**Course Syllabus**

**Design Thinking and Human-Centered Design**  
MGMT 3500 (4 Credits / 60 class hours)  

International Honors Program:  
Social Entrepreneurship: Innovation, Technology, Design, and Social Change

**PLEASE NOTE:** This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

"Design thinking is a human–centered approach to innovations that draws from the designer’s toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success."

–Tim Brown, President and CEO of IDEO

**Course Description**

As the challenges and opportunities facing society grow more complex, and as stakeholders grow more diverse, approaches known as "design thinking" and "human centered design" are playing a greater role in finding new solutions. This course provides a practical, experience-based overview and introduction to both concepts and how they may be applied to social innovation and entrepreneurship. Design thinking is an iterative problem solving process of discovery, ideation, and experimentation that employs design-based techniques to gain insight and yield innovative solutions for virtually any type of organizational or business challenge, prominently including those within public service. Human-centered design requires a deep understanding of people, technology, and society. In this course, students will learn each step of the design thinking process and become familiar with the design thinker’s toolkit. In this course, students will explore modes of creativity, thinking and knowing and learn tools of applied research, proto-typing, ideation and problem-solving tools adapted from human-centered design and architecture. Students will develop skills as ethnographers, visual thinkers, strategists, and storytellers through a hybrid of seminar discussions, site visits and collaborative projects. Students will identify and collaboratively address concerns, set goals, prototype ideas, and create solutions. Readings, case studies, lectures, and writing exercises will further students’ thinking about local design-thinking experiences and site visits. Students will learn how to thoughtfully and critically understand human behaviors within specific social contexts; explore and develop ideas; and effectively communicate design solutions. This course will include fundamental readings in design thinking, interaction design methods and processes and usability along with hands-on real field projects. Students will also have the opportunity to meet individuals and visit organizations and Social Innovation Labs doing very inspiring work in social innovation and design in each country visited. Over the course of the semester, students will directly
apply what they have learned to public service and social entrepreneurial challenges about which they are passionate and explore innovative and new ways to create real impact.

The course objective is for students to learn about design thinking and how it might be used in furthering social innovation. Students reflect on their own creative processes, draw upon their existing knowledge, experiences and perceptions prior to engaging in a team design thinking challenge.

The course will provide students with an overview of the design thinking process and key steps.

The course will explore, among other questions:

- What is the value of applying design thinking when addressing social change?
- How can design thinking help promote or further positive social change?
- What are the challenges or limitations when applying design thinking to issues of social change?
- How can the impact of design thinking for social change be measured or assessed?
- How can design thinking be helpful in developing a strategy for social businesses?
- How can design thinking and human-centered design help identify new products or services that might be used in helping alleviate extreme poverty

Requirements:

- Active participation in synthesis and analysis seminars, as well as group presentations and projects.
- Reading, writing and other assignments combined with observation and surveying, and participation in field excursions.

Students will engage in a series of skill developing assignments that build upon each other throughout the duration of the course. The class will culminate in a final project that will allow students to apply what they have learned to a specific social challenge they are passionate about relating to one of the social ventures visited on the trip or discussed by one of the guest lecturers.

**Methodology**

This course follows an interdisciplinary perspective that combines different knowledge and fields of expertise from both cultural and social anthropology and design. In addition to readings, seminars will be designed to stimulate student’s critical thinking and participation through using a combination of collaborative learning activities. The course will closely complement and be complemented by the Social Entrepreneurship in Global Comparative Context and Anthropology and Social Change courses as well as site visits and guest lectures in each country, in order to address human-centered design and design thinking from different angles.

This is a very hands-on learning-based course inviting students to embrace the methodology of human centered design. All phases of design thinking will be covered, from asking right question/s to empathizing to ideating to prototyping and to testing.

