Course description
Material Narratives

Course title	Kursustitel
Material Narratives	Materialefortællinger
Line of study	**Approved**
Design for Planet, 1st year	27.08.20
Level	**Responsible**
MA	Ulla Ræbild
ECTS	**Course number**
15	PT1MN--KMU
Exam form	**Assessment**
Program Exam	7-point grading scale
(see appendix 2)	
	The exam will be an evaluation of the presented design product and the oral
Combination:	defense.
Oral defense and design product	
Censor	**Comments**
Internal	The exam takes the form of either an individual exam or a group exam (up to four students in a group).
	The exam duration for
	an individual exam is 30 min (half presentation, half discussion)
	a group of two students is 45 min (half presentation, half discussion)
	a group of three students is 60 min (half presentation, half discussion)
	a group of four students is 75 min (half presentation, half discussion)
	As a mandatory prerequisite for participation in the oral exam, you must deliver a project description within the framing of the course.

Course objective

Designers work with materials as a membrane that can translate ideas and concepts in to meaning and values for the user, when the user interacts with the design.

This course addresses materials from a broad holistic perspective, including technical, functional and emotional aspects, in order to emphasis and activate the role of materials in sustainable design. Thereby the course places the material as center for exploration through a material driven design process.

The course introduces four strategies for working with materials in the context of sustainable design: Slow, Closed Loop, Bio-inspired, and Bio-based. It also informs on state of art within analogue and digital technology regarding production and use of materials.

The four strategies will form the outset for the practical design work with materials in the course, leading to new proposals for material driven sustainable design.

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

Knowledge
- explain technical, functional and emotional aspects of materials and their relevance for sustainable design
- describe and discuss material strategies introduced in the obligatory theory

Skills
- execute and document material driven design experiments and tests within a chosen material strategy
- visually examine and analyse outcome of experiments and make conclusions
- identify and pursue design and sustainability conceptual potentials in the research outcome

Competencies
- argue and formulate a sustainable design intention for a material driven design process
- select, construct and develop materials for a defined purpose and user context
- create a novel material-driven sustainable design

Course description
Learning from the Past

Course title	Kursustitel
Learning from the Past	Læring fra fortiden
Line of study	**Approved**
Design for Planet, 1st year	31.08.18
Level	**Responsible**
MA	Ulla Ræbild
ECTS	**Course number**
15	PT1LP--KMU
Exam form	**Assessment**
Program Exam	7-point grading scale
(see appendix 2)	
	The exam will be an evaluation of the presented design product and the oral
Combination:	defense.
Oral defense and design product	
Censor	**Comments**
Internal	The exam takes the form of either an individual exam or a group exam (up to four students in a group).
	The exam duration for
	an individual exam is 30 min (half presentation, half discussion)
	a group of two students is 45 min (half presentation, half discussion)
	a group of three students is 60 min (half presentation, half discussion)
	a group of four students is 75 min (half presentation, half discussion)
	As a mandatory prerequisite for participation in the oral exam, you must deliver a project description within the framing of the course.

Course objective

This course addresses how objects, knowledge of and knowhow from past practices can be a rich and valuable source for designers working with sustainability. A focus in the course is to explore the relation between function, material, aesthetics, technology, production and use. Thereby students build important understandings of how design develops and gain meaning in situated contexts, which is necessary when developing sustainable design concepts for the future.

To inform the design process and uncover sustainability potentials, the course introduces relevant literature and activates two types of explorative methods:
a.) product timelines and
b.) use of inventory studies
Based on these investigations students develop design concepts with products, services and/or systems furthering sustainability.

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

Knowledge

- describe core aspects of the obligatory course literature
- explain the methods applied in the project

Skills

- plan, execute and analyse a product timeline for a selected product group
- plan, execute and analyse a use & inventory study related to a selected user group
- organise, interpret and transform the outcome of the research within a design process

Competencies

- evaluate and select research outcome, in terms of sustainability potentials, and identify a relevant future context
- create a novel design concept from research on past practices for a specific context
- realise a design solution based in the concept through design disciplinary means

Course description
Design Camp

Course title	Kursustitel
Design Camp	Design Camp
Line of study	**Approved**
Design for Planet, People and Play, 1st year	10.01.20
Level	**Responsible**
MA	Eva Kappel
ECTS	**Course number**
5	KF1DC--BUU
Exam form	**Assessment**
Class participation	Pass/fail
Censur	**Comments**
Internal	The exam is in the form of class participation and requires you to attend a minimum of 75% of the lessons and participate actively in class.
	The re-exam consists of a written assignment of 7-10 standard pages that covers the learning outcome of the course.
	One standard page is equivalent to 2,400 characters including spaces. (Find more information about written assignments in 6.2.2 of the Curriculum Framework.

