

SYLLABUS
Fall semester 2025 – 2026 academic year
Educational program "6B03201 – Journalism"

10	Independent work of the student (IWS)	Number of credits			General number of credits	Independent work of the student under the guidance of a teacher (IWST)
		Lectures (L)	Practical classes (PC)	Lab. classes (LC)		
ID 100937 Design Thinking	4	1,5	1,5	3	6	6
ACADEMIC INFORMATION ABOUT THE COURSE						
Learning Format	Cycle, component	Lecture types	Types of practical classes		Form and platform final control	
online	II BK	analytical lecture	situational tasks			
Lecturer - (s)	Danchenko Anna Alexandrovna					
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Assistant - (s)	Khasanova Aizhan Nurpeiskyzy					
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ACADEMIC COURSE PRESENTATION						
Purpose of the course	Expected Learning Outcomes (LO) *				Indicators of LO achievement (ID)	
The purpose of the discipline is to form students' ability to think creatively and innovatively. The course explores how to identify appropriate situations to use Design Thinking, how to apply Design Thinking to solve big problems, how to generate innovative ideas using Design Thinking, how to learn to see opportunities and act, how to choose from existing ideas those that are more likely lead to specific desired outcomes.	Understand the core principles and stages of the design thinking process				1.1 Can describe each stage of the Design Thinking process (empathize, define, ideate, prototype, test).	
					1.2 Explains the difference between linear and iterative problem-solving approaches	
	Analyze user needs and problem contexts using empathy techniques				2.1 Applies empathy tools (interviews, observation, empathy maps) to gather user insights	
					2.2 Justifies problem statements based on analysis of user experience	
	Generate and develop innovative ideas to address user-centered problems				3.1 Uses ideation techniques (e.g., brainstorming, SCAMPER) in project work	
					3.2 Proposes at least three original solution concepts based on user needs.	
	Create low-fidelity prototypes and conduct basic user testing.				4.1 Builds a prototype (paper, digital, or physical) showing key solution functions	
					4.2 Conducts usability testing and analyzes feedback from users	
	Collaborate effectively in interdisciplinary teams throughout the design process				5.1 Actively participates in teamwork, showing communication, delegation, and decision-making skills.	
					5.2 Reflects on team performance and suggests improvements for future collaboration	
Prerequisites	Introduction to Journalism					
Postrequisites	Investigative journalism					
Learning Resources	Literature: main, additional. 1. Cross N. Design thinking: What just happened? //Design Studies. – 2023. – T. 86. – C. 101187. 2. Cross N. Design thinking: Understanding how designers think and work. – Bloomsbury Publishing, 2023. 3. Verganti R., Dell’Era C., Swan K. S. Design thinking: Critical analysis and future evolution //Journal of Product Innovation Management. – 2021. – T. 38. – №. 6. – C. 603-622. 4. Foster M. K. Design thinking: A creative approach to problem solving //Management Teaching Review. – 2021. – T. 6. – №. 2. – C. 123-140. 5. Huang Y., Hands D. Design thinking for new business contexts //Springer Books. – 2022.					

	Research infrastructure 1. AI MediaLab 2. Broadcasting Professional scientific databases 1. Scopus 2. Google Academy Internet resources 1. http://elibrary.kaznu.kz/ru 2. MOOC / video lectures, etc. 3. Coursera
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Academic course policy	The academic policy of the course is determined by <u>the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University</u> . Documents are available on the main page of IS Univer. Integration of science and education. The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWS, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments. Attendance. The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points. Academic honesty. Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable. Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by <u>the "Rules for the final control" , "Instructions for the final control of the autumn / spring semester of the current academic year" , "Regulations on checking students' text documents for borrowings"</u>. Documents are available on the main page of IS Univer . Basic principles of inclusive education. The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life. All students, especially those with disabilities, can receive counseling assistance by phone / e- mail Ann-2905@mail.ru or ajzanh01@gmail.com. Integration MOOC (massive open online course). In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule. ATTENTION! The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points.
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INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT

Score-rating letter system of assessment of accounting for educational achievements				Assessment Methods	
Grade	Digital equivalent points	points, % content	Assessment according to the traditional system	Criteria-based assessment is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment. Formative assessment is a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed. Summative assessment - type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course. Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated.	
A	4.0	95-100	Great		
A-	3.67	90-94			
B+	3.33	85-89	Fine		
B	3.0	80-84			
B-	2.67	75-79			
				Formative and summative assessment	Points % content
				Activity at lectures	

C+	2.33	70-74	Satisfactorily	Work in practical classes	25
C	2.0	65-69		Independent work	25
C-	1.67	60-64		Design and creative activity	10
D+	1.33	55-59		Final control (exam)	40
D	1.0	50-54		TOTAL	100
FX	0,5	25-49	Unsatisfactory		
F	0	0-24			

Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.