**Topics to be addressed include:**

Fundamentals of Human-Centered Design
Design Thinking
Innovation & Creativity
User Experience (UX) Design
Design Methods
The Design Process:
  • Discovery
  • Interpretation
  • Ideation
  • Refining ideas
  • Design Evaluation
  • Design Evolution

Developing and presenting final design deliverables

In addition to:

Systems Thinking
Psychology behind design
History of Design/History of Innovation
How to give an effective presentation
How to brainstorm effectively
How to interview
How to give/receive feedback
Moving Forward: Design Thinking is Not Enough

***Guest Speakers from different countries working in various Design Fields such as Graphic Design, Industrial Design, Architecture, Product Design, Organizational Design, etc.***

Mindsets & Foundations for the Class

**Collaboration** “All of us are smarter than any of us.”
**Action-oriented** “Design is about rolling up your sleeves and making things happen.”
**Embrace Ambiguity** “We may not know what that answer is, but we know that we have to give ourselves permission to explore.”
**Embrace and Learn from Failure** “Don’t think of it as failure, think of it as designing experiments through which you’re going to learn.”
**Optimism** “Optimism is the thing that drives you forward.”
**Empathy** “I can’t come up with any new ideas if all I do is exist in my own life.”
**Iterate** “What an iterative approach affords us is that we gain validation along the way… because we’re hearing from the people we’re actually designing for.”
**Explore Wild Ideas** “There is no such thing as bad ideas.” “To have a great idea, have a lot of them.”
**Creative Confidence** “There’s no word in the Tibetan language for creativity or being creative. The closest translation is “natural.”

The basic tenet of the class is:

Empathize | Ideate | Prototype | Test
Materials

Required Textbooks


Required Materials

Aside from having an open mind, students will also need access to a computer and camera (smart phone cameras are acceptable); students will be required to obtain the following materials in order to complete course assignments and project work:

If you are unable to find the items listed below, you may consider comparable alternatives (different brands or colors) or talk to the instructor if you are unsure.

1. Journal or sketchbook 5.5 x 8.5 in. (or larger)
   QUANTITY: 1 per student
   http://www.dickblick.com/items/10 3021002/

2. Post It notes, multi colored 3 x 3 in. and 3 x 5 in. sizes preferably pastel colored
   QUANTITY: 1 5pack of 3 x 3 in. notes; 1 5pack of 3 x 5 in. notes; 3 x 3 in. notes 3 x 5 in. notes
   http://www.staples.com/Postit3inchPastelNotesSPadsPack/product_490614?externalize=certona

3. Dry erase markers chisel tip, 4pack (red, green, blue black)
   QUANTITY: 1 pack per student
   http://www.staples.com/ExpoChis elTipDryEraseMarkersAssorted 4-Pack/product_502112

4. Sharpies fine point, black
   QUANTITY: 2 per student
   http://www.staples.com/SharpieFi nePointPermanentMarkersBlack - Each/product_498238

5. Felt tip pens medium point, black and red
   QUANTITY: 2 of each color per student
   http://www.staples.com/PaperMat eFlairFeltTipPensMediumPointBlackDozen/product_228452

6. Scotch tape QUANTITY: 1 per student
   http://www.staples.com/ScotchMa gicTape34inchx18ydswi thDis penser1/product

IDEO Materials

IDEO Human Centered-Design Toolkit
(Students will be expected to refer to this electronic document throughout the course.)

Frameworks

Below are a few of the well-known frameworks students may choose to reference:


HABI Education Labs Framework: [http://habieducationlab.org/designthinking/#5](http://habieducationlab.org/designthinking/#5)

Learning Outcomes

The Design Thinking and Human-Centered Design course comprises 60 class hours of instruction (4 credits). Upon completion of the course, students will be able to explain and demonstrate:

- Discuss the history of design thinking and empathic design and how social businesses have successfully integrated such into new and innovative models to bring about social change.
- Develop awareness and understanding of how human-centered design and design thinking can help identify ways to integrate social innovation into business and address complex societal problems.
- Describe the issues and challenges involved in developing and following a human-centered design process.
- Explain, demonstrate and apply the design thinking process and key steps involved in throughout the process.
- Develop an appreciation for the theory and sensibilities of design.
- Explain, demonstrate and apply design-thinking and empathic design tools.
- Critically discuss the appropriateness of potential design methodologies such as contextual design, scenario-based design, participatory, etc. when presented with a problem.
- Gather useful information about users and activities through observation and/or systematic inquiry.
- Use, adapt and build on classic design standards, guidelines, and patterns.
- Develop skills in the use and application of a variety of design methods, specifically applicable to user-centered design.
- Employ selected design methods at a basic level of competence: affinity diagrams, card sorting, scenarios of use, personas, storyboarding, sketching, and usability evaluation.
- Improve individual and collaborative skills in design-based problem solving.
- Learn how to use design-thinking tools as well as offer and receive feedback.
- Create a paper prototype for a small system and plan and perform a usability evaluation.
Course Schedule

Session 0: Pre-Course Assignment
Students are asked to watch the following film:

USA Bay Area – Palo Alto

Session 1: Introduction to Design Thinking and Social Entrepreneurship: What is Human Centered Design?
Human-centered design is a collaborative, human-centered approach that has been effective in addressing and solving some of the world’s most pressing problems.

