

COURSE DESCRIPTION

EXPLORING DESIGN PERSPECTIVES

Course title Exploring Design Perspectives	Kurstitel Udforskning af designperspektiver
Course number KF1UD--BUU	Approved 22 August 2023
Level and semester MA, 1. & 2. semester	Field of study Design for People, Planet, Play
ECTS 10	Responsible Eva Kappel
Exam form Pass/fail	Assessment Class participation The student is required to attend 75% of course lessons and participate actively in class which includes submission of two written assignments
Censor Internal	Reexam The reexam is an individual written assignment of 10-15 standard pages that covers the learning outcome of the course

COURSE DESCRIPTION

EXPLORING DESIGN PERSPECTIVES

Course objective

The aim of the course is to introduce the students to the future perspectives of the content unfolded in the Master's studies, and facilitate an exploration of the student's motivation and goals in relation to that. The student's competences from the past and the motivation of the present are mapped to create and support the aspirations within Design for People, Planet or Play in the future.

During the course, the students will work on identifying their own professional values, preferences and possible job roles in relation to their specific field or niche of design.

Finally, the course will focus on communicating the student's professional point of view, verbally, visually and in writing.

The course contains two written assignments in which the students use relevant literature to analyze and put their own professional field into perspective.

Learning outcome

At the examination, the student is expected to:

Knowledge:

- *have insight into the facets of the specialization ((Design for People, Planet or Play) and be able to reflect on their own professional point of view and potential*
- *have knowledge about selected design theories within creativity and creative processes*

Skills:

- *be able to map their own competences and build a scenario of where/how they see themselves working in the future*
- *be able to formulate a professional direction as a designer in writing, and be able to reflect on their own professional point of view and potential*

Competences:

- *be able to relate their own competences to needs and expectations from the outside world*
- *be able to use selected theories to examine their own professional point of view and put it into perspective*

COURSE DESCRIPTION

DESIGN PRACTICE & PROTOTYPING

Course title Design Practice & Prototyping	Kursustitel Designpraksis og prototyper
Course number KA1PP--BUU, KI1PP—BUU, KB1PP--BUU, KT1PP--BUU KK1PP--BUU	Approved 21.06.23
Level and semester MA, 1 st semester	Field of study Design for People, Planet & Play
ECTS 7,5	Responsible Eva Kappel
Exam form Pass/fail	Assessment Class participation. The student is required to attend 75% of course lessons and participate actively in class.
Censur Intern	Reexam The reexam is an individual oral exam. The duration of the reexam is 30 minutes, of which: 10 minutes for the student's presentation 10 minutes for questions from examiners 10 minutes for deliberation and announcement of the assessment result

COURSE DESCRIPTION

DESIGN PRACTICE & PROTOTYPING

Course objective

The course focuses on the prototype as a carrier of aesthetic and sensual aspects of design. As a designer, it is important to be aware of the prototype as a communication tool for the designer and other stakeholders.

The prototype has many different purposes and possibilities of use in a development process which calls for different designs and degrees of completion. For example, the level of skill will vary from the first quick mock-ups to the finished realisation models. Likewise, the design of the prototype will depend on the field of investigation for the specific test, e.g., material, shape, color, function, construction, scale.

In the course, the students will be introduced to the subject areas' different ways of producing and discussing prototypes and be introduced to the associated workshops.

There will be activities that support the reflection on how the individual student can best communicate their designs with the skills and competences they have available. In addition, the course will expand the students' professional repertoire within prototyping and encourage them to form a strategy for their future acquisition of skills

Learning outcomes

At the examination, the student is expected to:

Knowledge:

- *to understand the prototype as a central carrier of the communication of the aesthetic and sensory aspects of design*
- *to have an understanding that prototypes can have different purposes and possibilities of use in a development process*

Skills:

- *to be able to use relevant techniques and tools from the field*
- *to be able to develop and select techniques and tools for prototyping that are in accordance with the mediating purpose*

Competences:

- *to be able to reflect on one's repertoire of prototypes and how they can be used in the future*

Generic learning objectives

In addition to the above-mentioned course-specific learning outcomes, the student is also expected to:

- to use and communicate knowledge, skills and/or methods from the subject area (Communication Design, Accessory Design, Industrial Design, Fashion Design or Textile Design) as a lever for relevant prototypes and solutions within the design challenge

- be able to translate design experiments – regardless of the outcome – into learning and development of their own design practice

- be able to present own research and project through an oral and visual presentation, that both explains what, why and how, and contains a reflection on the process and the concrete learning along the way

- be able to argue own role as a designer in the design process

COURSE DESCRIPTION

FOUNDATIONS OF SOCIAL DESIGN

Course title Foundations of Social Design	Kursustitel Grundlaget for socialt design
Course number PE1GS--KMU	Approved 06.06.23
Level and semester MA, 1 st Semester	Field of study Design for People
ECTS 15	Responsible Canan Akoglu
Exam form Oral exam	Assessment 7-point grading scale The exam will be an evaluation of the pre-sented design product and the oral defence
Censor Internal	Extent/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, students must deliver a project description within the framing of the course.	Group exam / group work The exam takes form of either an individual exam or a group exams (up to four students in a group)

COURSE DESCRIPTION

FOUNDATIONS OF SOCIAL DESIGN

Course objective

Designers are increasingly entering domains of social challenges such as improved working or living conditions. The main objective of this course is to enhance the students' understanding of social design through providing framework both in terms of theory and practice.