Course objective

It is becoming increasingly clear that we as designers need to create actions and not just ideas. This might be specific products, changes of existing habits and mind-sets, and new ways of communicating challenges and opportunities in the design field. In short, we are the "DOers" of today and tomorrow.

The course centers around Design School Kolding's three strategic focus areas; Play, Sustainability and Social Inclusion. The course is intended to give the student an understanding of the importance of not only creating ideas but also creating actions. The aim being that students will be able to understand how they might advance design solutions through user observations rather than keeping only prejudiced or personal perspectives and ideas as a turning point within a project. This for the benefit of companies, organizations or solutions aiming at solving critical world problems.

Through real-life observations and learning to create future scenarios, the work within the course is to identify and create design solutions in co-work with exterior partners that becomes reality.

Focusing on **one** of the themes Play, Sustainability and Social Inclusion, and based on current observations and future scenarios, students will create specific projects that activate meaningful sustainable changes with user focus as a given precondition. Each year will present a different theme within the three above mentioned.

Learning Outcome	The student is expected to:
Knowledge	• possess basic knowledge about the concept of either Design for Play, Design for Planet or Design for People (depending on the theme of the year)
Skills	• be able to identify a relevant design challenge in the area of either Play, Sustainability or Social Inclusion (depending on the theme of the year) in relation to a design professional project in collaboration with fellow design students • be able to disseminate his/her design concept visually and verbally at a professional level that the Camp partners understand • be able to work with prototyping/sketching tools and analyze these in relation to project objectives • be able to reflect on and put into perspective play, sustainability or social inclusion (depending on the theme of the year) potentials of the project within a local, national and international context • train individual and collective entrepreneurial skills in collaboration with external partners
Competencies	• be able to build future scenarios • be able to enter into an international teamwork utilizing one's professional competences • be able to apply methods for user and stakeholder involvement in the area of play, sustainability or social inclusion (depending on the theme of the year) • be able to deliver a complete and innovative design proposal in the form of a relevant prototype • be able to present the project within the context of a business, an organization and/or an institution

Course description
Design Methodology

Course title	Kursustitel
Design Methodology	Designmetodologi
Line of study	**Approved**
Design for People, Design for Planet, Design for Play, 1st year	30.08.2020
Level	**Responsible**
MA	Eva Kappel
ECTS	**Course number**
5	KF2MD--BUU
Exam form	**Assessment**
Class participation	Pass/fail
Censur	**Comments**
Internal	The exam is in the form of class participation and requires you to attend a minimum of 75% of the lessons and participate actively in class - meaning that you must keep an individual logbook reflecting on lectures and readings. The re-exam consists of a written assignment of 7-10 standard pages that covers the learning outcome of the course. One standard page is equivalent to 2,400 characters including spaces. (Find more information about written assignments in 6.2.2 of the Curriculum Framework.

Course Objective

The course objective is to give the students a thorough introduction to design methodology in a historic perspective and make the students able to understand and put theories, discussions and main directions in the field into perspective as well as reflect on their own practice.

Learning outcome

In order to receive a passing grade the student is expected to:

Knowledge

- have knowledge about and be able to discuss design methodology in a historic perspective
- be familiar with key design methodological theories

Skills

- be able to explain the concept design methodology
- be able to apply design methodological theories

Competencies

- be able to reflect on design methodology in relation to his or her own practice

Course title	Kursustitel
Preferred Futures	Fortrukne fremtider
Line of study	**Approved**
Design for Planet, 1st year	31.08.18
Level	**Responsible**
MA	Ulla Ræbild
ECTS	**Course number**
10	PT1PF--KMU
Exam form	**Assessment**
Program Exam	7-point grading scale
(see appendix 2)	
	The exam will be an evaluation of the presented design product and the oral
Combination:	defense.
Oral defense and design product	
Censor	**Comments**
External	The exam takes the form of either an individual exam or a group exam (up to four students in a group).
	The exam duration for
	an individual exam is 20 min (half presentation, half discussion)
	a group of two students is 30 min (half presentation, half discussion)
	a group of three students is 40 min (half presentation, half discussion)
	a group of four students is 50 min (half presentation, half discussion)
	As a mandatory prerequisite for participation in the oral exam, you must deliver a project description within the framing of the course.

Course objective

A fundamental aspect of designers' work is directed towards the future, as he or she 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 and activates four approaches to design; Speculative Prototyping, Design Fiction. Critical Design and Design Activism. Through future studies research, dialogue with external organisations and own design disciplinary motivations the students identify an issue/problem/question and select and/or develop an approach, by which the challenge can be addressed.