Both human-centered design and design thinking, encourage consideration of a wide array of solutions, can be applied in the field, and used incrementally, as important tools for social innovators and entrepreneurs. It approaches problem solving from the point of view of the end user and calls for developing a deep understanding of unmet needs, thus avoiding the pitfall of imposing the wrong solution on a community. Students will be given a number of inspiring examples of its application and encouraged to begin thinking about how they might incorporate it into their own work for this class.

Required Reading:


IDEO case - Bank of America “Keep the Change” Account Service
IDEO case - Millennial “Virtual Wallet” Interactive Banking Experience


Required Viewing:


Session II: Defining and Visualizing Challenges
Human-centered design is a practical, repeatable approach to arriving at innovative solutions for products, spaces, services as well as systems. IDEO has developed some very engaging techniques to help define and visualize a challenge. This week, students will learn how and why visualization is a
powerful tool in developing new insights, ways of framing and even finding answers to difficult problems by placing the people who will ultimately be served at the center of the design process.

Required Reading:

IDEO Design Kit Methods
http://www.designkit.org/methods


Bridgespan slide presentation from Fall 2014 on Using Social Innovation Labs

São Paulo, Brazil

Session III: Introduction to Brazil: Fundamentals of Human Centered Design: The Process
Brazil is a hotbed for social innovation, particularly when it comes to digital collaboration and activism. Students will begin to examine how Brazilians have approached and addressed social challenges using human-centered design.

The human-centered design process oscillates between very tangible and very abstract thinking modes through three phases (Discover -> Ideate -> Prototype). The process starts by the design team getting out into the community and learning from people. The second phase includes brainstorming and exploring many potential solutions. In the third phase, the process then becomes very tangible again as prototypes are rapidly built and evolve based upon real feedback.

This week, students will see how the IDEO process was used in their work for Brandesco and consider what kinds of other social challenges exist in Brazil.

Required Reading:

IDEO/CGAP (Consultative Group to Assist the Poor) Case Brandesco

Ideo.org. Human-Centered Design Toolkit

Ideo.org Field-Guide to Human Centered Design


Required Viewing:

Sixty Minutes. Deep Dive: IDEO’s Shopping Cart Project [Video]

Session IV: Design Rhetoric/Intro to Service Design
“In the first and final analysis, design is about effecting change in people’s choices and behavior. People choose to use or enjoy a particular design. People change, modify or adapt their behavior in order to engage new features, new functionality and new experiences. In other words, they are persuaded—or they persuade themselves—that the design is worth their time, effort, money and/or resources.” - from The Power of Persuasion by Michael Schrage
Service design is the activity of planning and organizing people, infrastructure, communication and material components of a service in order to improve its quality and the interaction between service provider and customers. The purpose of service design methodologies is to design according to the needs of customers or participants, so that the service is user-friendly, competitive and relevant to the customers.

Service Designers visualize, formulate and choreograph solutions that are not yet available. They watch and interpret needs and behaviors and transform them into potential future services. In the process, exploring, generating and evaluating approaches are used similarly and a redesign of existing services is just as much a challenge as the development of new.

This week, students will consider how service design can play a significant role in the success and effectiveness of how many social enterprises are set up and operate.

**Required Reading:**

Stickdorn, Marc and Jakob Schneider. (2012). *This is Service Design Thinking: Basics, Tools and Cases*. Wiley Publishing.


**Required Viewing:**


**Session V: Frameworks**

This week students will review several human-centered design frameworks developed by different organizations. They will be asked to select one to use for their final projects.

**Required Reading:**


**Session VI: Methods: The Power of Play and Empathy Work**

Remarkable things can happen when play and empathy for others plays a key role in problem-solving. In today’s global marketplace, companies are being asked to design for increasingly diverse users, cultures, and environments. These design challenges can be so systemic and wickedly complex, the task of aligning all of a project’s stakeholders can seem impossible. But it’s not.

