近 (双方向)		Having an u	understanding of the exist	ting literatu	re in Design Thinking (i.e. Nigel Cross, IDEO, etc)				
録画・対面混合授業 — Lecture opened to discussion and questions at any time. 接着 (双方向)									
接換 (双方向)		緑画・対剤		_	1111				
接業の形態									
接乗りの計画 大学 大学 大学 大学 大学 大学 大学 大		面中观集观(用)							
サテライト開講授業 — Students have to attend at Shinagawa Seaside campus その他	授業の形態	*				to time:			
その他 一 Be collaborative. Try to take active role in the discussions. Take risks and experiment. 大きないのでは、		A particular of the property o							
大田		· ·				ions Take risks and			
投業の内容 Thinking. Some presentations might need some preparation out of lecture time. 15 classes total 1 documentary forum, 3 presentations, 1 fieldwork session, 3 theory classes, 5 hands-on classes, 1 introductory class, 1 final re-cap. 内容 サデライト 開講 対面側		その他		-					
打ちては 15 classes total 1 documentary forum, 3 presentations, 1 fieldwork session, 3 theory classes, 5 hands-on classes, 1 introductory class, 1 final re-cap. 回数	 授業外の学習								
打 documentary forum, 3 presentations, 1 fieldwork session, 3 theory classes, 5 hands-on classes, 1 introductory class, 1 final re-cap. 回数	及本/1001日								
Presentations of analysis of a design project, review it, analyse it and present their observations to the class on Class 3. Presentations of analysis of a design project chosen by the students. Open discussion. \$\frac{\partial \text{pipe}}{\partial \text{pipe}} \frac{\partial \text{pipe}}{\partial \text{pipe}} \partial \text{pip	授業の内容								
回数 内容 対元 対面	3226-21-31								
別報 別面 別面 別面 別面 別面 別面 別面						サテライト			
第1回 Introduction to the course. Presentation of my own works and experience. Introduction of the students. Analysis of a design project. One existing project will be illustrated as a reference for Design Thinking. It will be analyzed in the processes, the people who took part in the project, their impact on the process, the outcome and the way it is presented. Students will have to choose an existing project, review it, analyse it and present their observations to the class on Class 3. 第3回 Presentations Presentations of analysis of a design project chosen by the students. Open discussion. Literature Review. Introduction of authors and papers that wrote about Design Thinking. How design thinking evolved. [Re]Thinking Design Research. Learning a number of techniques for creative research (i.e. cultural probes, internet tools, data visualization, etc.).		回数			内谷		对面/録曲		
Presentation of my own works and experience. Introduction of the students. Analysis of a design project. One existing project will be illustrated as a reference for Design Thinking. It will be analyzed in the process, the people who took part in the project, their impact on the process, the outcome and the way it is presented. Students will have to choose an existing project, review it, analyse it and present their observations to the class on Class 3. 第 3 回 Presentations Presentations of analysis of a design project chosen by the students. Open discussion. Literature Review. Introduction of authors and papers that wrote about Design Thinking. How design thinking evolved. [Re]Thinking Design Research. Learning a number of techniques for creative research (i.e. cultural probes, internet tools, data visualization, etc.).			Introduction.						
第2回 Analysis of a design project. One existing project will be illustrated as a reference for Design Thinking. It will be analyzed in the processes, the people who took part in the project, their impact on the process, the outcome and the way it is presented. Students will have to choose an existing project, review it, analyse it and present their observations to the class on Class 3. 第3回 Presentations Presentations of analysis of a design project chosen by the students. Open discussion. Literature Review. Introduction of authors and papers that wrote about Design Thinking. How design thinking evolved. [Re]Thinking Design Research. Learning a number of techniques for creative research (i.e. cultural probes, internet tools, data visualization, etc.).		第1回 Introduction to the course.		rse.		_	対面		
第2回 One existing project will be illustrated as a reference for Design Thinking. It will be analyzed in the processes, the people who took part in the project, their impact on the process, the outcome and the way it is presented. Students will have to choose an existing project, review it, analyse it and present their observations to the class on Class 3. 第3回 Presentations Presentations Presentations of analysis of a design project chosen by the students. Open discussion. Literature Review. 第4回 Introduction of authors and papers that wrote about Design Thinking.			Presentation of my own works and experience. Introduction of the students.						