The course takes point of departure in the changing role of the designer and advances the students' knowledge about the contextual development and expansion of design as well as the designer's role in relation to social design. Additionally, this course addresses domains where design can create impact in people's lives and foster change. In the course, the students are introduced to the mindset and shift from designing 'for' people to designing 'with' people in relation to participatory design and are asked to start practicing in the trajectories of social design and design for social innovation. By introducing this shift, the students develop practicing a more collaborative design approach based on stakeholder/citizen involvement. Furthermore, the course provides knowledge about design anthropology.

In the course, the students are encouraged to start situating their design disciplines in relation to social design through concrete project work and/or exercises.

Learning outcome

At the examination, the student is expected to:

Knowledge:

- *have an understanding of and be able to describe the changing role of the designer*
- *have an understanding of and be able to explain the core lines in social design and design for social innovation*
- *have an understanding of and be able to identify domains where design can create impact in people's lives*

Skills:

- *organise and conduct a stakeholder/citizen involvement study*
- *apply and interpret on insights from stakeholder/citizen involvement into the design project*

Competences:

- *develop a design project based on the identified challenge and stakeholder/citizen involvement process*
- *argue own role as a designer in relation to social design*
- *reflect on and argue the relevance and value contribution of the project in a contemporary setting*

Generic learning outcome

In addition to the above-mentioned course-specific learning outcomes, the student is also expected to:

- *to use and communicate knowledge, skills and/or methods from the subject area (Communication Design, Accessory Design, Industrial Design, Fashion Design or Textile Design) as a lever for relevant prototypes and solutions within the design challenge*
- *be able to translate design experiments – regardless of the outcome – into learning and development of their own design practice*

COURSE DESCRIPTION

FOUNDATIONS OF SOCIAL DESIGN

- *be able to present own research and project through an oral and visual presentation, that both explains what, why and how, and contains a reflection on the process and the concrete learning along the way*
- *be able to argue own role as a designer in the design process*

COURSE DESCRIPTION

DESIGN METHODOLOGY

Course title Design Methodology	Kursustitel Designmetodologi
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 Pass/fail	Assessment Class participation. The student is required to attend 75% of course lessons and participate actively in class.
Censor Internal	Reexam The reexam is an individual 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

EMPATHY AND EQUITY

Course title Empathy and Equity	Kursustitel Empati og lige adgang
Course number PE1LA--KMU	Approved 06.06.23
Level and semester MA, 2 nd Semester	Field of study Design for People
ECTS 15	Responsible Canan Akoglu
Exam form Oral exam	Assessment 7-point grading scale The exam will be an evaluation of the presented design product and the oral defence
Censor Internal	Extent/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, students must deliver a project description within the framing of the course.	Group exam / group work The exam takes form of either an individual exam or a group exams (up to four students in a group)

COURSE DESCRIPTION

EMPATHY AND EQUITY

Course objective

This course takes account of individual citizen's life course and investigates ways to re-imagine creating value with stakeholders/citizens for increased wellbeing.

The course focuses on participatory design, empathy, equity and ethics. In the course, the students dive deeper into participatory design and develop their capabilities in relation to participatory design as well as how and when to use relevant (participatory) design methods in order to create meaningful engagements with stakeholders/citizens. The students are provided knowledge about equity which acknowledges that individuals have different circumstances, backgrounds and needs. The course addresses aspects about anonymity and confidentiality in relation to ethics.

This course provides space for the students to merge their knowledge and skills into practice with a concrete project work based with participatory design approach in care, health or overall wellbeing. In order to accomplish own design project, the students also design and develop relevant tools for stakeholder/citizen engagement and account for techniques, methods and approaches for putting those designed tools into action.