Design empathy is an approach that draws upon people’s real-world experiences to address modern challenges. When companies/organizations allow a deep emotional understanding of people’s needs to
inspire them—and transform their work, their teams, and even their organization at large—they unlock the creative capacity for innovation.

This week, students will explore how design empathy works, its value to organizations, and some ways in which it can be used to effect positive change. We'll discuss the need for scaling and sustaining design empathy, so that its benefits can reach more people and have long-term positive impact throughout organizations. Students will hear stories from the empathic designers who have worked directly with organizations in this way. They will also begin to consider how these methods might be applied in their own projects.

**Required Reading:**


**Required Viewing:**

http://www.whocaresthefilm.com/

**Session VII: Methods: Camera Based and Visual Feedback: Research 2**

This week provides an overview of camera-based methodology for visual feedback in human-centered design processes and lets the students test some of the methods in order to learn how to use the insights gained in their projects.

**Required Reading:**


IDEO Human Centered Design Tool Kit


**Dhaka, Bangladesh**

**Session VIII: Introduction to Bangladesh: Personas, Scenarios and Storytelling**
Students will be introduced to several Bangladeshi organizations offering products or services to people at the bottom of the pyramid that have been developed using human-centered design. This week, they will also learn about the use of personas, scenarios and storytelling.

A persona is a way to model, summarize and communicate research about people who have been observed or researched in some way. A persona is depicted as a specific person but is not a real individual; rather, it is synthesized from observations of many people. Each persona represents a significant portion of people in the real world and enables the designer to focus on a manageable and memorable cast of characters, instead of focusing on thousands of individuals. Personas aid designers to create different designs for different kinds of people and to design for a specific somebody, rather than a generic “everybody.”

The scenario aims to build a fictional story about the usage of the product or service based on a specific event. The persona can be considered to be the character of the scenario, and acts out a specific scenario related to the product/service. Such fictional scenarios help designers and other stakeholders determine “best” and “worst” case usage scenarios.

Storytelling can be used throughout the process of a design research project. It has a broad range of applications, associated processes and variations. While there are no universal standards for implementation, there are a variety of documented processes for using storytelling for different purposes within a design research process.

Students will have the opportunity to see key examples of each technique and also apply them into their own work for the course.

**Required Reading:**


Quesenberry, Whitney and Brooks, Kevin. (April, 2010). *Storytelling for User Experience*. Brooklyn, New York: Rosenfeld Media

**Required Viewing:**


http://photography.crowdsourced.travel/about/

**Lance Weiler Keynote**

**Grameen Foundation Solutions Innovation Process**

**Session IX: Action Planning**

Devising an innovative solution and putting it into practice are two very different propositions. Creating an action plan for implementation helps designers understand what will be required to get their solution/product/service out in the world and in which areas the organization may have to seek help.
This week, students will see further examples of the implementation of HCD projects and speak with some social entrepreneurs and designers about the challenges they faced.

Required Reading:

Frog Collective Action Toolkit

Acumen Fund Course for Human Centered Design


Session X: Human Centered Innovation and Creativity
Human-centered innovation brings together: a.) the creativity and product expertise of design and R&D experts, b.) the know-how and analytical skills of market researchers and c.) the end user’s knowledge acquired through the actual use of the products/services which make them an essential external resource for new product/service development.

The participatory mindset of end users as co-creators goes beyond observing and listening to the point of a lively partnership throughout the innovation process. It is about communicating and directly interacting in person with end users instead of simply applying different research techniques or making vague assumptions about their wants and needs.

The era of co-creation and open innovation brings in the end user as a new player in the value creation processes. In this class, students will see how co-creation has played a key role in the creation of new programs and services. Students will also complete several exercises in helping to further build their own “creative confidence.”

Required Reading:


Session XI: Design Specs and The Design Process: Discovery
Every design process begins with a specific and intentional problem to address -- a Design Challenge. One of the most difficult parts of the design process is framing a challenge that is approachable, understandable and actionable. It shouldn’t be too big, and it shouldn’t be too small. It shouldn’t be too vague, but it shouldn’t be too simple.
Team Project: Deep Dive Lab – Over the next five weeks, students will be working through each stage of the design process with their team. Each team will also have an advisor with whom they will be working closely. This week, the focus will be on the teams completing several discovery activities and then beginning to interpret observations.