第 2 回 analyzed in the processes, the people who took part in the project, their impact on the process, the outcome and the way it is presented. Students will have to choose an existing project, review it, analyse it and present their observations to the class on Class 3. 第 3 回 Presentations Presentations of analysis of a design project chosen by the students. Open discussion. Literature Review. Introduction of authors and papers that wrote about Design Thinking. How design thinking evolved. [Re]Thinking Design Research. Learning a number of techniques for creative research (i.e. cultural probes, internet tools, data visualization, etc.).			Analysis of a design pro	ject.		be			
押2回 process, the outcome and the way it is presented. Students will have to choose an existing project, review it, analyse it and present their observations to the class on Class 3. 第3回 Presentations Presentations of analysis of a design project chosen by the students. Open discussion. Literature Review. 第4回 Introduction of authors and papers that wrote about Design Thinking. How design thinking evolved. [Re]Thinking Design Research. Learning a number of techniques for creative research (i.e. cultural probes, internet tools, data visualization, etc.).			One existing project v	will be illu	strated as a reference for Design Thinking. It will be				
押事		第2回	analyzed in the processes, the people who took part in the project, their impact on the				拉布		
Section			process, the outcome and the way it is presented.				以田		
第 3 回 Presentations Presentations Presentations of analysis of a design project chosen by the students. Open discussion.	157# o = 1 T								
第 3 回 Presentations of analysis of a design project chosen by the students. Open discussion. Literature Review. 第 4 回 Introduction of authors and papers that wrote about Design Thinking. How design thinking evolved. [Re]Thinking Design Research. Learning a number of techniques for creative research (i.e. cultural probes, internet tools, data visualization, etc.).	授業の計画								
Presentations of analysis of a design project chosen by the students. Open discussion. Literature Review. Introduction of authors and papers that wrote about Design Thinking. How design thinking evolved. [Re]Thinking Design Research. Learning a number of techniques for creative research (i.e. cultural probes, internet tools, data visualization, etc.).		等 2 回 Presentations					対面		
第4回 Introduction of authors and papers that wrote about Design Thinking.		Presentations of analysis of a design project chosen by the students. Open discussion.					NIE		
How design thinking evolved. [Re]Thinking Design Research. Learning a number of techniques for creative research (i.e. cultural probes, internet tools, data visualization, etc.).		Literature Review.							
第5回 [Re]Thinking Design Research. Learning a number of techniques for creative research (i.e. cultural probes, internet tools, data visualization, etc.).		第4回 Introduction of authors and papers that wrote about Design Thinking.					対面		
第5回 Learning a number of techniques for creative research (i.e. cultural probes, internet tools, data visualization, etc.).		How design thinking evolved.							
第5回 data visualization, etc.).		[Re]Thinking Design Research.							
data visualization, etc.).		第5回 Learning a number of techniques for creative research (i.e. cultural probes, internet tools,					孙而		
Learning about each different technique's pro's and con's.		ઋ 3 립	data visualization, etc.)						
		Learning about each different technique's pro's and con's.							

	•				
	第 6 回	Testing some Creative Research Methods. Each student will be assigned the name of another student to research upon. Each student will prepare some research materials (questionnaires, cultural probes, etc) for the assigned student to undertake. On the next class, completed research materials will be collected.		対面	
	第7回	Testing some Creative Research Methods. Collection and analysis of the completed research materials. Open Discussion. Based on the completed research materials, each student have to make a small gift to the assigned classmate he/she researched upon. This research will be used as the basis for the assignment of the final deliverable*		対面	
	第8回	Fieldwork Short trip to Aeon (Shinagawa Seaside) to observe the local context. After returning to class, students will be divided into groups. Each group will choose one aspect they could observe in Aeon and they will do further research on that particular theme.		対面	
	第9回	Short Design Workshop. Based on their observations, the students will produce quick and rough concepts about their chosen topic.		対面	
	第 10 回	Presentations Students will present their concepts. Open discussion.		対面	
	第 11 回	Objectified, the documentary. In this lesson, the documentary Objectified will be shown to the class. After and during the projection, comments and opinions will be shared.	_	対面	
	第 12 回	Start-up Session. What is a start-up, how you imagine one, design it and pitch it to an audience. Divided into groups, students will have to come up with their own concept of a start-up, describe its business, create an identity and present it to the rest of the class on Class 14.	_	対面	
	第 13 回	Start-up Progress One more day to work on the idea of a start-up following a creative process. Some very short brain storming and creation techniques will be presented here, too.	_	対面	
	第 14 回	Start-up Presentation Each group will present their idea of a start-up. Open discussion.	_	対面	
	第 15 回	Final Recap and Farewell. *The gifts related to Class 7 research will be exchanged and presented. Questions and Answers about the course.	_	対面	
	試験	*There is no real final test. Students will present deliverables during the course. At the end of the course they are expected to exchange the custom-made gifts to their assigned classmate according to the information they collected.	_	対面	
成績評価	Assessment will be based on presence and participation to classes, on the quality of the group deliving individual deliverable.			nd of the	
教科書・教材	Lecture slides will be posted on LMS. And papers or articles will be shared. Please note: the classes program might see some changes according to the participants' interests and workflow.				
参考図書	Rodgers P. and Milton A., Product Design, Laurence King Publishing (2011) Rodgers A. and Milton A., Research Methods for Product Design, Laurence King Publishing (2013) Sparke, P., An Introduction to Design and Culture: 1900 to the Present, Routledge (2004) Sudjic D., The Language of Things, Penguin (2009)				