Course title	Kursustitel
Situating Social Design	Social design
Line of study	**Approved**
Design for People, 1st year	27.08.20
Level	**Responsible**
MA	Anne Corlin
ECTS	**Course number**
15	PE1SO--KMU
Exam form	**Assessment**
Program Exam	7-point grading scale
(see appendix 2)	
	The exam will be an evaluation of the presented design product and the oral defense.
Combination:	
Oral defense and design product	
Censor	**Comments**
Internal	The exam takes the form of either an individual exam or a group exam (up to four students in a group).
	The exam duration for
	an individual exam is 30 min (half presentation, half discussion)
	a group of two students is 45 min (half presentation, half discussion)
	a group of three students is 60 min (half presentation, half discussion)
	a group of four students is 75 min (half presentation, half discussion)
	As a mandatory prerequisite for participation in the oral exam, you must deliver a project description within the framing of the course.

Course objective

Designers are increasingly entering domains of social challenges such as improved working or living conditions. The purpose of this course is to enhance the students understanding of social design, by situating social design within the field of design both through theoretical readings and though concrete project work within the field of social design.

This course takes point of departure in the changing role of the designer and enhances the student's knowledge about the contextual development and expansion of design and the designer's role.

The course introduces to domains where design can have social impact and foster change. The students will work with the development of designing 'for' people to designing 'with' people and in the trajectories of social design and design for social innovation. The students will be taught to start situating their design disciplines into the field of social design, through project work and/or exercises.

In the course the students will emphasis their knowledge and skills regarding stakeholder/user/citizen involvement, and this course provide the students with knowledge about design anthropology.

Learning outcome	At the examination, the student is expected to:

Knowledge
- describe the changing role of the designer
- explain the core lines in social design and design for social innovation
- identify domains where design can have a social impact

Skills
- organize a user involvement study
- apply and transfer insights from user involvement into the design project

Competencies
- develop a design project based on the identified challenge and user and stakeholder involvement process
- argue their role as a designer in the design process

Course description
Empathic Equality

Course title	Kursustitel
Empathic Equality	Empatisk lighed
Line of study Design for People, 1st year	**Approved** 31.08.18
Level MA	**Responsible** Anne Corlin
ECTS 15	**Course number** PE1EE--KMU
Exam form Program Exam (see appendix 2) Combination: Oral defense and design product	**Assessment** 7-point grading scale The exam will be an evaluation of the presented design product and the oral defense.
Censor Internal	**Comments** The exam takes the form of either an individual exam or a group exam (up to four students in a group). The exam duration for an individual exam is 30 min (half presentation, half discussion) a group of two students is 45 min (half presentation, half discussion) a group of three students is 60 min (half presentation, half discussion) a group of four students is 75 min (half presentation, half discussion) As a mandatory prerequisite for participation in the oral exam, you must deliver a project description within the framing of the course.

Course objective

Design for social innovation sometimes engages with people in challenging situations. People can be placed in either permanent or temporary exposed situations, which calls for new ways of solving complex and delicate issues. The course focuses on empathic design, equality, and ethics.

The students will enter the field of participatory design and reflect on how participatory design methods can support an equal involvement of the user. The students will gain knowledge about regulations around user involvement such as anonymity and confidence. The students will train their capabilities in participatory design methods. They will develop tools for conducting user observation or user interaction and account for technics, methods, and approaches for putting tools/toolkit into action. Knowledge and skills will be put into practice through participatory project-work within the context of care, health, and wellbeing.

Learning outcome

At the examination, the student is expected to:

Knowledge
- explain the core thoughts in empathic design
- describe the core of the participatory design approach in a design project

| Skills | • analyse the context and challenge in the contextual setting for the design project |
| | • show ability to organise the process for the participatory design project |

| Competencies | • develop tools/ toolkits, technics, methods, and approach to use in the participatory design project |
| | • develop a design solution, answering the course brief, based on the participatory design process |

Course description
Design Camp

Course title	Kursustitel
Design Camp	Design Camp
Line of study	**Approved**
Design for Planet, People and Play, 1st year	10.01.20
Level	**Responsible**
MA	Eva Kappel
ECTS	**Course number**
5	KF1DC--BUU
Exam form	**Assessment**
Class participation	Pass/fail
Censur	**Comments**
Internal	The exam is in the form of class participation and requires you to attend a minimum of 75% of the lessons and participate actively in class.
	The re-exam consists of a written assignment of 7-10 standard pages that covers the learning outcome of the course.
	One standard page is equivalent to 2,400 characters including spaces. (Find more information about written assignments in 6.2.2 of the Curriculum Framework.

