

1. Course Code

2251

2. Course Title

T11e: Tankyu Practice

3. Teacher

SUMITANI, Toshiki

4. Term

Fall 1

5. Course Requirements (Courses / Knowledge for this course) and Important Information

None.

6. Course Overview and Objectives

This course will cover the concept and process of “Tankyu Practice”, which is the basis of the whole ICT innovator program. Students will identify social issues, build possible solutions, verify them from three perspectives, and make presentations on the solution ideas in group work settings.

7. Course Outline

- 1 Understand the concept of Tankyu Practice and its implications.
- 2 Look back your own experience to find issues.
- 3 Look for social issues by interviewing people and research of cases.
- 4 Select your Tankyu Theme from the list of issues.
- 5 Explain your Tankyu Theme and form groups of students with similar interests.
- 6 Decide on Group Tankyu Theme and build 1st-cut hypothesis of solutions.
- 7 Understand how to verify hypothesis from customer perspective.
- 8 Prepare for interviews to verify hypotesis.
- 9 Research about existing case examples for originality perspective.
- 10 Develop ideas to improve originality of group hypothesis.
- 11 Understand how to verify hypothesis from budget balance perspective.
- 12 Improve hypothesis by conducting financial simulatoin.
- 13 Prepare presentation material to present solution ideas.
- 14 Conduct group presentation in class.
- 15 Reflect on what you did and learned .
- 16

8. Textbooks (Required Books for this course)

"Social Entrepreneurship Starting from Scratch" Toshiki Sumitani ,2010

Translated from the original book in Japanese. Dstributed to KIC students with PDF format.

9. Reference Books (optional books for further study)

None.

10. Course Goals (Attainment Targets)

- (1) Identify social issues.
- (2) Understand own strengths.
- (3) Find Tankyu themes.
- (4) Build solution hypothesis.
- (5) Verify the value of the solotion by conducting interviews.
- (6) Verify the originality of the solutionby conducting case research.
- (7) Verify the budget balance by conducting financial simulation.
- (8) Make presentation, explaining the verified solution.

11. Correspondence relationship between Educational goals and Course goals

| Educational goals of the school | | | Course Goals |
|---------------------------------|--|---------------------------|-----------------|
| High level ICT skills | Basic academic skills | | |
| | Specialized knowledge and literacy | | |
| Human skill (Tankyu skill) | Ability to continually improve own strengths | | (2) |
| | Ability to discover and resolve the problem in society | Problem setting | (1)(3) |
| | | Hypothesis planning | (4) |
| | | Hypothesis testing | (5)(6)(7) |
| | | Practice | (8) |
| | Fundamental Competencies for Working Persons | Ability to step forward | (1)(3)(4) |
| | | Ability to think through | (5)(6)(7)(8) |
| | | Ability to work in a team | (4)(5)(6)(7)(8) |
| Professional ethics | | (1)(3)(4) | |

12. Evaluation

| Goals | Evaluation method & point allocation | | | | | |
|-------|--------------------------------------|------|---------|--------------|--------------|-------|
| | examination | Quiz | Reports | Presentation | Deliverables | Other |
| (1) | | | ○ | | ○ | |
| (2) | | | ○ | | | |
| (3) | | | ○ | | ○ | |
| (4) | | | ○ | | ○ | |
| (5) | | | ○ | | ○ | |
| (6) | | | ○ | | ○ | |
| (7) | | | ○ | | ○ | |
| (8) | | | | ○ | | |
| | | | 30 | 30 | 40 | |

13. Evaluation Criteria

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| Examination | |
| Quiz | |
| Reports | Write "Reflection Report" after all classes, in which you describe what you practiced in classes and what you learned through the practices in your own words. |
| Presentation | Participate in the group presentation, where you communicate what you learned through Tankyu practice, with focus on learning goals, (1)(3)(4)(5)(6)(7) |
| Deliverables | Individual and group assignments between classes will be evaluated based on how you understand the purpose of the assignment and describe your practice clearly. |
| Other | |

14. Active Learning

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| Hourly percentage of active learning within the whole class time | | 75% |
| 1 | Active learning such as problem solving assignment using the knowledge and skills acquired in class. | All the time |
| 2 | Active learning such as group works and discussions. | All the time |
| 3 | Outcome presentations and feedbacks. | All the time |
| 4 | Students actively make decisions on how the class should be conducted. | Sometimes |

15. Notes

Some assignments, including interviews should be carried out outside classes.
Materials used in class, assignments and worksheets will be distributed through the Moodle.
Assignment outputs should be summarized and delivered with worksheets.
Bring your network-connected PC to the classroom.

