Danish University of Design

COURSE DESCRIPTION
EXPLORING DESIGN PERSPECTIVES

Course title Exploring Design Perspectives	**Kursustitel** 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

Danish University of Design

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*

Danish University of Design

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, 1st 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

Danish University of Design

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*

Danish University of Design

COURSE DESCRIPTION
TRANSFORMING PRACTICES

Course title Transforming Practices	**Kursustitel** Transformering af praksisser
Course number PT1TP--KMU	**Approved** 06.06.23
Level and semester MA, 1st semester	**Field of study** Design for Planet
ECTS 15	**Responsible** 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 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 exam (up to four students in a group)

Danish University of Design

COURSE DESCRIPTION
TRANSFORMING PRACTICES

Course objective
A fundamental aspect of designing is directed towards the future, as the designer anticipates the needs and potentials of tomorrow. However, when working for a sustainable future, it can be important for designers to expand the reach of this anticipatory competence and influence and/or shape the future itself.

For this purpose, the course introduces practice theory, user studies and speculative methods as approaches to engaging with and transforming practices: Practices which may include all actors, for example, practices of designing, practices of using, practices of manufacturing, etc. The focus of the course is to explore how modes of practices relate, such as the relationship between function, material, aesthetics, technology, production and use. Thereby, students build important understandings of how design develops and gains meaning in situated contexts, which is necessary when designing for the future.

Exploring past and present practices, the course addresses objects and know-how as a rich and valuable source for designers working with future practices of sustainability. Based on these explorations, students develop design proposals and unfold accordant exemplary products and/or services relating to practices furthering sustainability.

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

Knowledge:
- *be able to describe core concepts of slow movement, practice theory, material and speculative methods*
- *be able to identify and select sources and literature within user studies that are relevant to the design project*
- *be able to discuss course literature in relation to design project*

Skills:
- *be able to analyse and visualise the development of a product or practice over time*
- *be able to plan, execute and analyse a study of use practice related to a selected user group*
- *be able to evaluate research outcomes, in terms of selected sustainability potentials, and identify a relevant context*

Competences:
- *be able to evaluate and combine individual, design disciplinary and societal motivations within a design project on transforming practices.*
- *Be able to create a novel design concept from research on past practices for a specific context using design disciplinary means for dissemination and communication*

COURSE DESCRIPTION
TRANSFORMING PRACTICES

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*

Danish University of Design

COURSE DESCRIPTION
DESIGN METHODOLOGY

Course title Design Methodology	**Kursustitel** Designmetodologi
Course number KF1ME--BUU	**Approved** 30.08.2020
Level and semester MA, 2nd semester	**Field of study** Design for People, Planet & Play
ECTS 2,5	**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.

Danish University of Design

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*

Danish University of Design

COURSE DESCRIPTION
MATERIAL NARRATIVES

Course title Material Narratives	**Kursustitel** Materialefortællinger
Course number PT1FM--KMU	**Approved** 21.06.23
Level and semester MA, 2nd Semester	**Field of study** Design for Planet
ECTS 15	**Responsible** 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 defence
Censor External	**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 exam (up to four students in a group)

Danish University of Design

COURSE DESCRIPTION
MATERIAL NARRATIVES

Course objective
Designers work with materials as a membrane that can translate ideas and concepts in to meaning and values for users when a user interacts with a material-based design solution. In parallel, materials, as resources, take part in larger networks that inform and influence material-related considerations in design processes.

This course addresses materials from a broad and holistic perspective, to emphasise and activate the role of materials in design for sustainability. Thereby the course places the material as centre for exploration and experimentation.

The objective of the course is to strengthen understanding and awareness of the multiplicity of possible material engagements and involvements in design. This is throughout the course explored through the interconnected perspectives: Material Culture, Material Experience, Material Systems and Material Making.

In the course, students are encouraged to explore and create material narratives in analogue as well as digital formats through engagement with one or more materials or resources.