In the design process, students develop tangible/visual/interactive design proposals for a preferred future

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

Knowledge

- describe and relate the core concepts of speculate prototyping, design fiction, critical design and design activism
- identify and select sources and literature from future studies that is relevant for the project
- discuss course literature in relation to design project

Skills

- identify an issue in relation to sustainability that can be influenced, shaped or solved through a speculative/fictional/critical and/or activist design approach
- apply and carry out a speculative/fictional/critical and/or activist approach to a design process

Competencies

- evaluate and combine personal, design disciplinary and societal motivations within a speculative/fictional/critical and/or activist design project
- use design as means for installing reflection, new perception and change of behaviour in a specific societal group or culture
- use anticipatory design competences to further awareness in society on sustainable agenda

Course description
Holistic Systems

Module title	Modultitel
Holistic Systems	Helhedstænkte systemer
Line of study Design for Planet, 1st year	**Approved** 29.08.19
Level MA	**Responsible** Ulla Ræbild
ECTS 10	**Course number** PT1HS--KMU
Exam form Program Exam (see appendix 2) Combination: Oral defense and design product	**Assessment** 7-point grading scale The exam will be an evaluation of the presented design product and the oral defense.
Censor Internal	**Comments** The exam takes the form of either an individual exam or a group exam (up to four students in a group). The exam duration for an individual exam is 20 min (half presentation, half discussion) a group of two students is 30 min (half presentation, half discussion) a group of three students is 40 min (half presentation, half discussion) a group of four students is 50 min (half presentation, half discussion) As a mandatory prerequisite for participation in the oral exam, you must deliver a project description within the framing of the course.

Course objective

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 develop holistic design strategies for 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 tools and methods for systems analysis and assessment, will be introduced and applied such as Life Cycle Analysis and Business Model Canvas.

Students will work with real company cases to analyse existing systems, explore potentials and develop new sustainable design driven systems proposals, prototypes and final design products/services/systems.

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

Knowledge

- be able to explain strategies 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 strategies to own design field

Skills

- be able to analyse a complex system in relation to a selected company setting, using the methods and tools applied in the course
- be able to explore and address a sustainability challenge/problem through the application of holistic systems building strategies in a design project

Competencies

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

Course title	Kursustitel
Design for behavioral change	Design for adfærdsændringer
Line of study	**Approved**
Design for People and Design for Planet, 2nd year	29.08.19
Level	**Responsible**
MA	Thomas Binder and Eva Brandt
ECTS	**Course number**
15	KX2DC--BMU
Exam form	**Grading**
Program Exam (see appendix 2)	Pass/fail
Combination: Oral defense and design product	The exam will be an evaluation of the presented design product and the oral defense.
Censor	**Comments**
Internal	The exam takes the form of either an individual exam or a group exam (up to four students in a group).
	The exam duration for
	an individual exam is 30 min (half presentation, half discussion)
	a group of two students is 45 min (half presentation, half discussion)
	a group of three students is 60 min (half presentation, half discussion)
	a group of four students is 75 min (half presentation, half discussion)
	As a mandatory prerequisite for participation in the oral exam, you must deliver a project description within the framing of the course

Course objective

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 behaviors through contributing with imagery for the good life. Today behavioral 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 behavioral 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 reconfigurations).

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 behavioral 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 behavior change

Competencies

- be able to able to plan and execute a design process for behavioral change
- be able to document and in a convincing manner present the design for behavioral change project
- be able to reflect upon and communicate the potential effects of the design project

Course description
Career Lab

Course title	Kursustitel
Career Lab	Career Lab
Line of study	**Approved**
Design for People, Design for Planet and Design for Play, 2nd year.	31.08.18
Level	**Responsible**
MA	Eva Kappel
ECTS	**Course number**
5	KF2KV--BUE
Exam form	**Assessment**
Class participation	Pass/fail
Censur	**Comments**
Internal	The exam is in the form of class participation and requires you to attend a minimum of 75% of the lessons and participate actively in class - meaning that you shall create your personal cv, portfolio ect.
	The re-exam consists of a written assignment of 7-10 standard pages that covers the learning outcome of the course. One standard page is equivalent to 2,400 characters including spaces.
	Find more information about written assignments in 6.2.2 of the Curriculum Framework.

Course objective

The course consists of strategic career promoting elements for designers, understanding of competencies, communication and business knowledge.

The ability to communicate your competencies and potential in a receiver-oriented manner is vital to ensure that the message is received correctly. This combined with understanding of target-group and practice in variation of your message and the tools supporting the particular message.
Working as a designer it is important to understand how design helps businesses create economic value, which different roles and positions a designer might have in different companies.

The course gives a basic understanding of legal conditions in relation to the design profession, and an introduction into market conditions, rights and employment possibilities.

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

Knowledge

- have knowledge about IRP
- have knowledge about how the Danish job market rules and legislations.
- have knowledge of how designing products/services can create economic growth.

