

INSTRUCTOR GUIDE

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# Crafting A Design Class

*A preparatory tool  
for planning your class  
with layered learning*

**There's no one way to teach design. But there are ways to craft deliberate learning experiences. The goal of this guide is to help you set the foundation for a well-rounded design class, and articulate your idea in a visual way.**

***Who's this for?***

Whether you're new to teaching, or a seasoned instructor, we hope anyone can use this guide as a tool to think through the various dimensions of teaching a d.school class.

***What to expect?***

Without knowing your context, we ask directive questions (that only you can answer) to tease out your ideas. This guide follows a "learn by doing" approach. It requires active engagement. That said, what and how you teach is entirely up to you!

***How to use this?***

Each section in this guide provokes you to consider your class from a different angle. At the end, you'll create a summary of your class concept to bring with you to office hours.

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# Snapshot

*What's the 20,000 ft view  
of teaching this class?*

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**6.3** SNAPSHOT

## What's your "spark"?

Write or draw the essence of the class you're excited to teach, in addition to the larger context that it lives within.

A grid of 20 columns and 18 rows of plus signs (+) for writing or drawing.

## Where are there opportunities for design?

Show why this challenge space should be a class and why it's valuable for students to invest themselves in at this time.

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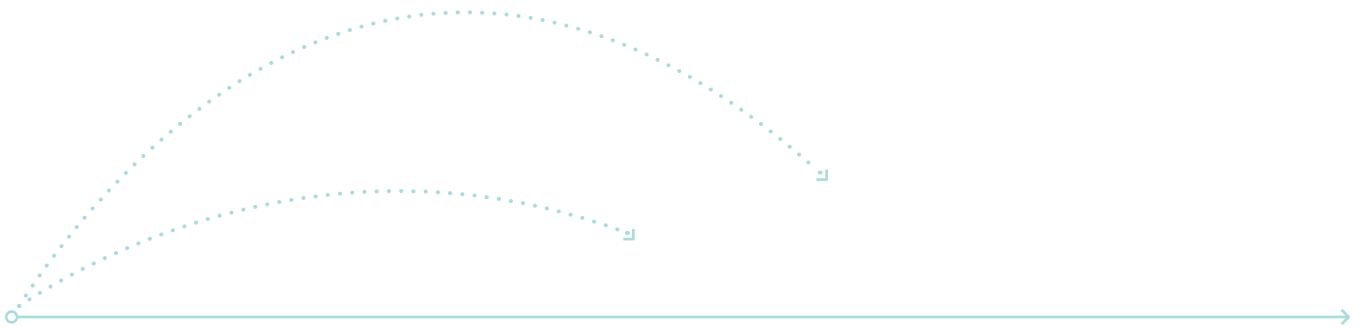
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**6.1** SNAPSHOT

What do you want students to understand 10 years from now?  
State the overarching concepts that are central to this class  
and have lasting value beyond this learning experience.



# Projects

*What design challenges will students work through and what assumptions should be tested?*



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### 5.3 PROJECTS

What are the potential design projects in your class?

Create projects that leave space for experimentation and that also allow students to arrive at multiple solutions.

*What's the challenge space?  
(e.g. redesign the shoe  
buying experience)*

*Who will students be  
designing for?  
(e.g. rock climbers)*

*How long will this specific  
design project last?  
(e.g. 90min, 3 weeks, etc.)*

