LINC 477C: DESIGN THINKING FOR TEACHERS NONCREDIT

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Fall 2026
Units:	0
Hours:	2 lecture per week (24 total per quarter)
Advisory:	Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.
Degree & Credit Status:	Non-Degree-Applicable Non-Credit Course
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Non-Credit Course (Receives no Grade)
Repeatability:	Unlimited Repeatability

Student Learning Outcomes

- Define and explain the design thinking process as it applies to education.
- Develop a design thinking project to be implemented in an educational environment.

Description

This course introduces participants to the design thinking process with a focus on educational applications. Through a blend of theoretical and practical approaches, participants will learn to apply design thinking methods to address real-world challenges from an educational standpoint. The course emphasizes hands-on project development, fostering innovative and collaborative solutions that can be implemented with learners. Participants will engage in a structured process that includes identifying challenges, empathizing with stakeholders, ideating solutions, prototyping, testing, and reflecting on their projects.

Course Objectives

The student will be able to:

1. Define and explain the design thinking process in educational contexts.
2. Identify and research real-world challenges from an educational perspective.
3. Apply the design thinking process to develop practical and creative projects that can be implemented with learners.
4. Document and reflect on the development of a design thinking project to be implemented in an educational environment.

Course Content

1. Design thinking in education
   a. Overview of design thinking and its importance in education
   b. Creativity and innovation in the classroom
2. Identifying and researching challenges
   a. Identifying various real-world challenges
   b. Research methods and empathy in design thinking from an educational standpoint
3. Design thinking process steps
   a. Empathize
   b. Define
   c. Ideate
   d. Prototype
   e. Test
4. Project development and implementation
   a. Planning and developing a design thinking project for educational purposes
   b. Documenting and reflecting on project progress
   c. Presenting projects to an authentic audience for feedback and iteration

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with computers or laptops with internet access.
2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Development and documentation of a design thinking project for educational purposes
Presentation of the design thinking project to peers and receiving constructive feedback
Active participation in class discussions and peer review sessions
Ongoing reflections on the design thinking process and project development

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture presentations delivered in student-centered learning style, during which students take notes, follow demonstrations, or complete an activity

Facilitated discussions of live presentations, readings, or video presentations
Student presentations in small group and whole class situations

Representative Text(s) and Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Discipline(s)

Instructional Design/Technology