Discovery builds a solid foundation for a design team’s ideas. Creating meaningful solutions for the people for whom a product/service/solution is being developed begins with a deep understanding for the needs of those people. Discovery means opening up to new opportunities, and getting inspired to create new ideas.

Stanford d-School exercise:
https://dschool.stanford.edu/dgift/

Required Reading:


Kampala, Uganda

Session XII: Introduction to Uganda: The Design Process: Interpretation
Uganda has a number of innovative examples of social enterprises offering products and services in health and financial services developed through the use of human centered design. Students will have the opportunity to meet with designers and social entrepreneurs in Uganda to discuss the challenges and rewards of incorporating human centered design principles into their businesses.

Team Project: Deep Dive Lab

Teams will continue working on their final projects this week, with a focus on interpretation. Interpretation transforms stories into meaningful insights. Finding meaning and inspiration is how actionable opportunities for design are created. It involves storytelling, as well as sorting and condensing thoughts until a compelling point of view and clear direction has been developed, Ideation.

Required Reading:

Open IDEO Case: mTrack UNICEF.

Open IDEO Case: Tamuka Hubs – Community Centers and Libraries for Refugees in Kampala.

Open IDEO Case: Soccer Without Borders: Using Sport for Social Inclusion and Education for Refugee Youth in Kampala


Session XIII: The Design Process: Ideation and Sketching
Teams will continue working on their final projects this week, with a focus on ideation. Ideation means generating lots of new ideas. Brainstorming encourages thinking expansively and without constraints. It’s often the wild ideas that spark visionary thoughts and insights. With careful preparation and a clear set of rules, brainstorming sessions can yield numerous (hundreds!) of fresh ideas.

 Required Reading:


Session XIV: The Design Process: Prototyping and Refining Ideas
Deep Dive Team Project: Lab

Teams will continue working on their final projects this week, with a focus on prototyping and refining ideas.

Students will learn about and create prototypes that might include: models, mock-ups, diagrams, interactions, and role play. Prototyping is not about getting it right the first time: the best prototypes change significantly over time. As part of this class, students will learn how to take the best ideas from the brainstorming sessions and make them tangible as quickly as possible. The ideas will be tested in the community, given real feedback and further improved and refined.

 Required Reading:


Session XV: The Design Process: Evaluation
Teams will continue working on their final projects this week, with a focus on evaluation and how they will be presenting their work and overall findings and experiences.
In this week of the course, teams will learn how to distill and communicate their idea to internal and/or external stakeholders, reflecting on what they learned and how they might recommend moving forward. Based on the feedback the team received, they may wish to refine any models or prototypes and include a final prototype when making the final presentations in Week 16.

**Required Reading:**


**Session XVI: Moving Forward: Design Thinking is Not Enough**

Final Team presentations will be made this week

Clients/Judges for Final Presentations

(Retreat - exact location TBD)

**Evaluation and Grading Criteria**

**Description of Assignments:**

There are three types of assignments and one final project upon which students will be graded for this course. These assignments are designed to be worked on across country sites.

1. **Responses to Readings (20%)**

Most weeks, there will be an assigned set of readings. Students are required to submit a short written response to a set of questions based on the readings.

2. **Sketching Exercises (20%)**

Each student will keep an individual journal/sketchbook throughout the semester. Size minimum 5.5”X 8.5”(Larger is better, and unlined, blank or dotted pages are recommended). The final product will be an organized and temporarily evolving collection of both text/written, sketched/hand drawn, and printed/digitally produced notes, ideas, reflections, fieldwork documentation, etc. Creativity is encouraged. Field notebooks will be assessed throughout the semester.

Each week, the class will be given an open-ended topic, theme, or a specific design problem to tackle for which each student will draft three sketches of design solutions related to that topic. Drawing skills are not being evaluated; these exercises are intended to help students develop facility in ideation and visually communicating ideas.