DESIGN PROJECT

DESIGN PROJECT

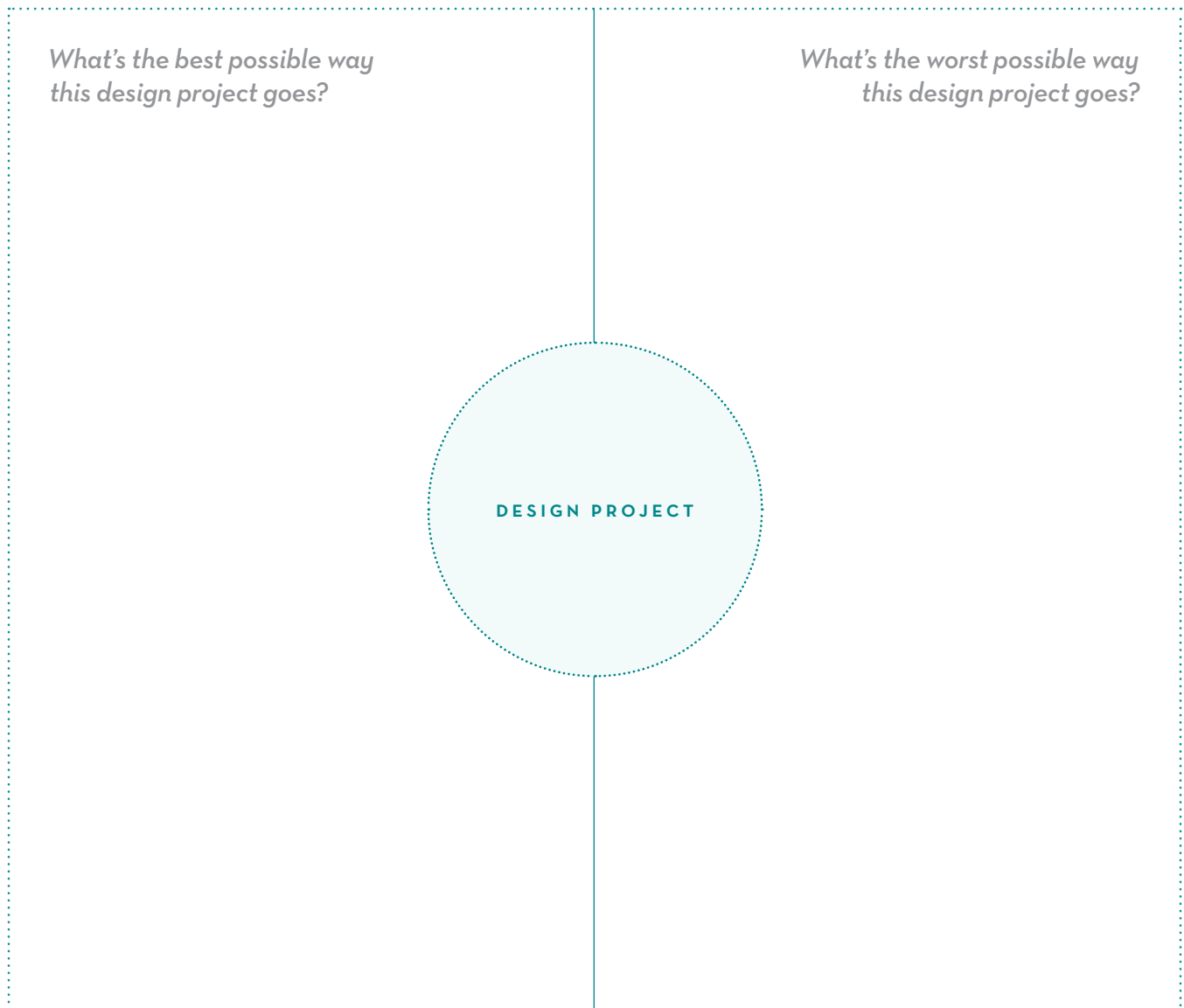
DESIGN PROJECT

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**5.2** PROJECTS

## What are the potential +/- implications of this work?

Forecast how students, their users they are designing for and other relevant stakeholders will respond to this project work.