A week	Topic name	Number of hours	Max. ball
MODULE 1 Foundations of Design Thinking			
1	L 1. Introduction to Design Thinking: Origins and Principles	1	
	Seminar 1. Case Study Analysis: Famous Design Thinking Success Stories	2	
2	L 2. Human-Centered Design: Core Concepts	1	
	PC 2. Debate: Is Design Thinking Always the Best Approach?	2	
3	L 3. Empathy and User-Centric Research	1	
	PC 3. Role Play: User Interview Simulation	2	
4	L 4. Problem Framing and Defining Challenges	1	
	PC 4. Critique Session: Reviewing Empathy Maps	2	
5	L 5. Ideation: Creativity in Problem-Solving	1	
	PC 5. Group Discussion: Defining Real-World Design Challenges	2	10
	IWS 1. Analytical Essay: Compare traditional problem-solving methods with design thinking in a chosen industry (e.g., healthcare, education, tech).		25
MODULE 2 Tools and Techniques for Innovation			
6	L 6. Brainstorming and Divergent Thinking Techniques	1	
	PC 6. Ideation Jam: Group-Based Creativity Session	2	15
7	L 7. Convergent Thinking and Idea Evaluation	1	
	PC 7. Heuristic Evaluation of Everyday Products	2	15
8	L 8. Empathy Maps, Personas, and Journey Maps	1	
	PC 8. Building Customer Journey Maps	2	10
	IWS Field Research Assignment: Conduct observation or short interviews to identify a user pain point in a public space (e.g., campus, transport, library).		25
Midterm control 1			100
9	L 9. Storytelling in Design Thinking	1	
	PC 9. Comparative Study: Agile vs Design Thinking	2	10
10	L 10. Systems Thinking in Design	1	
	PC 10. Stakeholder Mapping and Influence	2	10
MODULE 3 Implementation and Prototyping			
11	L 11. Prototyping Methods: Low vs High Fidelity	1	
	PC 11 Innovation in Social Design: Case Study Discussion	2	10
	IWST 3. Design Diary: Keep a weekly journal of real-life design flaws and propose possible improvements using design thinking stages.		25
12	L12. User Testing and Feedback Loops	1	
	PC 12. Barrier Analysis: What Blocks Innovation?	2	10
13	L 13. Iteration and Continuous Improvement	1	
	PC 13. Presenting Ideas with Storytelling	2	10
14	L 14. Scaling Solutions: From Prototype to Product	1	
	PC 14. Ethical Dilemmas in Design Projects	2	10
15	L 15. Ethics and Sustainability in Design Thinking	1	
	PC 15. Preparing for the Final Pitch: Team Consultations	2	5
	IWS 2. Mini-Project: Develop a complete design thinking cycle for a small challenge (e.g., improving student onboarding experience), including documentation of each phase.		10
Midterm control 2			100
Final control (exam)			100
TOTAL for course			100

Dean _____ K. Auyesbay

Chair of the Academic Committee
on the Quality of Teaching and Learning _____ M. Negibayeva

Head of Department _____ A. Alzhanova

Lecturer _____ A.Danchenko

RUBRIC FOR EVALUATING SUMMATIVE ASSESSMENT

CRITERIA FOR ASSESSING LEARNING OUTCOMES

SRO 1: Presentation (30% of 100% FG), SRO 2, SRO 3: Presentation (44% of 100% FG)

Criteria	Excellent (10–12%)	Good (9–10%)	Satisfactory (6–8%)	Unsatisfactory (0–5%)
Content	Fully reveals the topic, includes relevant examples, explanations, comparisons. Material is logical, coherent, complete, and reflects deep understanding.	The topic is generally well revealed, contains some examples, explanations. Some points may lack clarity or coherence.	The topic is partially revealed. Material is superficial, lacks depth. Errors in understanding are present.	The topic is poorly revealed or not revealed at all. Presentation shows misunderstanding or lack of knowledge.
Design and Formatting	Visually appealing design, appropriate use of visuals and formatting tools, neat layout.	Appropriate design, visuals support content, formatting may have minor issues.	Unremarkable visuals or formatting. Presentation is plain and unengaging.	Poor visuals and design. Formatting is messy or distracting.
Structure	Clear, logical structure (intro, body, conclusion). Transitions between sections are smooth.	Generally clear structure, though transitions may be weak.	Weak or unclear structure. Logical flow is difficult to follow.	No clear structure, ideas are presented randomly.
Presentation of Material	Presenter is confident, demonstrates understanding, maintains eye contact, uses gestures, responds to questions.	Presenter is generally confident, some hesitation, maintains some eye contact, partially responds to questions.	Presenter is uncertain, reads from slides, limited engagement, answers questions poorly.	Presenter reads entirely from text, no engagement, unable to answer questions.
Language and Grammar	Uses language appropriately and correctly. Speech is fluent and clear.	Minor grammar or language errors that don't hinder understanding.	Frequent errors in grammar or vocabulary, occasionally hinder understanding.	Major grammar/vocabulary errors that significantly hinder understanding.