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

Knowledge:
- *understand relations between materials and design for sustainability*

Skills:
- *building on a disciplinary framing, execute and document material focused research and experiments within the four perspectives, Material Culture, Material Experience, Material Systems and Material Making*
- *examine and analyse outcomes of investigations and experiments and make conclusions*
- *identify and pursue design for sustainability conceptual potentials in the research outcome*

Competences:
- *argue for and formulate a design for sustainability intention for a material focused design process within a disciplinary framing*
- *develop narratives of, with and around materials for a defined purpose and context of use*
- *create a material focused design proposal based on sustainability principles within a disciplinary framing*

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
MATERIAL NARRATIVES

- *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*

Danish University of Design

COURSE DESCRIPTION
EMPOWERING CHANGE

Course title Empowering Change	**Kursustitel** Styrkelse af forandringsprocesser
Course number KF1EC--BUU	**Approved** 24.09.24
Level and semester MA, 2nd semester	**Field of study** Design for People, Planet & Play
ECTS 2,5	**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.

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 being able to create products. Such processes might lead to a specific idea, solution, intervention, change of existing habits, mindsets, and practices, or new ways of communicating challenges and opportunities in and to the world. In short, we are the "DOers" of today and tomorrow.

The course builds on the 'Design Methodology' course. It aims to give the student an understanding of how prominent, contemporary design methodologies can aid the student in creating new ideas that can empower viable change in the relevant contexts – business, daily life, institutional, public, etc.

The students' work in the course involves real-life scenarios, often presented as a design brief formulated by a collaborating organization/s. Combining these scenarios with design methodological ways of thinking and designing, the students must identify relevant challenges and take steps towards robust design solutions in collaboration with the external partnering organization/s. Process planning and facilitation are closely connected to project management, and the course will touch upon project management on a smaller scale.

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

Knowledge:
- *Condense how designers can create the first steps towards change in and with organizations, grounded in real-life scenarios and current design methodologies*
- *Identify project management tools on a smaller scale*

Skills:
- *Interpret a real-life scenario, identify a specific design challenge, and plan a framework for approaching this challenge*
- *Carry out a design process, focusing on empowering change, and ongoingly disseminate progress and outcome visually, materially, and/or verbally*

Competences:
- *Apply relevant methodologies and methods for the involvement of stakeholders, key concepts, existing and new knowledge etc. in the design process*
- *Deliver an innovative design proposal in the form of, for instance, a relevant early and rapid prototype to a partnering organization.*

Danish University of Design

COURSE DESCRIPTION
HOLISTIC SYSTEMS

Course title Holistic Systems	**Kursustitel** Helhedstænkte systemer
Course number PT1SH--KMU	**Approved** 06.06.23
Level and semester MA, 2nd semester	**Field of study** Design for Planet
ECTS 7,5	**Responsible** 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 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)

Danish University of Design

COURSE DESCRIPTION
HOLISTIC SYSTEMS

COURSE OBJECTIVE

Central to creating sustainable impact is to work holistically with the use of resources. As design is developed and used within material, technological, economic and human systems, designers need to understand production, communication, consumption and disposal on a systems level in order to frame and develop holistic design strategies for e.g., prolonging lifespan, optimising use and managing waste.

This course introduces to and activates core strategies for holistic systems building: circular, service, and sharing systems. Furthermore, a number of key models, tools and methods for systems analysis and assessment will be introduced and applied such as The Butterfly Diagram, Business Model Canvas, life cycle mapping and stakeholder involvement.

Students will work with real company/organizational cases to analyse existing systems, explore potentials and develop new design driven sustainable systems proposals, supported by product and/or service concepts informed by design experiments.

LEARNING OUTCOME

At the examination, the student is expected to:

Knowledge:

- *be able to explain models, tools and methods for holistic systems building*
- *be able to relate course literature on strategic systems to the design project*
- *be able to discuss possible implications/effects of applying the holistic design strategies*

Skills:

- *be able to analyse a complex system in relation to a selected company/organisational setting, using models, methods and tools applied in the course*
  be able to identify and frame a relevant design proposal towards systemic transformation informed by various stakeholders
- *be able to explore and address a sustainability challenge/problem through the application of holistic systems building strategies in a design project*

Competences:

- *be able to create a system design proposal that increases the overall sustainability performance within a company/organizational context*
- *be able to develop products and/or service concepts that can support the system design*
- *be able to evaluate and argue implications of implementing the systems proposal in terms of sustainable impact*