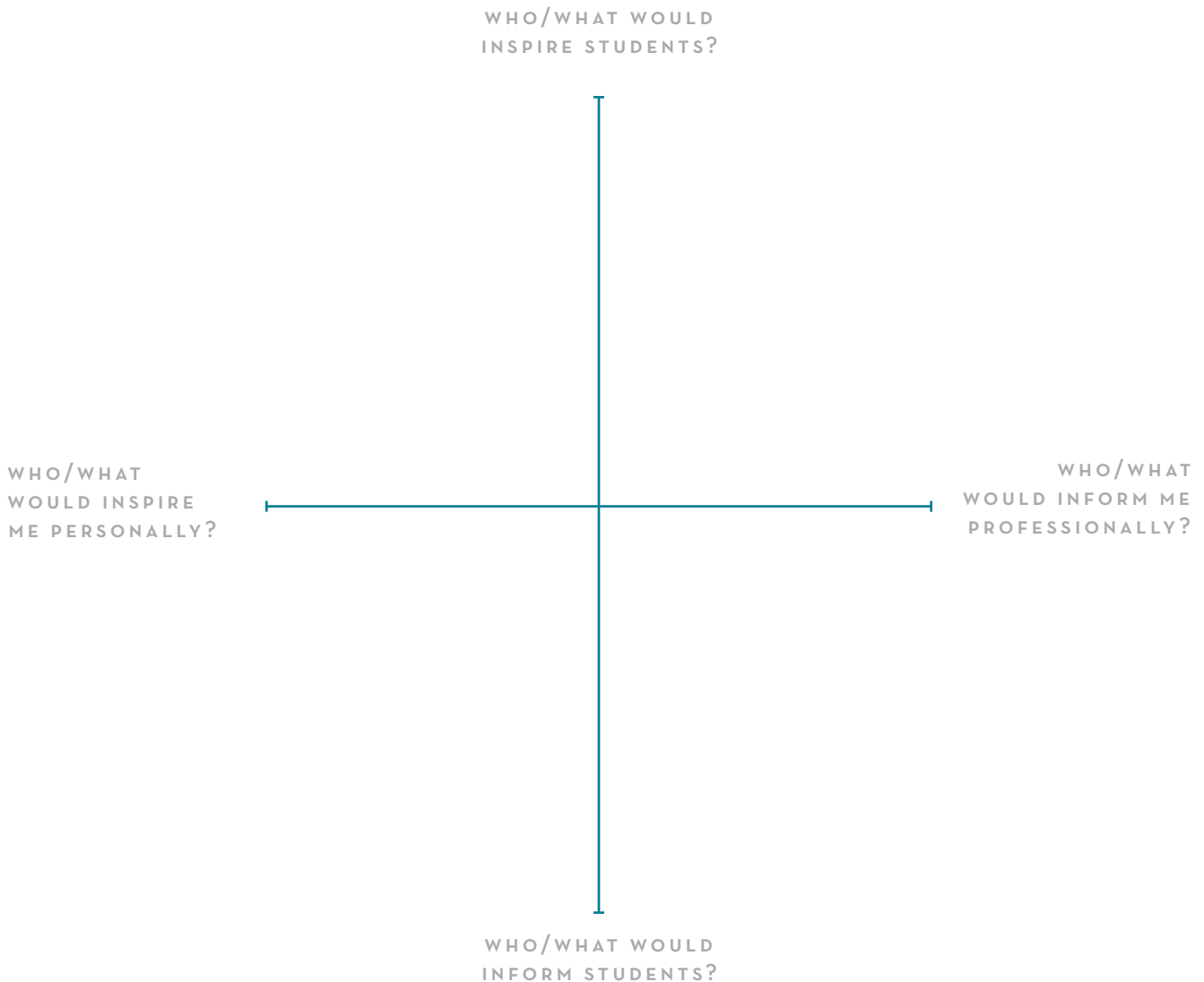


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5.1 PROJECTS

## Who should be involved?

Consider individuals, groups, organizations or locations that you might involve to inform or inspire your projects.



# Objectives

*What do you ultimately  
want students to learn?*

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**4.3** OBJECTIVES

## Which design methods are needed?

Prioritize the top tools, techniques and mindsets students will need to use in their design work. Articulate their relevance.

*(e.g. Mindset: suspending judgement when conducting observational field research)*



*Students need to have an open, growth mindset to discover non-obvious solutions.*