Learning outcome

At the examination, the student is expected to:

Knowledge:

- *have an understanding of and be able to describe the core lines of participatory design approach, the role of empathy and equity in a design project*
- *have an understanding of and be able to explain the intensions of designing specific tools, techniques and/or methods for engaging with stakeholders/citizens*

Skills:

- *illustrate and analyse the identified context and the challenge for the design project*
- *demonstrate ability to organise the process for the design project with participatory design approach*

Competences:

- *develop tools/toolkits, techniques and/or methods to use in the design project based on participatory design approach*
- *argue choosing appropriate tools, techniques and/or methods for engaging with stakeholders/citizens*
- *develop a design solution responding to the identified context and challenge with participatory design approach*

Generic learning outcome

In addition to the above-mentioned course-specific learning outcomes, the student is also expected to:

- *to use and communicate knowledge, skills and/or methods from the subject area (Communication Design, Accessory Design, Industrial Design, Fashion Design or Textile Design) as a lever for relevant prototypes and solutions within the design challenge*
- *be able to translate design experiments – regardless of the outcome – into learning and development of their own design practice*

COURSE DESCRIPTION

EMPATHY AND EQUITY

- *be able to present own research and project through an oral and visual presentation, that both explains what, why and how, and contains a reflection on the process and the concrete learning along the way*
- *be able to argue own role as a designer in the design process*

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 Pass/fail	Assessment Class participation. The student is required to attend 75% of course lessons and participate actively in class.
Censor Internal	Reexam The reexam is an individual 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

CRITICAL FRAMING

Course title Critical Framing	Kursustitel Kritisk Rammesætning
Course number PE1KR--KMU	Approved 06.06.23
Level and semester MA, 2 nd Semester	Field of study Design for People
ECTS 7,5	Responsible Canan Akoglu
Exam form Oral exam	Assessment 7-point grading scale The exam will be an evaluation of the presented design product and the oral defence
Censor Internal	Extent/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, students must deliver a project description within the framing of the course.	Group exam / group work The exam takes form of either an individual exam or a group exam (up to four students in a group)

COURSE DESCRIPTION

CRITICAL FRAMING

Course objective

The course addresses that future designers need to master critical thinking. The objective of this course is to equip students with knowledge, concepts and practices of critical design and speculative design, enabling them to explore and envision alternative perspectives, challenge existing norms or manners and potentially provoke critical discourse through their concrete design work.

In the course, the students are asked to identify a social or a societal challenge to be addressed by their design practices through artefacts and interactions. As a result, the students enhance and demonstrate their capabilities in framing a social or societal challenge and developing a design project addressing the identified challenge based on critical design and/or speculative design perspective.

Learning outcome

At the examination, the student is expected to:

Knowledge:

- *have an understanding of and be able to explain the fundamental thoughts in the literature on critical design and speculative design*
- *have an understanding of and be able to describe examples from critical and speculative 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 that tackles with and illuminates the identified challenge*
- *reflect on and argue the role of the designer in a project based on critical design practice*
- *reflect on and argue the relevance and value contribution of the project in a contemporary setting*

Generic learning outcome

In addition to the above-mentioned course-specific learning outcomes, the student is also expected to:

- *to use and communicate knowledge, skills and/or methods from the subject area (Communication Design, Accessory Design, Industrial Design, Fashion Design or Textile Design) as a lever for relevant prototypes and solutions within the design challenge*
- *be able to translate design experiments – regardless of the outcome – into learning and development of their own design practice*
- *be able to present own research and project through an oral and visual presentation, that both explains what, why and how, and contains a reflection on the process and the concrete learning along the way*
- *be able to argue own role as a designer in the design process*

COURSE DESCRIPTION

DESIGN FOR BEHAVIORAL CHANGE

Course title Design for Behavioral Change	Kursustitel Design for adfærdsændringer
Course number KX2AD--KMU	Approved 20.04.2021
Level and semester MA, 3 rd semester	Field of study Design for People & Design for Planet
ECTS 15	Responsible Canon Akoglu & Ulla Ræbild
Exam form Oral exam	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

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 reconstructions).

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 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*

Generic learning outcome

In addition to the above-mentioned course-specific learning outcomes, the student is also expected to:

- *to use and communicate knowledge, skills and/or methods from the subject area (Communication Design, Accessory Design, Industrial Design, Fashion Design or Textile Design) as a lever for relevant prototypes and solutions within the design challenge*
- *be able to translate design experiments – regardless of the outcome – into learning and development of their own design practice*
- *be able to present own research and project through an oral and visual presentation, that both explains what, why and how, and contains a reflection on the process and the concrete learning along the way*
- *be able to argue own role as a designer in the design process*

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 Pass/fail	Assessment Class participation The student is required to attend 75% of course lessons and participate actively in class.
Censor Internal	Reexam The reexam is an individual 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 duration of the exam 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*

Generic learning outcome

In addition to the above-mentioned course-specific learning outcomes, the student is also expected to:

- *to use and communicate knowledge, skills and/or methods from the subject area (Communication Design, Accessory Design, Industrial Design, Fashion Design or Textile Design) as a lever for relevant prototypes and solutions within the design challenge*
- *be able to translate design experiments – regardless of the outcome – into learning and development of their own design practice*
- *be able to present own research and project through an oral and visual presentation, that both explains what, why and how, and contains a reflection on the process and the concrete learning along the way*
- *be able to argue own role as a designer in the design process*