Course objective

It is becoming increasingly clear that we as designers need to create actions and not just ideas. This might be specific products, changes of existing habits and mindsets, and new ways of communicating challenges and opportunities in the design field. In short, we are the "DOers" of today and tomorrow.

The course centers around Design School Kolding's three strategic focus areas; Play, Sustainability and Social Inclusion. The course is intended to give the student an understanding of the importance of not only creating ideas but also creating actions. The aim being that students will be able to understand how they might advance design solutions through user observations rather than keeping only prejudiced or personal perspectives and ideas as a turning point within a project. This for the benefit of companies, organizations or solutions aiming at solving critical world problems.

Through real-life observations and learning to create future scenarios, the work within the course is to identify and create design solutions in co-work with exterior partners that becomes reality.

Focusing on **one** of the themes Play, Sustainability and Social Inclusion, and based on current observations and future scenarios, students will create specific projects that activate meaningful sustainable changes with user focus as a given precondition. Each year will present a different theme within the three above mentioned.

Learning Outcome	The student is expected to:
Knowledge	• possess basic knowledge about the concept of either Design for Play, Design for Planet or Design for People (depending on the theme of the year)
Skills	• be able to identify a relevant design challenge in the area of either Play, Sustainability or Social Inclusion (depending on the theme of the year) in relation to a design professional project in collaboration with fellow design students • be able to disseminate his/her design concept visually and verbally at a professional level that the Camp partners understand • be able to work with prototyping/sketching tools and analyze these in relation to project objectives • be able to reflect on and put into perspective play, sustainability or social inclusion (depending on the theme of the year) potentials of the project within a local, national and international context • train individual and collective entrepreneurial skills in collaboration with external partners
Competencies	• be able to build future scenarios • be able to enter into an international teamwork utilizing one's professional competences • be able to apply methods for user and stakeholder involvement in the area of play, sustainability or social inclusion (depending on the theme of the year) • be able to deliver a complete and innovative design proposal in the form of a relevant prototype • be able to present the project within the context of a business, an organization and/or an institution

Course title	Kursustitel	
Design Methodology	Designmetodologi	
Line of study	**Approved**	
Design for People, Design for Planet, Design for Play, 1st year	30.08.2020	
Level	**Responsible**	
MA	Eva Kappel	
ECTS	**Course number**	
5	KF2MD--BUU	
Exam form	**Assessment**	
Class participation	Pass/fail	
Censur	**Comments**	
Internal	The exam is in the form of class participation and requires you to attend a minimum of 75% of the lessons and participate actively in class - meaning that you must keep an individual logbook reflecting on lectures and readings.	
	The re-exam consists of a written assignment of 7-10 standard pages that covers the learning outcome of the course.	
	One standard page is equivalent to 2,400 characters including spaces.	
	(Find more information about written assignments in 6.2.2 of the Curriculum Framework.	

Course Objective

The course objective is to give the students a thorough introduction to design methodology in a historic perspective and make the students able to understand and put theories, discussions and main directions in the field into perspective as well as reflect on their own practice.