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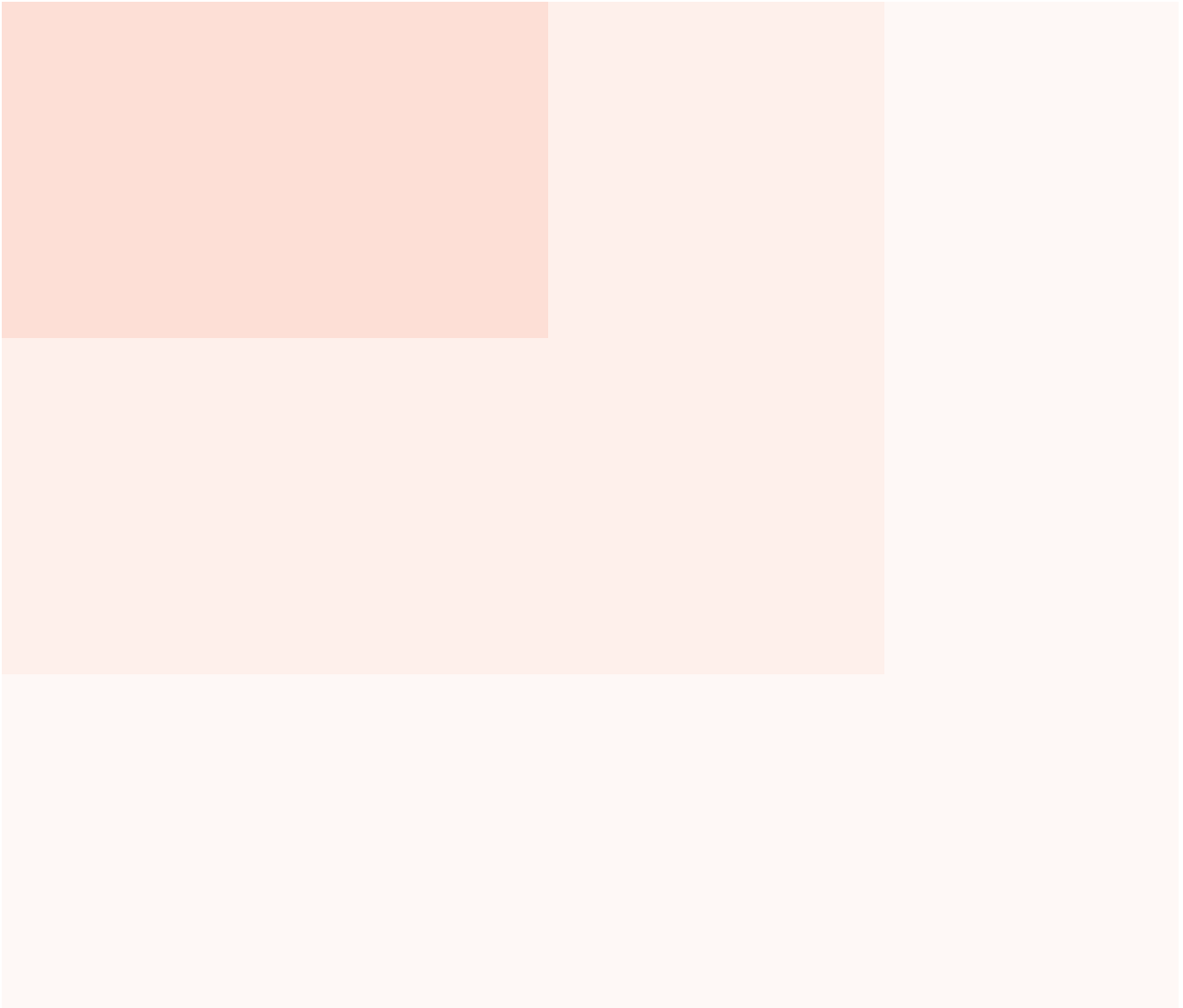
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## 4.2 OBJECTIVES

**How will students revisit these design skills in the class?**  
Show how you will layer these concepts and how students will build on this foundational understanding over time.



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## 4.1 OBJECTIVES

### What are the key learning objectives?

Learning objectives should be student-centered and focus on concrete actions or behaviors. Articulate the top learning objectives for your design class by completing this prompt:

→ *“At the end of this class, students should be able to...”*  
(e.g. *conduct user interviews, develop a position and communicate ideas both visually & verbally*)

