

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, 1 st . 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.

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

COURSE DESCRIPTION

DESIGN FOR PLAY EXPERIENCES

Course title Design for Play Experiences	Kursustitel Design for legeoplevelser
Course number PY1PE--KMU	Approved 29.04.2021
Level and semester MA, 2 nd semester	Field of study Design for Play
ECTS 10	Responsible Karen Feder
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).

COURSE DESCRIPTION

DESIGN FOR PLAY EXPERIENCES

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. 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*

Skills:

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

Competences:

- *be able to explore play situations and describe them analytically*

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)

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

APPLIED PLAY

Course title Applied Play	Kursustitel Anvendt leg
Course number PY1PL--KMU	Approved 20.04.2021
Level and semester MA, 1 st semester	Field of study Design for Play
ECTS 10	Responsible Karen Feder
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).

COURSE DESCRIPTION

APPLIED PLAY

Course objective

Applied Play addresses the field of play as a catalyst for acquiring specific knowledge, skills or new behaviours. 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*

Competences:

- *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*

COURSE DESCRIPTION

DESIGN METHODOLOGY

Course title Design Methodology	Kursustitel Designmetologi
Course number KF2MD--BUU	Approved 30.08.2020
Level and semester MA, 2 nd 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.

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

CHILD-CENTERED DESIGN FOR PLAY

Course title Child-Centered Design for Play	Kursustitel Børnecentreret design for leg
Course number PY1CC--KMU	Approved 20.04.2021
Level and semester MA, 2 nd semester	Field of study Design for Play
ECTS 10	Responsible Karen Feder
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 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).

COURSE DESCRIPTION

CHILD-CENTERED DESIGN FOR PLAY

Course objective

Child-Centred Design for Play focuses on exploring and understanding the concept of child-centred design and how to work from a child-centred perspective when designing for play. It takes the starting point in the children and their everyday lives to understand how, why and what is relevant to design, seen from the perspective of children. The course addresses areas such as child development, children's play behaviour, child culture and co-creation with children. Furthermore, the course covers tools and 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*

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*

Competences:

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

COURSE DESCRIPTION

EMPOWERING CHANGE

Course title Empowering Change	Kurstitel Styrkelse af forandringsprocesser
Course number KF1FP--BUE	Approved 29.06.21
Level and semester MA, 2 nd 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.

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*

COURSE DESCRIPTION PLAYING WITH FUTURES

Course title
Cultures of Play

Kursustitel
Leg med fremtiden

Course number
PY1LF--KMU

Approved
29.06.2021

Level and semester
MA, 2nd semester

Field of study
Play

ECTS
10

Responsible
Karen Feder

Exam form

Program Exam (see Study Plan on itslearning)

Assessment

7-point grading scale

Combination: Oral defence and design product

The exam will be an evaluation of the presented design product and the oral defence

Censor
Internal

Individual or group based exam

Duration of exam

Individual exam (30 minutes)

The student's presentation: 10 minutes

Questions from examiners: 10 minutes

Deliberation & announcement of assessment result: 10 minutes

Group exams with 2 students (50 minutes)

The students' joint presentation: 15 minutes

Questions from examiners: 15 minutes

Deliberation & announcement of assessment result: 20 minutes

Group exams with 3 students (70 minutes)

The students' joint presentation: 20 minutes

Questions from examiners: 20 minutes

Deliberation & announcement of assessment result: 30 minutes

Group exams with 4 students (90 minutes)

The students' joint presentation: 25 minutes

Questions from examiners: 25 minutes

Deliberation & announcement of assessment result: 40 minutes

Comments

COURSE DESCRIPTION

PLAYING WITH FUTURES

Course objective

This course proposes play as a mode of speculating. Play stimulates modes of thinking, imagining, deconstructing, and reconstructing to be activated. For this purpose, the students are introduced to the fields of critical design and speculative design creating prototypes that make us reconsider our current world and the futures we want to design for. The course uses design fiction to imagine near futures as a means of making change today. From the game design field, it will explore critical play and the craft of world building to create future scenarios. However, the critical commentary will rely mostly on the design artefact or interactions. The course approaches play as a design process, diving into more unruly modes of creation where imagination and provocation have a key role.

Successful projects will be evaluated by assessing how effective the design artefacts are at communicating their social commentary, that we understand the critical comment implied, and we understand the imagined world in which it could exist. The outcome is a tangible mode of reflection that has democratic value. Design becomes another way of engaging in important topics that require critical thinking in society.

Learning outcome

At the examination, the student is expected to:

Knowledge:

- *possess knowledge about what is critical, speculative and design fiction*
- *possess knowledge about the ethical considerations of these design fields*
- *possess knowledge about futures studies diagrams and methods*

Skills:

- *be able to create a speculative design project through a design prototype*
- *be able to design a prototype to afford a specific commentary*
- *be able to integrate critical play in their design process and/or outcome*

Competences:

- *be able to evaluate speculative/critical design projects*
- *be able to test how effective their design object is in making the commentary*
- *be able to imagine and craft 'worlds' and stories*
- *be able to name and discuss the implications of play in the design process*

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COURSE DESCRIPTION

PLAY-BASED INTRAPRENEURSHIP

Course title Play-based Intrapreneurship	Kurstitel Legende intraprenørskab
Course number PY2LI-KMU	Approved 20.04.2021
Level and semester MA, 3 rd semester	Field of study Design for Play
ECTS 15	Responsible Karen Feder
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 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 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).

COURSE DESCRIPTION

PLAY-BASED INTRAPRENEURSHIP

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:

- *have knowledge about play in relation to productivity and performance*
- *have knowledge about play as a method for creativity, innovation and intrapreneurship activities*
- *have knowledge about designing and facilitating play in organizational settings for selected stakeholders and/or users*

Skills:

- *be able to examine a context of organizational practice*
- *have the ability to document the effects of introducing play into a given practice*

Competences:

- *demonstrate the ability to design a play intervention that addresses an existing practice and improves it*
- *be able to select a play design method suitable for the situation being addressed*

COURSE DESCRIPTION

CAREER LAB

Course title Career Lab	Kurstitel Career Lab
Course number KF2KV--BUU	Approved 31.08.2018
Level and semester MA, 3 rd 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.

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, 3 rd 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.

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*

COURSE DESCRIPTION

MASTER'S PROJECT

Course title Master's Project	Kurstitel Kandidatprojekt
Course number KP2K--KPU, PT2KP--KPU, PE2KP-- KPU	Approved 31.08.2018
Level and semester MA, 4 th 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 stu- dents 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*