Learning outcome

In order to receive a passing grade the student is expected to:

Knowledge

- have knowledge about and be able to discuss design methodology in a historic perspective
- be familiar with key design methodological theories

Skills

- be able to explain the concept design methodology
- be able to apply design methodological theories

Competencies

- be able to reflect on design methodology in relation to his or her own practice

Module title	Modultitel
Critical Framing	Kritisk rammesætning
Line of study	**Approved**
People, 1st year	29.08.2019
Level	**Responsible**
MA	Anne Corlin
ECTS	**Course number**
10	PE1CF--KME
Exam form	**Assessment**
Program Exam (see appendix 2) Combination: Oral defense and design product	7-point grading scale The exam will be an evaluation of the presented design product and the oral defense.
Censor	**Comments**
External	The exam takes the form of either an individual exam or a group exam (up to four students in a group). The exam duration for an individual exam is 20 min (half presentation, half discussion) a group of two students is 30 min (half presentation, half discussion) a group of three students is 40 min (half presentation, half discussion) a group of four students is 50 min (half presentation, half discussion) As a mandatory prerequisite for participation in the oral exam, you must deliver a project description within the framing of the course.

Course objective

This course addresses that future designers need to master critical thinking. Through a theoretical point of departure in critical design, speculative design and design fiction the course focuses on carrying out a critical approach as the core foundation in the students' project work.

In this course the students are asked to identify a social or societal challenge to be addressed by design practice. As a result, the students will enhance their capabilities in framing a social or societal challenge and to develop a design project addressing the identified challenge from a critical perspective.

Learning outcome

At the examination the student is expected to:

Knowledge

- Explain the core line of thoughts in the literature on critical design, speculative design and design fiction
- Describe examples of critical, speculative or fictional design projects

Skills

- Identify and analyse a social or societal challenge to be addressed through a critical approach
- Organise a design process with a critical approach

Competencies
- Develop a design project which answers the identified challenge
- Argue the role of the designer in a critical design project

Course description
Collaborating Real Time

Course title	Kursustitel
Collaborating Real Time	Samarbejdsprojekt
Line of study	**Approved**
People, 1st year	31.08.18
Level	**Responsible**
MA	Anne Corlin
ECTS	**Course number**
10	PE1CR--KME
Exam form Program Exam (see appendix 2) Combination: Oral defense and design product	**Assessment** 7-point grading scale The exam will be an evaluation of the presented design product and the oral defense.
Censor Internal	**Comments** The exam takes the form of either an individual exam or a group exam (up to four students in a group). The exam duration for an individual exam is 20 min (half presentation, half discussion) a group of two students is 30 min (half presentation, half discussion) a group of three students is 40 min (half presentation, half discussion) a group of four students is 50 min (half presentation, half discussion) As a mandatory prerequisite for participation in the oral exam, you must deliver a project description within the framing of the course.

Course objective

Being able to cope as a professional designer demands not only core design skills but also mastery of complexity and the ability to collaborate. Collaborating Real Time imitates a real-life project, where the students are trained in mastering complexity, dynamics and collaboration through direct engagement with a company or institution. The students must develop a flexible and responsive attitude to design so that stakeholders can be creatively involved in the development of ideas and proposals.

The students must focus on research through design by use of drawings, models and other visualisation tools to describe, test, debate and develop ideas together with the client – a reciprocal and simultaneous process of understanding a situation by making proposals that are informed by methodical investigations (research through design).

The course will focus on core design skills as well as facilitating workshops and meetings, project management, and collaborative skills. The students are recommended to work in groups during this course.

Learning outcome

At the examination, the student is expected to:

| Knowledge | • explain core elements in project management and facilitation |
| | • identify strengths and weaknesses in the collaboration with both client and internal as a group |

Skills	• visualise, test and debate ideas and activate them in collaboration with a client
	• analyse the client challenge and formulate a design brief based upon the analysis
	• facilitate meetings and workshops

| Competencies | • develop a collaborative project using a research through design approach |
| | • evaluate opportunities, challenges, and limitations in the project work |

Course title	Kursustitel
Design for behavioral change	Design for adfærdsændringer
Line of study	**Approved**
Design for People and Design for Planet, 2nd year	29.08.19
Level	**Responsible**
MA	Thomas Binder and Eva Brandt
ECTS	**Course number**
15	KX2DC--BMU
Exam form	**Grading**
Program Exam (see appendix 2)	Pass/fail
	The exam will be an evaluation of the presented design product and the oral defense.
Combination: Oral defense and design product	
Censor	**Comments**
Internal	The exam takes the form of either an individual exam or a group exam (up to four students in a group).
	The exam duration for
	an individual exam is 30 min (half presentation, half discussion)
	a group of two students is 45 min (half presentation, half discussion)
	a group of three students is 60 min (half presentation, half discussion)
	a group of four students is 75 min (half presentation, half discussion)
	As a mandatory prerequisite for participation in the oral exam, you must deliver a project description within the framing of the course