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# Learning

*How will you know what student learning looks like?*

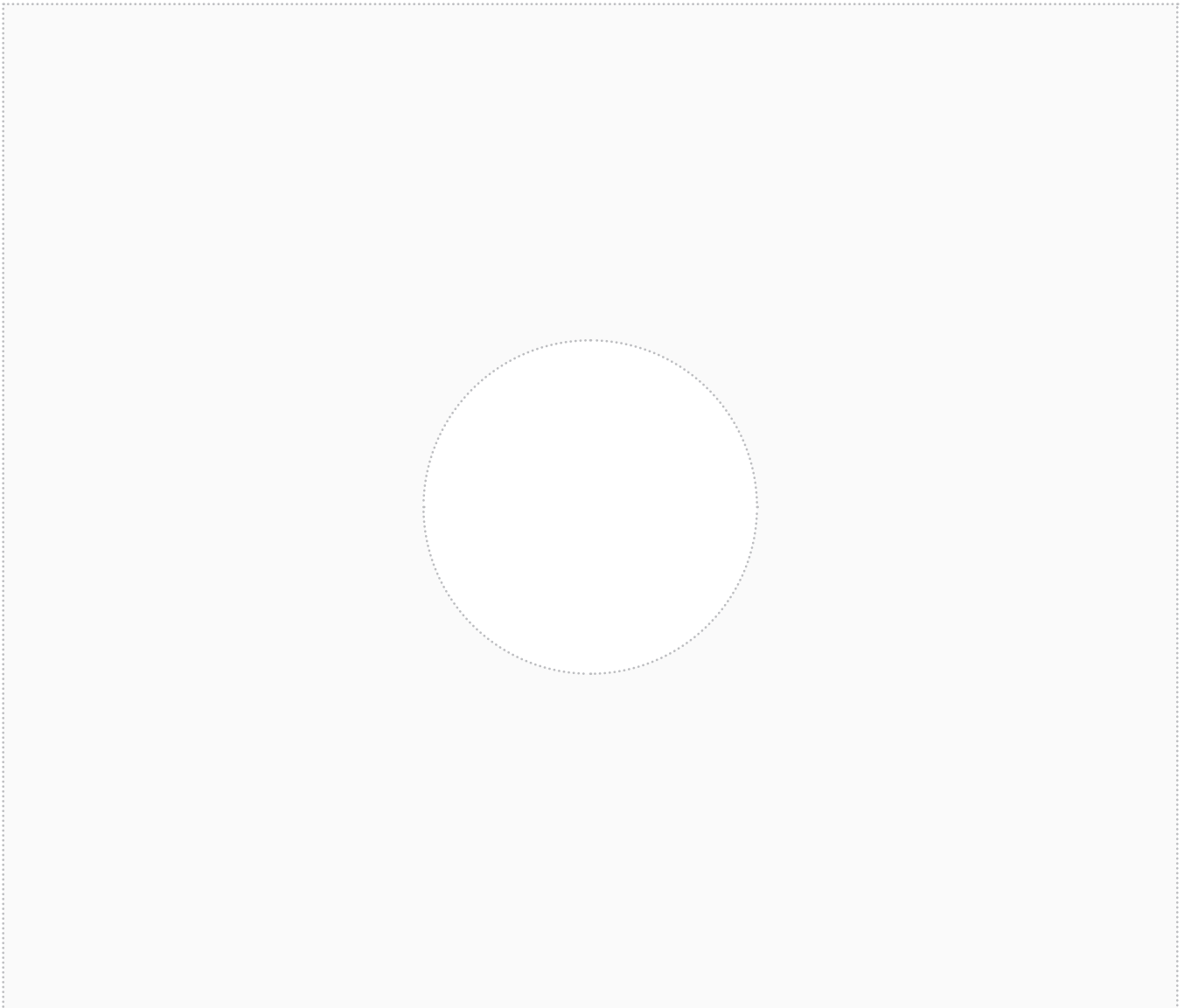


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### 3.3 LEARNING

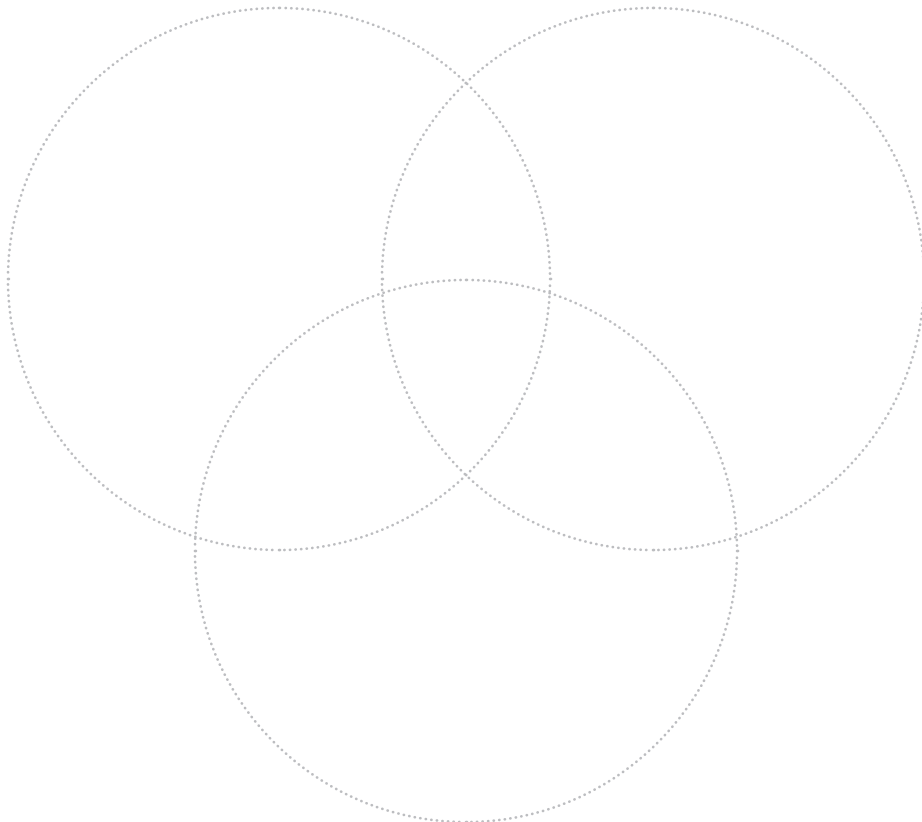
## What will learning look like?

Identify the behaviors you will see from students that might indicate that they have met the learning objectives.

A large rectangular area with a dotted border, intended for student input. In the center of this area is a white circle with a dotted outline, serving as a focal point for the response.

## What can you assume about students' prior knowledge?

Every student arrives with some degree of design intuition. Show how their prior experiences might interact with their learning of what you teach, both positively and negatively.



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### 3.1 LEARNING

## What are the major learning milestones?

Identify the deliverables you foresee students achieving in your class (e.g. projects, reviews, off-sites), where they occur over time and how you might assess their growth.



