COURSE DESCRIPTION
EXPLORING DESIGN PERSPECTIVES

Course title Exploring Design Perspectives	**Kursustitel** Udforskning af designperspektiver
Course number KF1FP--BUE	**Approved** 29.06.2021
Level and semester MA, 1st. semester	**Field of study** Design for People, Planet, Play
ECTS 5	**Responsible** Eva Kappel
Exam form Written	**Assessment** Pass/Fail
Censor Internal	**Extent of exam** 3-5 standard pages that covers the learning outcome of the course.

**Danish University
of Design**

COURSE DESCRIPTION
EXPLORING DESIGN PERSPECTIVES

Course objective
The course objective is to give the students tools and methods to uncover what they already can , and define what they want with their master's education and develop a (preliminary) ambition for what they want to achieve after graduation.

Based on various exercises, cases and theory of design positions, the students examine and identify their motivation, design-professional values and overall goals of the education through reflection on their own learning and experience.
The course helps the students to find and keep focus in their learning activities through the first semester, while enabling an ongoing (self-) monitoring, evaluation and adjustment of the long-term goals.

The course focuses on the development of the student's design-professional standpoint.

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

Knowledge:
• have knowledge of and insight into their own standpoint in the design field
 • identify and define different design positions through cases and literature

Skills:
• apply cases and selected theory about design positions for reflection on one's own design-professional standpoint and potential
• formulate a (preliminary) professional direction and ambition as a designer in writing, verbally and visually

Competences:
• be able to apply selected theories to explore and put into perspective one's own professional standpoint
• be able to relate own competencies to needs and expectations from the outside world

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COURSE DESCRIPTION
SITUATING SOCIAL DESIGN

Course title Situating Social Design	**Kursustitel** Social design
Course number PE1SS--KMU	**Approved** 20.04.21
Level and semester MA, 1st semester	**Field of study** Design for People
ECTS 10	**Responsible** Canan Akoglu
Exam form Oral exam (see Study Plan on itslearning)	**Assessment** 7-point grading scale The exam will be an evaluation of the presented design product and the oral defense.
Censor Internal	**Duration of exam** an individual exam is 30 minutes a group of two students is 50 minutes a group of three students is 70 minutes a group of four students is 90 minutes
Prerequisite As a mandatory prerequisite for participation in the oral exam, you must deliver a project description within the framing of the course.	**Individual or group exam** The exam takes the form of either an individual exam or a group exam (up to four students in a group).

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SITUATING SOCIAL DESIGN
SOCIAL DESIGN

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*

Competences:
- *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*

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COURSE DESCRIPTION
SKILLS WORKSHOP

Course title Skills Workshop	**Kursustitel** Skills Workshop
Course number KF1SW--BUE	**Approved** 29.06.2021
Level and semester MA, 1 semester	**Field of study** Accessory, Industrial, Communication, Fashion & Textile Design
ECTS 5	**Responsible** Eva Kappel
Exam form Class participation	**Assessment** You are required to attend of 75% of all course lessons and participate actively in class.
Censor Internal	**Extent of exam** The re-exam consists of a combination exam (oral + product)

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COURSE DESCRIPTION
SKILLS WORKSHOP

Course objective

The objective of the course is to allow the students to develop and/or broaden their design expertise through the acquisition of new skills within the field of design. The students must individually reflect on how the acquired skill supports their professional development.

Learning outcome

At the examination, the student is expected to:

Knowledge:
• *be able to explain and determine how the newly acquired skills and knowledge can and will inform and develop her/his design process and projects*

Skills:
• *be able to use and possibly investigate the acquired new skills.*

Competences:
• *be able to acquire new skills and show how this contributes to his/her aspirations within design and potentially to the design field as such*

COURSE DESCRIPTION
EMPATHIC EQUALITY

Course title Empathic Equality	**Kursustitel** Empatisk lighed
Course number PE1EQ-- KMU	**Approved** 20.04.21
Level and semester MA, 1st semester	**Field of study** Design for People
ECTS 10	**Responsible** Canan Akoglu
Exam form Oral exam (see Study Plan on itslearning)	**Assessment** 7-point grading scale The exam will be an evaluation of the presented design product and the oral defense
Censor Internal	**Duration of exam** an individual exam is 30 minutes a group of two students is 50 minutes a group of three students is 70 minutes a group of four students is 90 minutes
Prerequisite As a mandatory prerequisite for participation in the oral exam, you must deliver a project description within the framing of the course.	**Individual or group exam** The exam takes the form of either an individual exam or a group exam (up to four students in a group).