Course objective

The future has become precarious because of climate change, global inequalities and scarcity of resources. For many people it is easier to imagine catastrophes than to envision futures that meet these challenges. Traditionally design has pushed everyday behaviors through contributing with imagery for the good life. Today behavioral change is as important as ever and design and design processes are essential means in imagining and rehearsing other futures.

This course introduces the students to design, that engages people in changing everyday cultures through imagery of other futures. Bringing inspiration from anthropology and with support of design anthropological methods the course is concerned with how to design for behavioral change that responds to complex social and environmental challenges.

The students will be introduced to design anthropology and the use of such methods as codesign/cocreation (e.g. workshops, design games, dialogue tools) and design interventions (e.g. performances, artefacts, spatial reconfigurations).

In the project the students must (1) identify and engage with a context or site, where complex challenges call for changing everyday cultures, and (2) develop and use appropriate methods to involve those concerned in behavioral change

through co-creating imagery of other futures.

Learning outcome

At the examination the student is expected to:

Knowledge

- be able to describe key concepts, methods and approaches, within the course literature.
- be able to discuss the role of the designer within this field.

Skills

- identify a relevant challenge to work with
- be able to develop appropriate methods to involve people in designing for behavior change

Competencies

- be able to able to plan and execute a design process for behavioral change
- be able to document and in a convincing manner present the design for behavioral change project
- be able to reflect upon and communicate the potential effects of the design project

Course description
Career Lab

Course title	Kursustitel
Career Lab	Career Lab
Line of study	**Approved**
Design for People, Design for Planet and Design for Play, 2nd year.	31.08.18
Level	**Responsible**
MA	Eva Kappel
ECTS	**Course number**
5	KF2KV--BUE
Exam form	**Assessment**
Class participation	Pass/fail
Censur	**Comments**
Internal	The exam is in the form of class participation and requires you to attend a minimum of 75% of the lessons and participate actively in class - meaning that you shall create your personal cv, portfolio ect.
	The re-exam consists of a written assignment of 7-10 standard pages that covers the learning outcome of the course. One standard page is equivalent to 2,400 characters including spaces.
	Find more information about written assignments in 6.2.2 of the Curriculum Framework.

Course objective	The course consists of strategic career promoting elements for designers, understanding of competencies, communication and business knowledge.
	The ability to communicate your competencies and potential in a receiver-oriented manner is vital to ensure that the message is received correctly. This combined with understanding of target-group and practice in variation of your message and the tools supporting the particular message. Working as a designer it is important to understand how design helps businesses create economic value, which different roles and positions a designer might have in different companies.
	The course gives a basic understanding of legal conditions in relation to the design profession, and an introduction into market conditions, rights and employment possibilities.

Learning outcome	At the examination, the student is expected to:

Knowledge
- have knowledge about IRP
- have knowledge about how the Danish job market rules and legislations.
- have knowledge of how designing products/services can create economic growth.

Skills
- convert your design competences to a wide labour market
- create a profile on LinkedIn, social media and job portals
- write target-oriented job applications
- build up a professional CV and a target-oriented portfolio
- communicate your skills and competencies through an elevator pitch

Competencies
- know how to fit into the value chains of a given company/ institution
- target your communication towards a specific target group
- communicate target-oriented value proposition

Course description
Deep Research

Course title	Kursustitel
Deep Research	Deep Research
Line of study	**Approved**
Design for People, Design for Planet, Design for Play, 2nd year	31.08.2020
Level	**Responsible**
MA	Eva Kappel
ECTS	**Course number**
10	KF2DR--BSU
Exam form	**Assessment**
Written assignment	Pass/fail
Censur	**Comments**
Internal	The assignment is to be written individually or in a group of no more than 3 students: Extent: 4-6 normal pages by 1 student 6-9 normal pages by 2 students 8-12 normal pages by 3 students One standard page is equivalent to 2,400 characters including spaces (Find more information about written assignments in 6.2.2 of the Curriculum Framework.