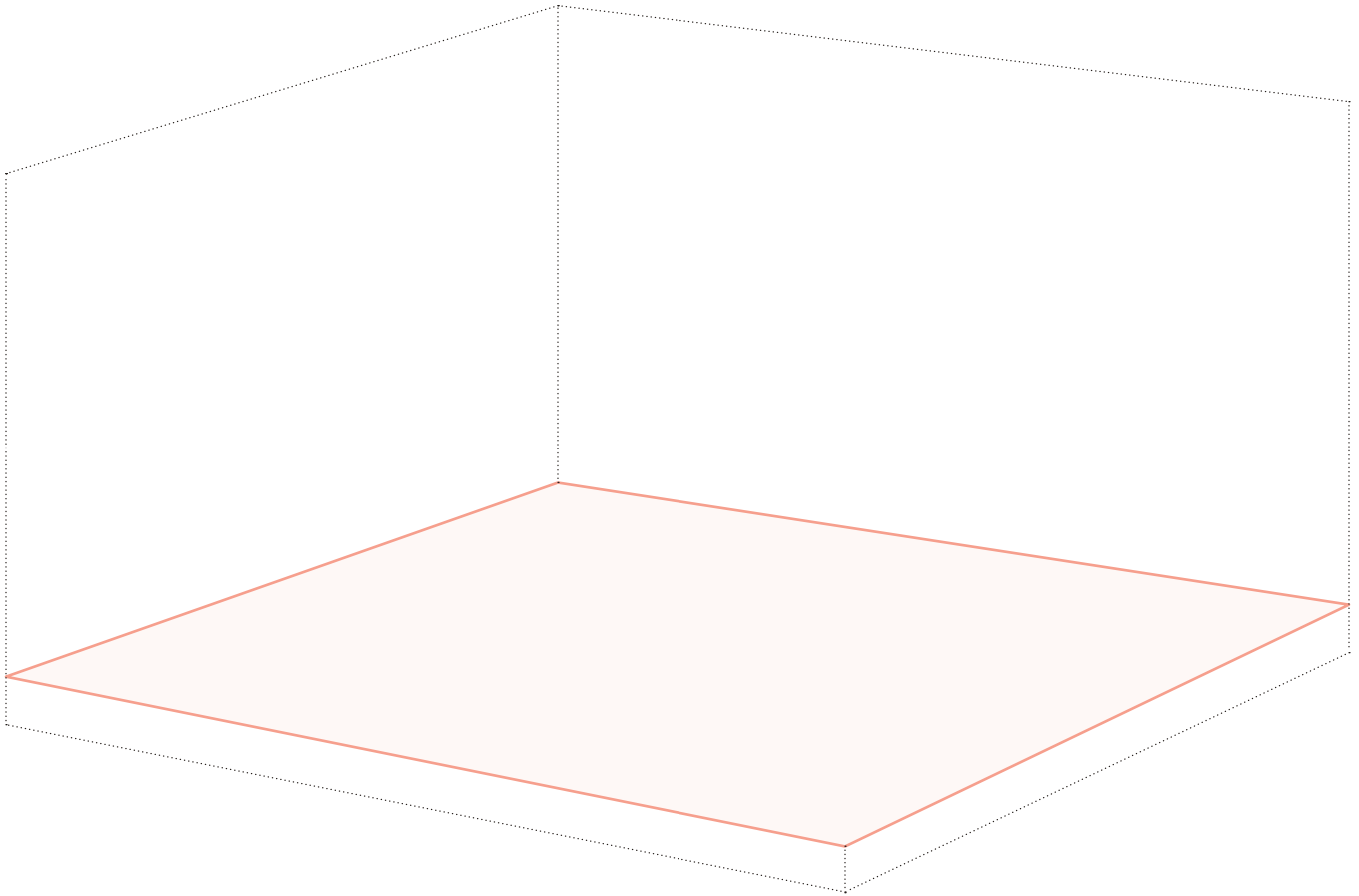
# Environment

*How will you set the stage  
for student learning?*

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## 2.3 ENVIRONMENT

**Where will your class be held and what do you need?**  
Visualize the space you will hold learning in; consider the furniture, materials, resources and technology.