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COURSE DESCRIPTION EMPATHIC
EQUALITY

Course objective

Social design 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. This course focuses on participatory design, empathy, 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. The course considers the dynamics of individual citizens' life course and explores ways to re-imagine co-create value with citizens in order to increase wellbeing.

Learning outcome

At the examination, the student is expected to:

Knowledge:
- *describe the core of the participatory design approach in a design project •   explain the intentions and results of the engagement with participants*
  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*

Competences:
- *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*

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COURSE DESCRIPTION
DESIGN METHODOLOGY

Course title	**Kursustitel**
Design Methodology	Designmotologi
Course number	**Approved**
KF2MD--BUU	30.08.2020
Level and semester	**Field of study**
MA, 2nd semester	Design for People, Planet & Play
ECTS	**Responsible**
5	Eva Kappel
Exam form	**Assessment**
Class participation	You are required to attend of 75% of all course lessons and participate actively in class.
Censor	**Information about the re-exam**
Internal	The re-exam consists of a written assignment of 7-10 standard pages that covers the learning outcome of the course.

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COURSE DESCRIPTION
DESIGN METHODOLOGY

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
At the examination, 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*

Competences:
• *be able to reflect on design methodology in relation to his or her own practice*

COURSE DESCRIPTION
CRITICAL FRAMING

Course title
Critical Framing

Kursustitel
Kritisk Rammesætning

Course number PE1CF--KMU

Approved 29.08.2019

Level and semester
MA, 2nd semester

Field of study
Design for People

ECTS
10

Responsible Canan Akoglu

Exam form
Oral exam
(see Study Plan on itslearning)

Assessment
7-point grading scale
The exam will be an evaluation of the presented design product and the oral defense.

Censor External

Duration Duration of exam an individual exam is 30 minutes a group of two students is 50 minutes a group of three students is 70 minutes a group of four students is 90 minutes

Prerequisite

As a mandatory prerequisite for participation in the oral exam, you must deliver a project description within the framing of the course.

Individual or group exam
The exam takes the form of either an individual exam or a group exam (up to four students in a group).

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COURSE DESCRIPTION CRITICAL FRAMING

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, specu-lative 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*

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

Danish University of Design

COURSE DESCRIPTION
EMPOWERING CHANGE

Course title Empowering Change	**Kursustitel** Styrkelse af forandringsprocesser
Course number KF1FP--BUE	**Approved** 29.06.21
Level and semester MA, 2nd semester	**Field of study** Design for People, Planet & Play
ECTS 5	**Responsible** Eva Kappel
Exam form Class participation	**Assessment** You are required to attend of 75% of all course lessons and partici-pate actively in class.
Censor Internal	**Information about the re-exam** The re-exam consists of a written assignment of 7-10 standard pages that covers the learning outcome of the course.

Danish University of Design

COURSE DESCRIPTION
EMPOWERING CHANGE

Course objective

It is becoming increasingly clear that we as designers need to create first action and change rather than merely ideas, concepts and products. A significant and expanding part of work life for designers today is the ability to plan and facilitate design processes often in cross-disciplinary teams, rather than only having the capability to create products.

The process might lead to a specific idea, solution or intervention, change of existing habits and mindsets, or new ways of communicating challenges and opportunities in the world. In short, we are the "DOers" of today and tomorrow.

The course centers around process facilitation that supports entre- and intrapreneurship in start-ups and SMEs and relates to green sustainability and social inclusion agenda. It aims to give the student an understanding of the importance of not only creating ideas but also creating first actions and thus empowering change initiatives. The aim being that students will be able to understand how they might advance design problems, ideas and solutions through close collaboration with chosen companies, and through student facilitated design sprints. Process planning and facilitation is closely connected to project management. The course will touch upon project management on a smaller scale.

Through real-life scenarios the work within the course is to identify relevant challenges and take steps towards strong design solutions in co-work with exterior partners that might be realized within a near future.

Learning outcome

At the examination, the student is expected to:

Knowledge:
- *Discuss theories and approaches related to design process facilitation and design sprint including ways to approach the design facilitator role*
- *Condense how designers can create first steps towards change in organizations*
- *Identify project management tools on a smaller scale*

Skills:
- *Identify a specific design challenge and plan a framework for a design sprint*
- *Apply and train individual and collective entre- and intrapreneurial skills in collaboration with external partners*
- *Disseminate design sprint progress and outcome visually and verbally*

Competences:
- *Apply relevant methods for user and stakeholder involvement in a project that calls for green and social sustainable solutions*
- *Deliver an innovative design proposal in the form of a relevant early and rapid prototype in collaboration with a company or organisation*
- *Present progress and outcome of the design sprint within the context of a business, an organization and/or an institution*

