

Chapter 13

Moving From Ideation to Prototyping: Developing a Learning– Centered Co–Curriculum

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ABSTRACT

To implement an effective approach to design thinking in higher education, it is crucial to move from ideation to prototyping. In the context of the co-curriculum, there is a push toward enhancing how programs and services contribute to student learning. Many educators are working toward strengthening the culture so that learning becomes central to the work of staff. However, the right conditions must exist to anchor the changes so that student learning is not merely a byproduct, but rather is the primary outcome of student engagement in the co-curriculum. In this chapter, the authors address the conditions that help enhance the effective delivery of learning-focused, co-curricular experiences. Through examining eight different institutions, they arrived at six conditions that helped in developing sustainable learning-centered co-curricular programs and services in higher education.

INTRODUCTION

Earlier chapters in this book describe the application of design thinking as a change initiative that must be thoughtfully undertaken. Models of change (e.g. Kotter, 2012) address the barriers that must be confronted, particularly when creating buy-in so to anchor initiatives in the culture of an organization. Making change happen in co-curricular programs and services (often called student affairs, student services, student/campus life, or student success) can be tricky and comes with a variety of challenges based on institutional culture and context (Barr, McClellan, & Sandeen, 2014; Kinzie, Schuh, & Manning, 2013). As people apply design thinking strategies in the higher education context, it is important to consider what conditions are necessary to conceptualize, create and then successfully sustain the long-term success of that change.

This chapter explores the transition from ideation to prototyping when attempting to enhance the learning environment provided in programs and services. The questions guiding this chapter are (a) what practices were implemented to create a co-curriculum that is strongly aligned with the goal of student learning; and (b) what conditions were present that made the ideas endure once they were implemented? Through discussions with higher education, student affairs and student success professionals, we discovered effective examples of practices infusing and implementing learning-centered co-curricular programs. From these conversations, the authors identified six conditions that prompt the shift from ideation to prototyping, with an eye toward successful and long-standing implementation. In this chapter the authors showcase examples from eight different higher education institutions (See Table 1) and

Table 1. Characteristics of our exemplar institutions

Institution	Enrollment	Location	Type
Boise State University	26,217 (22,896 undergraduate)	Boise, Idaho, USA	4-year, Public
Northwestern University	22,448 (8,682 undergraduate)	Evanston, Illinois, USA	4-year, Private
San Jose State University	36,085 (27,905 undergraduate)	San Jose, California, USA	4-year, Public
University of South Carolina-Columbia	35,364 (27,502 undergraduate)	Columbia, South Carolina, USA	4-year, Public
University of South Florida	44,246 (32,684 undergraduate)	Tampa, Florida, USA	4-year, Public
University of Tennessee-Knoxville	29,460 (23,290 undergraduate)	Knoxville, Tennessee, USA	4-year, Public
University of Texas-Austin	51,090 (40,163 undergraduate)	Austin, Texas, USA	4-year, Public
Virginia Tech	36,383 (29,300 undergraduate)	Blacksburg, Virginia, USA	4-year, Public

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