3. **Design exercises (20%)**

To give students practice with specific methods for interaction design, three individual assignments will be completed over the course of the semester:

1. Thinking About Design
2. Learn, Look, Ask, Try
3. Paper Prototype

4. **Team Project: Deep Dive (40%)**

The final group project is the centerpiece of the course, giving students the opportunity to apply each of the HCD techniques covered in the class to a real-world design project. The topic for the projects will be up to individual teams to decide, although the instructor may offer suggestions or guidance in defining actual project scope. Projects may be done for a specific organization (such as IDEO, Bridgespan,
Regardless of the chosen topic, all final projects will include the following components:

1. Project Declaration
2. User Research & Personas
3. Ideation & Sketching
4. Prototype & Evaluation
5. Design Specification
6. Presentation & Summary

While working on the final group HCD project, each team member will submit a brief individual weekly status report noting his/her accomplishments, tasks ahead, and any anticipated problems.

**Assessment:**

- Response to Readings 20%
- Sketching Exercises 20%
- Design Exercises 20%
- Team Project: Deep Dive 40%

**Grading Scale**

- 94-100% A Excellent
- 90-93% A-
- 87-89% B+
- 84-86% B Above Average
- 80-83% B-
- 77-79% C+
- 74-76% C Average
- 70-73% C-
- 67-69% D+
- 64-66% D Below Average
- below 64 F Fail

Rubric: An “A” represents truly outstanding work that exemplifies through analysis, superior insights and crystal clear presentation. A “B” signifies highly competent work that accomplishes the task at hand very well, through considerable thought, reasonable analysis and an organized presentation. A “C” represents adequate work that meets basic requirements but does not demonstrate distinction in terms of analytical insight or organization. A “D” is characterized by poorly or partially completed work that reflects a lack of initiative, inconsistent analysis and/or erratic presentation. Plus and minus indicate relatively better or poorer work within each category. There is no A+.

**Expectations and Policies**

- **Show up prepared.** Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- **Have assignments completed on schedule, printed, and done accordingly to the specified requirements.** This will help ensure that your assignments are returned in a timely manner.
- **Ask questions in class. Engage the lecturer.** These are often very busy professionals who are doing us an honor by coming to speak.
- **Comply with academic integrity policies** (no plagiarism or cheating, nothing unethical).
- **Respect differences of opinion** (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- **Late Work:** In keeping with IHP policy, late papers will drop one point per day, unless other arrangements have been made in advance. Course assignments are due at the beginning of the day.
- **Electronic Devices:** The use of mobiles, smartphones or laptops is not permitted in class sessions. The idea behind this policy is to guarantee an environment in which constant attention and concentration are maintained.

**Recommended Resources**

**IDEO**

IDEO Workshop: Part 1 Observations (video)

https://www.youtube.com/watch?v=-UULGI_gBLA

**User Experience**

Dubberly, Hugh and Shelley Evenson. (2009). *Designing for Service: Creating an Experience Advantage* Design at Stanford University


Stickdorn, Marc and Jakob Schneider. (2012). *This is Service Design Thinking*

**Creativity**

http://www.ted.com/themes/the_creative_spark.html


**Bangladesh**

http://www.grameenfoundation.org/what-we-do/financial-services/human-centered-design

**Brazil**

https://www.academia.edu/1036269/Social_Innovation_in_Brazil_Through_Design_Strategy

http://futurecapetown.com/2012/10/africa-brasil-dialogs-project/#.VO8ci7PF97c

Uganda


Empathy

Ashoka. The Role of Empathy in Entrepreneurship. *Virgin website.*

Human Centered Design


Design Thinking

Buchanan, Richard. (1992) *Wicked Problems in Design Thinking*  


Social Entrepreneurship


Social Justice Apps


Tim Brown


Other Miscellaneous Books

**Other On-Line Resources**

http://www.rockefellerfoundation.org/blog/how-social-innovation-labs-contribute

http://www.positivedeviance.org/about_pdi/history.html

http://www.innocentive.com/

http://www.tballiance.org/

http://www.borgenmagazine.com/human-centered-design-ideo-orgs-designkit/


http://www.ideo.com/work/human-centered-design-toolkit/


http://productrealization.stanford.edu/

http://extreme.stanford.edu


MIT Mobile Experience Lab - http://mobile.mit.edu/ (Include in Tech syllabus)

HBS Cases on Social Enterprise
http://www.hbs.edu/faculty/topics/Pages/social-enterprise.aspx

http://www.schwabfound.org/


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