

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
DMYTRO MOTORNYI TAVRIA STATE AGROTECHNOLOGICAL
UNIVERSITY**

Business and Economics Faculty

Marketing Department

AGREED

Guarantor of Educational and Professional
Program

Dr. of Economics, professor

 Darya LEGEZA

May 18th, 2021.

APPROVED

Head of the Marketing Department

Dr. of Economics, professor

 Darya LEGEZA

May 18th, 2021.

TRAINING PROGRAM FOR HIGHER EDUCATION - SYLLABUS

discipline **«Design Thinking (mandatory)»**

(educational component name and status: mandatory or elective)

speciality **075 «Marketing» Educational and Professional Program «Marketing»**

(speciality code, name, educational program name)

form of training **full time**

(full time, part time)

Number of credits **4 credits**

Year **M1**

Term **1**

Modules (module controls) – **2**

Student's Individual Work **86 hours**

Form of a final control **exam**

Total number of hours **120 hours**

2021 – 2022

The Design Thinking Syllabus was developed in the framework of ERASMUS+ CBHE project
“Digitalization of economic as an element of sustainable development of Ukraine and
Tajikistan” / DigEco 618270-EPP-1-2020-1-LT-EPPKA2-CBHE-JP



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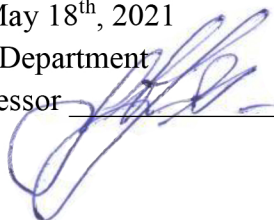
Design Thinking. Syllabus for the Master Degree applicants of Business and Economics Faculty on 075 Marketing Speciality. Melitopol, TSATU, 2021. 8 p.

The Syllabus was compiled on the basis of *Regulations on the curriculum of higher education – syllabus*. Melitopol, TSATU, 2020. 16 p.

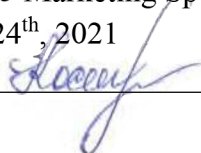
Developer (s): KONOVALENKO Anastasiia, PhD in Economics, Associate Professor,
SHKVYRIA Natalia, PhD in Economics, Associate Professor,
TITOVA Olena, Dr. of Education, Associate Professor

Reviewer: KALCHENKO Serhii, Dr. of Economics, Professor

The Syllabus was approved on the Marketing Department meeting
Protocol No 10 dated May 18th, 2021
Head of the Marketing Department
Dr. of Economics, professor _____ Darya LEGEZA



Approved by the Methodical Committee of the Business and Economics Faculty for the Master
Degree applicants on the 075 Marketing Speciality
Protocol No 11 dated May 24th, 2021
Head, Associate Professor _____ Hanna KOSTIAKOVA



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1. Summary of the course and it's web-posting	
<i>Design Thinking</i> is a mandatory component of the <i>Marketing</i> Educational Program. It is a discipline which provides main principles and approaches of design thinking for digital economics processes	
Course website	http://op.tsatu.edu.ua/course/view.php?id=2243 (the course is available by personal login and password for educational website of TSATU)
2. Aim of the discipline	
The aim of <i>Design Thinking</i> course is mastering the theoretical knowledge and practical skills needed to identify existing problems of potential customers and generate innovative ways to solve them.	
3. The tasks of the discipline	
The tasks of the discipline include: <ul style="list-style-type: none"> ✓ to form a systematic approach to design thinking ✓ to strengthen the skills of creative thinking in problem solving ✓ to enhance the skills of team work in the field of searching for innovative solutions of existing problems ✓ in the field of searching for innovative ways of solving the existing problems ✓ learn methods of generating innovative approaches to solving existing problems 	
4. Learning outcomes, competencies (including soft skills)	
Program results are achievements which provide:	
Knowledge	knowing the algorithm for developing a strategy for solving problems and decision-making, communication and management in a changing environment; special principles of technology operation, modeling and strategic development of stages of consistent, integrative implementation and use in practice.
Skills	<p style="text-align: center;"><i>1. Program learning outcomes (LO) defined by the standard of higher education in the specialty:</i></p> <ul style="list-style-type: none"> - be able to adapt and apply new advances in the theory and practice of marketing to achieve specific goals and solve the problems of the market entity (LO2); - plan and conduct their own research in the field of marketing, analyze its results and justify the adoption of effective marketing decisions in conditions of uncertainty (LO3); - be able to develop a strategy and tactics of marketing activities, taking into account the cross-functional nature of its implementation (LO4); - be able to increase the efficiency of marketing activities of the market entity at different levels of government, develop projects in the field of marketing and manage them (LO6); - be able to form and improve the marketing system of the market entity (LO7); - use methods of interpersonal communication in the course of solving collective problems, negotiations, scientific discussions in the field of marketing (LO8); - understand the nature and features of the use of marketing tools in the marketing decision-making process (LO9).