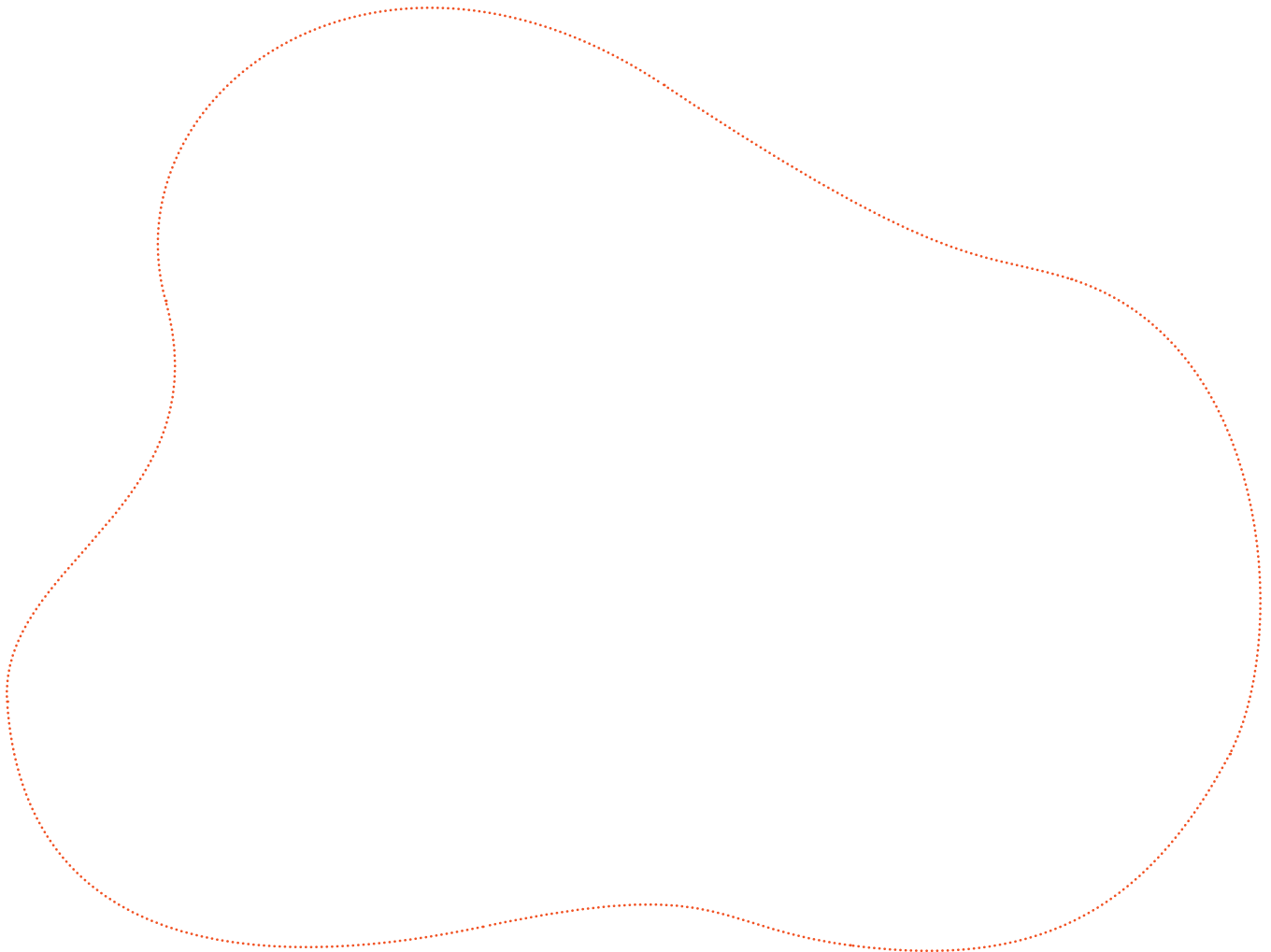


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## 2.2 ENVIRONMENT

### What is the class culture?

Show how the experiences students bring to the class (e.g. work experience, cultural background) might interact.

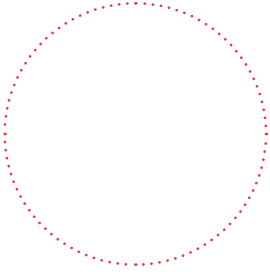
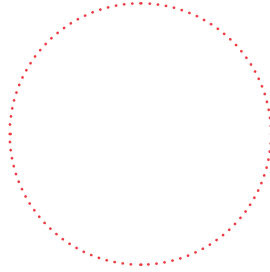
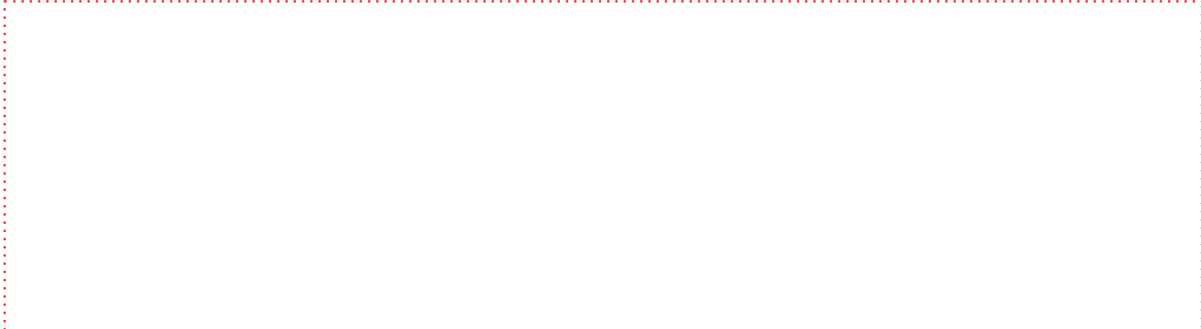


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## 2.1 ENVIRONMENT

### Who's on the teaching team?

Identify the instructors that will be teaching your class, their high-level responsibilities and what roles (if any) are missing.

INSTRUCTOR				
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SUPERPOWER SKILLS				

# Office Hours

*Map out your class and capture any questions you might have.*



### What are the major learning milestones?

At a high-level, map the projects, activities and learning that your students will experience from the beginning, to the end of your class. Bring this worksheet (or another version of it) with you to office hours.

## What questions do I have about teaching my class?

Summarize the elements of your class and areas you want to discuss with the Teaching & Learning team. Bring this worksheet (or another version of it) with you to office hours.

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SPECIAL THANKS TO

Mark Grundberg  
Carissa Carter

