

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

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	Kurstittel 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*

COURSE DESCRIPTION

PLAY DESIGN FUNDAMENTALS

Course title Play Design Fundamentals	Kursustitel Grundlæggende design til leg
Course number KP1GL--KMU	Approved 06.11.23
Level and semester MA, 1 st semester	Field of study Design for Play
ECTS 15	Responsible Karen Feder
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)

COURSE DESCRIPTION

PLAY DESIGN FUNDAMENTALS

Course objective

The course introduces students to four archetypical play design domains: Toy Play, Play Spaces, Gameplay and finally Applied Play where the play experience also has some external goal such as learning or behaviour change. Students explore play design practices of these domains through the development of prototypes informed by domain specific play theory and design principles. During the course, students will develop a foundational practice of doing play design across the four domains and the ability to connect play theory and play design practice.

Learning outcome

At the examination, the student is expected to:

Knowledge:

- *possess theoretical and practical knowledge about the four play design domains (toy play, play spaces, gameplay and applied play)*

Skills:

- *be able to utilize domain specific play theory to inform their play design practice*
- *be able to formulate design principles informed by domain relevant theory*

Competences:

- *be able to design for play across the four specified domains*
- *be able to explore and present their play design concepts through low-fidelity and high-fidelity prototypes*

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 METHODOLOGY

Course title Design Methodology	Kurstitel Designmetodologi
Course number KF1ME--BUU	Approved 30.08.2020
Level and semester MA, 2 nd 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.



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 PY1LB--KMU	Approved 06.06.23
Level and semester MA, 2 nd semester	Field of study Design for Play
ECTS 15	Responsible Karen Feder
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 External	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

CHILD-CENTERED DESIGN FOR PLAY

Course objective

Child-Centered Design for Play focuses on exploring and understanding the concept of child-centered design and how to work from a child-centered 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 about fundamental physical, cognitive and social development of children across different age groups*
- *have knowledge about children's capabilities in relation to co-creation and co-design*
- *have knowledge about legal aspects 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 analyse the implicit developmental qualities related to a given play experience*
- *understand children's everyday life and culture*
- *be able to reason about design decisions based on children's developmental qualities*

Competences:

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

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

EMPOWERING CHANGE

Course title Empowering Change	Kurstitel Styrkelse af forandringsprocesser
Course number KF1EC--BUU	Approved 24.09.24
Level and semester MA, 2 nd 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.

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.*

COURSE DESCRIPTION

PLAYING WITH FUTURES

Course title Playing with Futures	Kursustitel Leg med fremtiden
Course number PY1FL--KMU	Approved 21.06.23
Level and semester MA, 2 nd semester	Field of study Design for Play
ECTS 7,5	Responsible Karen Feder
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 exams (up to four students in a group)

COURSE DESCRIPTION

PLAYING WITH FUTURES

COURSE OBJECTIVE

In this course, play is utilized as a methodological approach to encourage ethical contemplation and social critique. Through playful speculation, the student challenges our current world and envisions alternative futures. For this purpose, the students are introduced to the fields of critical design and speculative design theory. The course uses design fiction to imagine and construct future scenarios as means of making the change today. However, the critical commentary will rely mostly on high-fidelity prototypes and /or scenarios.

Projects will be evaluated based on how effective the design artefacts are at communicating their social commentary, as well as the imagined world in which it could exist.

The outcome is thus a tangible mode of reflection that has democratic value and play 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 imagine and craft 'worlds' and stories*
- *be able to name and discuss the implications of play in the design process*
- *be able to 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**EXPLORING DESIGN PROFESSIONS - INTERNSHIP**

Course title Exploring Design Professions, internship	Kurstitel Udforskning af designprofessioner, praktik
Course number KF2PI--KSE	Approved 23.04.24
Level and semester MA, 3 rd 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)

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*



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

COURSE DESCRIPTION

MASTER'S PROJECT

Course title Master's Project	Kurstitel Kandidatprojekt
Course number KP2KA--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. 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.

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*