	<p>2. <i>Program learning outcomes defined by the higher educational institution:</i> substantiate marketing decisions at the level of the market entity using modern (LO10); be able to publish the results of their own research in a professional environment and present them using modern technical means (LO17); master modern innovative technologies in the field of marketing with the use of software and apply modern approaches to digital analysis of marketing activities (LO18); use in practice modern types of marketing (digital marketing, neuromarketing, social marketing, cognitive marketing, etc.) (LO19);</p>
Communication	ability to demonstrate creative potential, to transform the studied ideas and intuition into structured and adapted ideas;
Soft skills	ability of team work and individual thinking; ability to establish interpersonal interaction in solving tasks
<p>After the successful completion of the course, the applicant will have the following competencies:</p> <p>IC (Integral Competence). Ability to solve complex tasks and issues in the field of marketing in professional activities or in the learning process, which involves research and / or innovation and is characterized by the uncertainty of conditions and requirements.</p> <p>GC1 (General Competence). Ability to make informed decisions.</p> <p>GC2. Ability to generate new ideas (creativity).</p> <p>GC4. Ability to adapt and act in a new situation.</p> <p>GC5. Interpersonal skills.</p> <p>GC6. Ability to search, process and analyze information from various sources.</p> <p>CC7. Ability to show initiative and entrepreneurship.</p> <p>GC8. Ability to develop and manage projects.</p> <p>SC1 (Special Competence). Ability to reproduce logically and consistently and apply knowledge of the latest theories, methods and practices of marketing.</p> <p>SC2. Ability to interpret correctly the results of recent theoretical research in the field of marketing and practice of their application.</p> <p>SC3. Ability to conduct independent research and interpret their results in the field of marketing.</p> <p>SC4. Ability to apply a creative approach to work in the specialty.</p> <p>SC10. Ability to present and publish research results in the field of marketing.</p> <p>SC17. Ability to substantiate concepts, opportunities, and issues related to developing, planning, and implementing the integrated digital strategy.</p>	
5. Prerequisites	
Disciplines that precede the study of this discipline	None
6. Postrequisites	
Disciplines based on the study of this discipline	Digital Business Models Digital Marketing in Action
7. Lecturer information	
Lecturer (s)	TITOVA Olena, Dr. of Education, Associate Professor
Email	olena.titova@tsatu.edu.ua



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8. Course structure							
Week number	Types of lessons	Course content and tasks for individual work	Amount				grade
			hours				
			lec	lab	pract	ind	
Module 1. Methods of problem diagnostics							
1-2	Lecture 1	Design thinking approach: principles and process. Empathy: understanding human needs and hardships	2	-	-	-	-
	Practical 1	Design thinking approach: principles and process. Empathy: understanding human needs and hardships	-	-	4	-	5
	Individual work	Online activities from the university e-learning course	-	-	-	15	4
3-4	Lecture 2	Identifying the problem: reformulation and defining the problem in human-oriented ways	2	-	-	-	-
	Practical 2	Identifying the problem: reformulation and defining the problem in human-oriented ways	-	-	4	-	5
	Individual work	Online activities from the university e-learning course Presentation development	-	-	-	15	3
5-6	Lecture 3	Generating ideas: techniques and tools for creating the concept of solutions	2	-	-	-	-
	Practical 3	Generating ideas: techniques and tools for creating the concept of solutions	-	-	4	-	5
	Individual work	Online activities from the university e-learning course Presentation development	-	-	-	14	3
Total for Module 1 – 62 hours			6		12	44	25
Final module test 1							10

9-10	Lecture 4	Prototyping: application of a practical approach to modeling ideas	2	-	-	-	-
	Practical 4	Prototyping: application of a practical approach to modeling ideas	-	-	6	-	7
	Individual work	Online activities from the university e-learning course Presentation development	-	-	-	20	5
11-13	Lecture 5	Testing: developing a prototype of the variant of solving the problem and estimating the obtained results	4	-	-	-	-
	Practical 5	Testing: developing a prototype of the variant of solving the problem and estimating the obtained results	-	-	10	-	8
	Individual work	Online activities from the university e-learning course Presentation development	-	-	-	22	5
Total for Module 2 – 58 hours			6		10	42	25
Final module test 2							10
Exam							30
Total for the course – 120 hours			12		22	86	100

9. Teaching methods and forms

Teaching forms:

✓ according to the interaction level of the higher education applicant and university instructor: individual, group ones;

✓ according to the venue: in a classroom, out of a classroom.