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COURSE DESCRIPTION
COLLABORATING REAL TIME

Course title Collaborating Real Time	**Kursustitel** Samarbejdsprojekt
Course number PE1CR--KMU	**Approved** 31.08.2018
Level and semester MA, 2nd semester	**Field of study** Design for People
ECTS 10	**Responsible** Canon Akoglu
Exam form Oral exam (see study plan on itslearning)	**Assessment** 7-point grading scale The exam will be an evaluation of the presented design product and the oral defense.
Censor Internal	**Duration of exam** an individual exam is 30 minutes a group of two students is 50 minutes a group of three students is 70 minutes a group of four students is 90 minutes
Prerequisite As a mandatory prerequisite for participation in the oral exam, you must deliver a project description within the framing of the course.	**Individual or group exam** The exam takes the form of either an individual exam or a group exam (up to four students in a group).

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COURSE DESCRIPTION
COLLABORATING REAL TIME

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*

Competences:
* *develop a collaborative project using a research through design approach*
* *evaluate opportunities, challenges, and limitations in the project work*

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COURSE DESCRIPTION
DESIGN FOR BEHAVIORAL CHANGE

Course title	**Kursustitel**
Design for Behavioral Change	Design for adfærdsændringer

Course number	**Approved**
KX2AD--KMU	20.04.2021

Level and semester	**Field of study**
MA, 3rd semester	Design for People & Design for Planet

ECTS	**Responsible**
15	Canon Akoglu & Karen Marie Hasling

Exam form	**Assessment**
Oral exam	7-point grading scale
(see Study Plan on itslearning)	The exam will be an evaluation of the presented design product and the oral defense.

Censor	**Duration of exam**
Internal	an individual exam is 40 minutes
	a group of two students is 65 minutes
	a group of three students is 90 minutes
	a group of four students is 115 minutes

Prerequisite	**Individual or group exam**
As a mandatory prerequisite for participation in the oral exam, you must deliver a project description within the framing of the course.	The exam takes the form of either an individual exam or a group exam (up to four students in a group).

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COURSE DESCRIPTION
DESIGN FOR BEHAVIORAL CHANGE

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 behaviours through contributing with imagery for the good life. Today behavioural 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 behavioural 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 behavioural 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 behaviour change*

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

COURSE DESCRIPTION
CAREER LAB

Course title Career Lab	**Kursustitel** Career Lab
Course number KF2KV--BUU	**Approved** 31.08.2018
Level and semester MA, 3rd semester	**Field of study** Design for People, Planet & Play
ECTS 5	**Responsible** Eva Kappel
Exam form Class participation	**Assessment** You are required to attend of 75% of all course lessons and participate actively in class.
Censor Internal	**Information about the re-exam** The re-exam consists of a written assignment of 7-10 standard pages that covers the learning outcome of the course.

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COURSE DESCRIPTION
CAREER LAB

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*

Competences:
- *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 Deep Research	**Kursustitel** Deep Research
Course number KF2DR--BSU	**Approved** 31.08.2020
Level and semester MA, 3rd semester	**Field of study** Design for People, Planet & Play
ECTS 10	**Responsible** Eva Kappel
Exam form Written assignment	**Assessment** Pass/Fail
Censor Internal	**Extent of exam** An individual exam is 4-6 standard pages A group of two students is 6-9 standard pages A group of three students is 8-12 standard pages
Comments	**Individual or group-based exam** The maximum number of students in one group is limited to three students.

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COURSE DESCRIPTION
DEEP RESEARCH

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. fieldwork, 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

At the examination, the student is expected to:

Knowledge:
- *position the project within design research (e.g. Research Through De-sign, 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*

Competences:
- *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*

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COURSE DESCRIPTION
MASTER'S PROJECT

Course title Master's Project	**Kursustitel** Kandidatprojekt
Course number KP2K--KPU, PT2KP--KPU, PE2KP--KPU	**Approved** 31.08.2018
Level and semester MA, 4th semester	**Field of study** Design for People, Planet & Play
ECTS 30	**Responsible** Eva Kappel
Exam form Combination exam: Written assignment, oral defence and design product	**Assessment** 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 defence. The three elements will be evaluated equally.
Censor External	**The extent of the written report** an individual exam is 18-25 standard pages a group of two students is 24-37,5 standard pages a group of three students is 36-50 standard pages **The exam duration for** an individual exam is 60 minutes a group of two students is 90 minutes a group of three students is 120 minutes
Comments	**Individual or group-based exam** The maximum number of students in one group is limited to three students either within or across disciplines.

COURSE DESCRIPTION
MASTER'S PROJECT

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*

Competences:
- *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*