Skills

- convert your design competences to a wide labour market
- create a profile on LinkedIn, social media and job portals
- write target-oriented job applications
- build up a professional CV and a target-oriented portfolio
- communicate your skills and competencies through an elevator pitch

Competencies

- know how to fit into the value chains of a given company/ institution
- target your communication towards a specific target group
- communicate target-oriented value proposition

Course title	Kursustitel
Deep Research	Deep Research
Line of study	**Approved**
Design for People, Design for Planet, Design for Play, 2nd year	31.08.2020
Level	**Responsible**
MA	Eva Kappel
ECTS	**Course number**
10	KF2DR--BSU
Exam form	**Assessment**
Written assignment	Pass/fail
Censur	**Comments**
Internal	The assignment is to be written individually or in a group of no more than 3 students: Extent: 4-6 normal pages by 1 student 6-9 normal pages by 2 students 8-12 normal pages by 3 students One standard page is equivalent to 2,400 characters including spaces (Find more information about written assignments in 6.2.2 of the Curriculum Framework.

Course Objective

This course focusses on conducting research through design, and the designer as producers of new knowledge.

Through the course the students are introduced to relevant qualitative research methods, in order to activate their design skills for generating empirical data and conducting design research.

The course is about Design research as an approach to generate, collect and analyse data in a systematic, transparent and valid way. The purpose of the course is to provide the students with understanding of how to contribute with new knowledge within the field of design.

The course contains a number of interrelated elements to be conducted in an iterative design research process.
E.g field work, design experiments, data analysis, literature studies, reflective writing etc.

Within this course the students will disseminate their design research as a written assignment in a format of a short academic paper.

Learning outcome

In order to receive a passing grade the student is expected to:

| Knowledge | • position the project within design research (e.g. Research Through Design, Practice based research, Constructive design research) |
| | • describe reasons for the chosen methods for generating and analysing empirical data |

Skills	• formulate, conduct and document a design-led experiment
	• combine different methods for generating and analysing data
	• generate data through the fieldwork and the design experiment

| Competencies | • analyse and compare empirical data (field work and design experiments) against existing literature in order to identify findings |
| | • disseminate the design research project in a written academic format |

Course description
Master's Project

Course title	Kursustitel
Master's Project	Kandidatprojekt
Line of study Design for People, Design for Planet and Design for Play, 2nd year	**Approved** 31.08.18
Level MA	**Responsible** Eva Kappel
ECTS 30	**Course number** KP2KA--KPU PT2KP--KPU PE2KP--KPU
Exam form Master´s project Combination exam: Written assignment, oral defense 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 defense. The three elements will be evaluated equally.*
Censur External	**Comments** In order to attend the oral defense, the student must submit a written report by deadline. The report may be written individually or in groups of a maximum of three (3) students either within or across disciplinaries. The maximum size allowed for the written report (in number of pages, excluding front page, table of contents, literature list and appendices.) is defined by the number of students: 1 student = 18-25 standard pages 2 students = 24-37,5 standard pages 3 students = 36-50 standard pages If the report is written in groups, the oral defense can take place either individually or in groups: For an individual exam, the duration is 60 minutes (incl. evaluation) For groups of two students, the duration is 90 minutes For groups of three students, the duration is 120 minutes In appendix 2 of the Curriculum Framework, the examination regulations for the course is further described.

Course objective	The Master's project must document that the student is able to solve relevant and complex design-professional problems on a professional international level by using design theory, methods and acquired skills.

In the Master's project, the student is able to put her or his entire professional expertise in play. Knowledge, skills and competencies acquired through the specialisation are demonstrated in the solution of a self-initiated, well-defined and delimited design-professional problem in collaboration with at least one external partner.

The Master's project is the student's framework to demonstrate her or his own design-professional potential in a relevant design project. |

Learning outcome	The Master's project must demonstrate that the student at a high level:
Knowledge	• has business understanding
• has digital knowledge
• has an understanding of own design-professional competencies
• has an understanding of the scientific methods and theories of the design discipline
Skills	• is able to identify and justify a relevant design-professional challenge
• is able to identify a relevant external part
• is able to set complex professional goals
• is able to master the artistic techniques and methods of the design discipline in a professional manner
• is able to reflect on the process and methods of the Master's project
• is able to communicate and discuss a complex design project with colleagues and lay people
Competencies	• is able to plan, manage and complete the design process from initial idea to execution, implementation and presentation (oral and visual)
• is able to demonstrate a novel design project where idiom and aesthetics are at the highest artistic level
• is able to put a design project into perspective in relation to an international context
• is able to demonstrate an understanding of the user(s) in relation to the project
• is able to apply the theories of the discipline to solve a relevant problem and put it into perspective