

<b>Course title</b> Design for Play Experiences	<b>Kursustitel</b> Design for legeoplevelser
<b>Line of study</b> Design for Play, 1 <sup>st</sup> year	<b>Approved</b> 27.08.20
<b>Level</b> MA	<b>Responsible</b> Helle Marie Skovbjerg
<b>ECTS</b> 10	<b>Course number</b> PY1DL--KME
<b>Exam form</b> Program Exam (see appendix 2)  Combination: Oral defense and design product	<b>Grading</b> 7-point grading scale  The exam will be an evaluation of the presented design product and the oral defense.
<b>Censor</b> Internal	<b>Comments</b> 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

Designing for Play Experiences is a general introduction to the field of play in relation to the design of new products or services that provides play experiences. The course examines different types of play and their unique qualities in order for the students to be able to identify, navigate and utilize different play types in their design work. Furthermore, the course will examine play solution examples from the different competency areas perspectives, such as user, business, material and interaction design. During the course the student will learn fundamental play theory and develop their analytical skills in terms of understanding play experiences

### Learning outcome

At the examination, the student is expected to:

#### Knowledge

- have knowledge about fundamental play theory
- have knowledge about play types and their characteristics
- have knowledge about play and playful processes for different user groups



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- have knowledge about stakeholders and values for different play domains

Skills

- be able to identify different play types
- be able to analyse play experiences in relation to play theory

Competencies

- be able to explore play situations and describe them analytically by extracting and juxtaposing inherent concepts of play

<b>Course title</b> Applied Play	<b>Kurstittel</b> Anvendt leg
<b>Line of study</b> Design for Play, 1 <sup>st</sup> year	<b>Approved</b> 29.08.19
<b>Level</b> MA	<b>Responsible</b> Helle Marie Skovbjerg
<b>ECTS</b> 10	<b>Course number</b> PY1AL--KMU
<b>Exam form</b> Program Exam (see appendix 2)  Combination: Oral defense and design product	<b>Grading</b> 7-point grading scale  The exam will be an evaluation of the presented design product and the oral defense
<b>Censor</b> Internal	<b>Comments</b> 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

Applied Play addresses the field of play as a catalyst for acquiring specific knowledge, skills or new behaviors. As being a field that enjoys a lot of political and economic attention in Denmark, it is important for students to learn how to design for play that for instance can help to solve challenges in the field of learning, sustainability or healthcare. It is also important to take business considerations into account when creating play solutions – i.e. the stakeholders relevant for different play domains. The course focusses on the wicked design challenge of creating play experience where the play activity itself affords specific learning.

### Learning outcome

At the examination the student is expected to:

#### Knowledge

- have knowledge of fundamental learning and developmental theory
- have knowledge about applied play

#### Skills

- be able to analyse the bridging of play and learning in an applied play experience
- be able to take business considerations into account in creating playful solutions
- be able to create playful design solutions informed by learning theory



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#### Competencies

- be able to design an applied play experience that successfully embeds explicit learning in the play activity itself
- be able to select appropriate technology and materials for design solution

<b>Course title</b> Design Camp	<b>Kurstitel</b> Design Camp
<b>Line of study</b> Design for Planet, People and Play, 1 <sup>st</sup> year	<b>Approved</b> 10.01.20
<b>Level</b> MA	<b>Responsible</b> Eva Kappel
<b>ECTS</b> 5	<b>Course number</b> KF1DC--BUU
<b>Exam form</b> Class participation	<b>Assessment</b> Pass/fail
<b>Censur</b> Internal	<b>Comments</b> 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 mind-sets, 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

<b>Course title</b> Design Methodology	<b>Kurstittel</b> Designmetodologi
<b>Line of study</b> Design for People, Design for Planet, Design for Play, 1st year	<b>Approved</b> 30.08.2020
<b>Level</b> MA	<b>Responsible</b> Eva Kappel
<b>ECTS</b> 5	<b>Course number</b> KF2MD--BUU
<b>Exam form</b> Class participation	<b>Assessment</b> Pass/fail
<b>Censur</b> Internal	<b>Comments</b> 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

<b>Course title</b> Child-Centered Design for Play	<b>Kurstitel</b> Børnecentreret design for leg
<b>Line of study</b> Design for Play, 1 <sup>st</sup> year	<b>Approved</b> 29.08.19
<b>Level</b> MA	<b>Responsible</b> Helle Marie Skovbjerg
<b>ECTS</b> 10	<b>Course number</b> PY1BC---KME
<b>Exam form</b> Program Exam (see appendix 2)  Combination: Oral defense and design product	<b>Grading</b> 7-point grading scale  The exam will be an evaluation of the presented design product and the oral defense
<b>Censor</b> External	<b>Comments</b> 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

Child-centered Design for Play focuses on children as being an important and relatively complex user group when designing for play experiences. Children are often the end-user in relation to products and services that provides play experiences. As the mind of children is in some aspects different from that of the adult designer, the course addresses areas such as child development, children's play behavior, child culture and co-creation with children. Furthermore, the course covers methods for designing for and with children.