Course Objective

This course focusses on conducting research through design, and the designer as producers of new knowledge.

Through the course the students are introduced to relevant qualitative research methods, in order to activate their design skills for generating empirical data and conducting design research.

The course is about Design research as an approach to generate, collect and analyse data in a systematic, transparent and valid way. The purpose of the course is to provide the students with understanding of how to contribute with new knowledge within the field of design.

The course contains a number of interrelated elements to be conducted in an iterative design research process.
E.g field work, design experiments, data analysis, literature studies, reflective writing etc.

Within this course the students will disseminate their design research as a written assignment in a format of a short academic paper.

Learning outcome

In order to receive a passing grade the student is expected to:

Knowledge	• position the project within design research (e.g. Research Through Design, Practice based research, Constructive design research)
	• describe reasons for the chosen methods for generating and analysing empirical data
Skills	• formulate, conduct and document a design-led experiment
	• combine different methods for generating and analysing data
	• generate data through the fieldwork and the design experiment
Competencies	• analyse and compare empirical data (field work and design experiments) against existing literature in order to identify findings
	• disseminate the design research project in a written academic format

Course description
Master's Project

Course title	Kursustitel
Master's Project	Kandidatprojekt
Line of study	**Approved**
Design for People, Design for Planet and Design for Play, 2nd year	31.08.18
Level	**Responsible**
MA	Eva Kappel
ECTS	**Course number**
30	KP2KA--KPU PT2KP--KPU PE2KP--KPU
Exam form	**Assessment**
Master´s project Combination exam: Written assignment, oral defense and design product	7-point grading scale *The Master´s project will be assessed as an overall evaluation of the written assignment, the presented design product and the oral defense. The three elements will be evaluated equally.*
Censur	**Comments**
External	In order to attend the oral defense, the student must submit a written report by deadline. The report may be written individually or in groups of a maximum of three (3) students either within or across disciplinaries. The maximum size allowed for the written report (in number of pages, excluding front page, table of contents, literature list and appendices.) is defined by the number of students: 1 student = 18-25 standard pages 2 students = 24-37,5 standard pages 3 students = 36-50 standard pages If the report is written in groups, the oral defense can take place either individually or in groups: For an individual exam, the duration is 60 minutes (incl. evaluation) For groups of two students, the duration is 90 minutes For groups of three students, the duration is 120 minutes In appendix 2 of the Curriculum Framework, the examination regulations for the course is further described.

Course objective	The Master's project must document that the student is able to solve relevant and complex design-professional problems on a professional international level by using design theory, methods and acquired skills.

In the Master's project, the student is able to put her or his entire professional expertise in play. Knowledge, skills and competencies acquired through the specialisation are demonstrated in the solution of a self-initiated, well-defined and delimited design-professional problem in collaboration with at least one external partner.

The Master's project is the student's framework to demonstrate her or his own design-professional potential in a relevant design project.

Learning outcome

The Master's project must demonstrate that the student at a high level:

Knowledge

- has business understanding
- has digital knowledge
- has an understanding of own design-professional competencies
- has an understanding of the scientific methods and theories of the design discipline

Skills

- is able to identify and justify a relevant design-professional challenge
- is able to identify a relevant external part
- is able to set complex professional goals
- is able to master the artistic techniques and methods of the design discipline in a professional manner
- is able to reflect on the process and methods of the Master's project
- is able to communicate and discuss a complex design project with colleagues and lay people

Competencies

- is able to plan, manage and complete the design process from initial idea to execution, implementation and presentation (oral and visual)
- is able to demonstrate a novel design project where idiom and aesthetics are at the highest artistic level
- is able to put a design project into perspective in relation to an international context
- is able to demonstrate an understanding of the user(s) in relation to the project
- is able to apply the theories of the discipline to solve a relevant problem and put it into perspective