16. Course plan

(Notice) This plan is tentative and might be changed at the time of delivery

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| Lesson 1: What is "Tankyu Practice"? | (lecture, 90 min.) |
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In this lecture students will understand the basic concept of "Tankyu Practice" and its significance to their research and works in society.

- Introduction to "Tankyu Practice"
- The objective and evaluation of the class
- Real cases of "Tankyu Practice"

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| Lesson 2: Identifying issues #1: From your own experience | (lecture and group work, 90min.) |
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Students will list up possible issues they are interested in based on their own experience.

- Introduction to "Identifying Issues"
- Making your own "Lifecycle Chart"
- Interviewing each other
- List up possible issues (individual work)
- Assignments for the next class

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| Lesson 3: Identifying issues #2: Broadening Issue List | (lecture and individual work, 90min.) |
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Students will increase the list of possible issues from other perspectives.

- Identifying issues from social trend and by interviewing people
- Identifying issues by researching case examples utilizing ICT
- Broadening the issue list

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| Lesson 4: Identifying issues #3: Narrowing down Issue List | (lecture and individual work, 90min.) |
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Students will narrow down the issue list to 2 or 3 candidates by evaluating the significance of issues.

- Evaluating the significance of issues
- Narrowing down the issue list
- Assignments for the next class

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| Lesson 5: Identifying issues #4: Sharing of issues and forming groups | (group work, 90min.) |
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Students will share issues they are interested in and form groups by common interests.

- Sharing of issues interested in
 - Forming groups with common interests
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| Lesson 6: Building solution hypothesis | (lecture and group work, 90min.) |
| Students will build solution hypothesis using "Tankyu Chart" -Building awareness of issues -Idea generation -Summarizing thoughts into "Tankyu Chart" -Assignments for the next class | |
| Lesson 7:Hypothesis verification #1-1: Customer satisfaction | (lecture and group work, 90min.) |
| Students will understand the importance of customer perspective to the solution -Presentation of solution hypothesis by each group -Introduction of Hypothesis verification: Customer satisfaction perspective -Identifying people relevant to the service | |
| Lesson 8:Hypothesis verification #1-2: Interviewing | (lecture and group work, 90min.) |
| Students will develop interview questions to verify their hypothesis. -Introduction to interviewing -Developing questions for interviews -Interview assignment | |
| Lesson9 : Hypothesis verification #2-1: Originality and Competitiveness | (lecture and group work, 90min.) |
| Students will understand the importance of originality and competitiveness. -Discussing implications of interview results -Verification process from "originality and competitiveness" perspective -A case example | |
| Lesson10 : Hypothesis verification #2-2: Building originality and Competitiveness | (group work, 90min.) |
| Students will develop ideas of originality and competitiveness of their hypothesis. -Research about relevant case examples -Developing ideas of originality and competitiveness -Assignments for the next class: Verification of hypothesis | |
| Lesson11 :Hypothesis verification #3-1: Budget balance | (lecture and group work, 90min.) |
| Students will understand the importance of budget balance -Discussiing the implication of verification of hypothesis -Verification process from "budget balance" perspective -Case example of financial simulation | |
| Lesson12 :Hypothesis verification #3-2: Financial Simulation | (group work, 90min.) |
| Students will conduct financial simulation to verify budget balance of their hypothesis -Conducting financial simulation using template spread sheets -Identifying other points of verification -Assignments for the next class | |

Lesson13 : Proposal #1: Developing presentation material (group work, 90min.)

Students will develop presentation material explaining their verified solution hypothesis.

- Discussing the implication of verification from three perspectives
- Developing presentation material
- Assignments for the next class: Preparing for presentation

Lesson14 :Proposal #2: Presentation (group work, 90min.)

Students will deliver the presentation with clarity and impact.

- Presentation by group members
- Feedback from professors

Lesson15 :Reflection (lecture and individual work, 90min.)

Students will reflect on what they have learned in this class

- Reflection session
 - Assignments of the reflection report
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