### Learning outcome

At the examination, the student is expected to:

#### Knowledge

- have knowledge fundamental physical, cognitive and social development of children across different age groups
- have knowledge of children's capabilities in relation to co-creation and testing
- have knowledge about legal aspect of working with children as users and co-designers





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Skills

- be able to facilitate productive tests and co-creation sessions with children
- be able to analyze the implicit developmental qualities related to a given play experience
- understand child culture
- be able to reason about design decisions based on developmental qualities

Competencies

- be able to carry out a child centered design process
- be able to select appropriate design methods

<b>Course title</b> Cultures of Play	<b>Kursustitel</b> Legekulturer
<b>Line of study</b> Play, 1 <sup>st</sup> year	<b>Approved</b> 31.08.18
<b>Level</b> MA	<b>Responsible</b> Helle Marie Skovbjerg
<b>ECTS</b> 10	<b>Course number</b> PY1CP--KME
<b>Exam form</b> Program Exam (see appendix 2)  Combination: Oral defense and design product	<b>Grading</b> 7-point grading scale  The exam will be an evaluation of the presented design product and the oral defense
<b>Censor</b> Internal	<b>Comments</b> 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

Cultures of Play explores differences in play cultures. The students learn about Danish and Scandinavian play culture and its unique characteristics and qualities. The Danish approach to play and the values embedded in Danish design of play experiences are put in relation to foreign cultures of play in order to identify the potentials and the challenges of introducing Danish designs for play experiences internationally. Students will analyze and design culturally informed play solutions.

### Learning outcome

At the examination, the student is expected to:

#### Knowledge

- possess knowledge about Danish play culture
- possess knowledge about the relation between Danish and foreign play cultures

#### Skills

- be able to relate a designed play experience to play culture
- be able to integrate business or marketing considerations in the design process
- be able to examine, identify and discuss play cultures

#### Competencies

- be able to design a play experience that embeds properties of (Danish) play culture
- be able to select and apply the appropriate technologies and materials



<b>Course title</b> Play-based Intrapreneurship	<b>Kurstitel</b> Legende intraprenørskab
<b>Line of study</b> Design for Play, 2 <sup>nd</sup> year	<b>Approved</b> 18.09.19
<b>Level</b> MA	<b>Responsible</b> Helle Marie Skovbjerg
<b>ECTS</b> 15	<b>Course number</b> KP2LG--BMU
<b>Exam form</b> Program Exam (see appendix 2)  Combination: Oral defense and design product	<b>Grading</b> Pass/fail  The exam will be an evaluation of the presented design product and the oral defense.
<b>Censor</b> Internal	<b>Comments</b> 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

In order for play-based interventions to be relevant for organizations, students need to understand organizational culture and constraints related to workplace settings – and subsequently why play under such constraints can act as a vehicle for changing routine practices and infuse novel perspectives and approaches to support on-going creativity and innovation in organizations.

Play-based intrapreneurship focusses on the effects of introducing play into the processes of companies and organizations. The course explores how elements of play might enhance the practices in order to increase i.e. engagement, collaboration, creativity and innovation. The students collaborate with a company or an organization, investigate their practices, design and introduce a play intervention for this context and document the effect. As the play intervention is targeting a broad range of stakeholders, students will analyze and reflect on the people involved including interpersonal relations and how this influence the play experience and the outcome of the activity.

### Learning outcome

At the examination, the student is expected to:

Knowledge	<ul style="list-style-type: none"> <li>• have knowledge about play in relation to productivity and performance</li> <li>• have knowledge about play as a method for creativity, innovation and intrapreneurship activities</li> <li>• have knowledge about designing and facilitating play in organizational settings for selected stakeholders and/or users</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• be able to examine a context of organizational practice</li> <li>• have the ability to document the effects of introducing play into a given practice</li> </ul>
Competencies	<ul style="list-style-type: none"> <li>• demonstrate the ability to design a play intervention that addresses an existing practice and improves it</li> <li>• be able to select a play design method suitable for the situation being addressed</li> </ul>

<b>Course title</b> Career Lab	<b>Kurstitel</b> Career Lab
<b>Line of study</b> Design for People, Design for Planet and Design for Play, 2nd year.	<b>Approved</b> 31.08.18
<b>Level</b> MA	<b>Responsible</b> Eva Kappel
<b>ECTS</b> 5	<b>Course number</b> KF2KV--BUE
<b>Exam form</b> Class participation	<b>Assessment</b> Pass/fail
<b>Censur</b> Internal	<b>Comments</b> 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

<b>Course title</b> Deep Research	<b>Kurstittel</b> Deep Research
<b>Line of study</b> Design for People, Design for Planet, Design for Play, 2nd year	<b>Approved</b> 31.08.2020
<b>Level</b> MA	<b>Responsible</b> Eva Kappel
<b>ECTS</b> 10	<b>Course number</b> KF2DR--BSU
<b>Exam form</b> Written assignment	<b>Assessment</b> Pass/fail
<b>Censur</b> Internal	<b>Comments</b>  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:





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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

<b>Course title</b> Master's Project	<b>Kurstitel</b> Kandidatprojekt
<b>Line of study</b> Design for People, Design for Planet and Design for Play, 2 <sup>nd</sup> year	<b>Approved</b> 31.08.18
<b>Level</b> MA	<b>Responsible</b> Eva Kappel
<b>ECTS</b> 30	<b>Course number</b> KP2KA--KPU PT2KP--KPU PE2KP--KPU
<b>Exam form</b> Master's project  Combination exam: Written assignment, oral defense and design product	<b>Assessment</b> 7-point grading scale  <i>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.</i>
<b>Censur</b> External	<b>Comments</b> 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 disciplines.  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