Teaching methods:

By means of cognitive activity: verbal (lectures, discussions), visual (presentations), practical (exercises, solving problems).

By classes types: lectures (lecture-visualization, lecture-conversation); practical classes (individual and group training, thematic discussion, work in small groups).

Focusing on the motivation of educational and cognitive activities (appealing to student's life experience situations, encouragement).

Efficiency of educational and cognitive activity control (self-control by means of implementing tests on the educational and information portal, individual and frontal interrogation, Final test).

Stimulation search and research activities (them discussions, tasks on the use of the Internet, public speeches and presentations, group and / or individual projects, models of various formats of professional situations).



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10. Course policy	
<p>Attending classes is an important part of learning. For missing classes without good reason, the applicant will not be certified in this discipline. All missed classes must be completed.</p> <p>Free attendance of lectures is allowed to applicants according to the individual training schedule.</p> <p>If the applicant is absent for a good reason, he / she presents the completed tasks during the independent training and consultation of the instructor.</p> <p>All tasks provided by the program must be completed on time.</p> <p>Violation of academic integrity is not allowed during written test assignments.</p> <p>Presentations and speeches should belong to author (original).</p> <p>Applicants of higher education have to adhere to educational ethics, respect the participants of the educational process, adhere to discipline, take care of the equipment and book fund of TSATU, follow the schedule of the educational process.</p>	
11. Course assessment system	
<p>Weekly, rating for work in practical classes; within each topic - ratings for independent work; upon completion of the content module, ratings for final test; at the end of the semester, final rates in the form of an exam. The results of the current and final-module control form a generalized score in points on an accumulative basis.</p>	
12. Assessment scale	
<p>Knowledge assessment of higher education students is carried out in accordance with the "Regulations on the assessment of students' knowledge of TSATU" in a 100-point scale.</p>	
13. Assessment criteria	
Practical Training	The share of correctly completed tasks
Student's Individual Work	The student processes the problems intended for self-studying and make tests for the control checking on NIP of TSATU (two attempts - average result)
Final and Module Control	<p>Takes place in the form of tests and written tasks at the end of the theme modules.</p> <p>In the course of module assessment, the following components are being assessed:</p> <ul style="list-style-type: none"> ✓ Complete issue disclosure ✓ Information quality ✓ Autonomy
14. Information package on the discipline	
<i>Recommended literature</i>	
<ol style="list-style-type: none"> 1. Bender, Rahmin.(2020). Design Thinking as an Effective Method for Driving Innovative Solutions to Wicked Problems. Fielding Graduate University; https://search.proquest.com/docview/2394838219?pq-origsite=primo 2. Coker, Alison. (2019). A Design Thinking Approach to Improve School Leader Onboarding in Context of Creating a Principal Succession Management Framework. The Stout School of Education; https://search.proquest.com/docview/2414802683/?pq-origsite=primo 3. Christian Mueller-Roterberg (2018). Handbook of Design Thinking. Tips & Tools for how to design thinking. 4. Gasparini, Andrea. (2020). Design Thinking for Design Capabilities in an Academic Library. University of Oslo; https://www.duo.uio.no/handle/10852/72835 	

5. MURAL - лучшая виртуальная доска для коллективной работы (2020). <https://lifelifehack.ru/mural-ly/>
6. Most Catherine (2018). Design thinking methods for career planning. <https://uxdesign.cc/design-thinking-methods-for-career-planning-7af7e5b27cd1>
7. The Field Guide to Human-Centered Design. (2015). 1st Edition. ISBN: 978-0-9914063-1-9. 192 psl
8. Van Gompel, Kristin. (2019). Cultivating 21st Century Skills: An Exploratory Case Study of Design Thinking as a Pedagogical Strategy for Elementary Classrooms. Pepperdine University; <https://search.proquest.com/docview/2275957805/?pq-origsite=primo>
9. Wang, Jennifer. (2020). Developing Teachers Technological, Pedagogical, and Content Knowledge (TPaCK) Through Design Thinking and Community of Practice. San Jose State University; <https://search.proquest.com/docview/2425886039/?pq-origsite=primo>

15. Additional sources

1. TSATU University e-learning course <http://nip.tsatu.edu.ua/course/view.php.id=2>
2. TSATU library, 18 B. Khmelnytskogo Avenue Melitopol, Ukraine
3. M.Iu. Lermontov city TSATU, 1 Peremogy Square Melitopol, Ukraine
4. Internet:
[http:// www.bizpress.ws](http://www.bizpress.ws)
[http:// www.cima.ru](http://www.cima.ru)
[http:// www.madein.dp.ua](http://www.madein.dp.ua)
[http:// www.management.com.ua](http://www.management.com.ua)