COURSE DESCRIPTION
HOLISTIC SYSTEMS

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*

Danish University of Design

COURSE DESCRIPTION
EXPLORING DESIGN PROFESSIONS - INTERNSHIP

Course title Exploring Design Professions, internship	**Kursustitel** Udforskning af designprofessioner, praktik
Course number KF2PI--KSE	**Approved** 23.04.24
Level and semester MA, 3rd semester	**Field of study** Design for People, Planet & Play
ECTS 30	**Responsible** Eva Kappel
Exam form Written assignment	**Assessment** 7-point grading scale
Censor Internal	**Extent/duration of exam** A written assignment of 8-10 standard pages (for definition of a standard page, please see the curriculum)

Danish University of Design

COURSE DESCRIPTION
EXPLORING DESIGN PROFESSIONS - INTERNSHIP

Course objective

The purpose of the internship is to provide students the opportunity to get hands-on experience in the vibrant and dynamic field of design while they explore their acquired design knowledge, skills and competencies in practice. While having invaluable experiences that contribute to their growth as emerging professionals in the diverse and ever-evolving field of design, students are also expected to expand and deepen their skillsets through practical exposure, professional development, and real-world application of design skills within a selection of three types of design practices.

In addition to cultivating their individual practice, students are expected to reflect on the (potential) impact of incorporating the unique perspectives of Design for People, Design for Planet, or Design for Play within the organization in terms of how to develop/change/adjust contemporary design practice. The impact may vary across a spectrum, encompassing small incremental changes within the organization to the proposition of more radical transformations.

The overall goal is to provide students to adjust, develop or re-invent contemporary design practices through different means as follows:

Track 1 - Design Practitioner: Learning from contemporary design practice
Students are expected to strengthen their operating skills meaning that they must practice designing in accordance with organisation's identity and its value proposition. They should gain an understanding in the market/outside world as well as create insights into users and relevant stakeholders in the organisation. Additionally, they should develop an analysis of what could be a potential incremental change from a Design for People, Planet or Play perspective in the organisation.

Track 2 - Design Strategist: Learning to take a strategic position
Students are expected to facilitate transformation with the skills, mindset, and experiences necessary to drive innovation and create positive impact within the organisational context. It is important to adapt to organizational changes, navigate ambiguity, and demonstrate resilience while pursuing intrapreneurial design initiatives within the company. To do so, students are expected to develop an analysis and a strategic plan to carry out a transformational process. Additionally, students should also reflect on the learning gained from facilitating transformational processes.

Track 3 - Design Academic: Learning from academic design research
Students are expected to engage in research activities within an academic research setting, exploring design theories, methodologies, and contributing to the advancement of knowledge within the field. It is important to engage in reflective practices to assess the strengths, limitations, and implications of the research conducted, fostering continuous learning and improvements. These thoughts/deliberations should be elaborated and documented in a reflection report. Additionally, students are expected to write or co-write a short conference paper.

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

Knowledge:
- *be able to explain how existing practice works*
- *be able to explain and describe the type of value that the contemporary design practice contributes to economical understanding, social, societal values, environmental values*

Skills:
- *be able to assess, choose and use the relevant tools and methods for having (potential) impact in the host organisation*
- be able to explain the (potential) impact of incorporating the unique perspectives of Design for People, Design for Planet, or Design for Play within a professional context

Danish University
of Design

COURSE DESCRIPTION

EXPLORING DESIGN PROFESSIONS - INTERNSHIP

Competences:

- demonstrate enhanced proficiency in applying design principles, methodologies, and techniques within a professional context
- cultivate a mindset by identifying opportunities for design-driven innovation, taking calculated risks, and embracing a proactive approach to problem-solving

Danish University of Design

COURSE DESCRIPTION
MASTER'S PROJECT

Course title Master's Project	**Kursustitel** Kandidatprojekt
Course number KP2KA--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. In addition to the academic content, the student's spelling and fluence will also be assessed. However, the academic content is weighted more heavily, cf. Executive Order on examinations and grading in higher artistic education under the Ministry of Higher Education and Science.
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 students either within or across disciplines.

Danish University of Design

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*