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| Course title Skills Workshop | Kurstitel Skills Workshop |
| Line of study Design for People, Design for Planet and Design for Play, 1st year. | Approved 31.08.18 |
| Level MA | Responsible Eva Kappel |
| ECTS 10 | Course number KA1SW--BME KI1SW--BME KK1SW--BME KM1SW--BME KT1SW--BME |
| Exam form Oral | Assessment Pass/fail |
| Censur Internal | Comments The exam is taken individually. Duration: 30 minutes (incl. evaluation) |

Course objective

In order to be able to push the boundaries in idea and design development as well as a means to communicate and collaborate with others, it is crucial for designers from all disciplines to be able to experiment with material and/or immaterial prototypes in the workshops.

This course emphasizes a craft based approach introducing the workshops of the school as places where to think through hands and material. It introduces and expands the students' knowledge of the skills associated with their specific design discipline and gives the students a foundation for developing their future project work.

In the course, the workshop tools and techniques will be introduced on a basic and an advanced level. Based on, and concurrently with the introductions, the student is expected to develop a design within their specific design field, through applying the introduced techniques.

Learning outcome

At the examination, the student is expected to:

Knowledge

- explain how hands-on experiments, sketching and prototyping can inform a design process
- describe and compare the introduced tools and techniques in relation to their ability to push the student's idea and design development forward



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Skills

- use and experiment with the tools and techniques introduced in the subject area through material experiments and/or prototypes

Competencies

- use material experiments and/or prototypes to inform idea and design development
- be able to develop a design within the field of the introduced techniques and tools

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| Course title Learning from the Past | Kurstitel Læring fra fortiden |
| Line of study Design for Planet, 1 st year | Approved 31.08.18 |
| Level MA | Responsible Ulla Ræbild |
| ECTS 10 | Course number PT1LF--KME |
| Exam form Oral | Assessment 7-point grading scale |
| Censur Internal | Comments The exam takes the form of either an individual exam or a group exam (for up to four students in a group). For an individual exam, the duration is 30 minutes (incl. evaluation) For groups of two students, the duration is 50 minutes For groups of three students, the duration is 70 minutes For group of four students, the duration is 90 minutes In appendix 14 of the Curriculum Framework, the examination regulations for the course is available. |

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

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|---|---|
| Course title Material Narratives | Kurstitel Materialefortællinger |
| Line of study Design for Planet, 1 st year | Approved 31.08.18 |
| Level MA | Responsible Ulla Ræbild |
| ECTS 10 | Course number PT1MF--KME |
| Exam form Oral | Assessment 7-point grading scale |
| Censur Internal | <p>Comments</p> <p>The exam takes the form of either an individual exam or a group exam (for up to four students in a group).</p> <p>For an individual exam, the duration is 30 minutes (incl. evaluation) For groups of two students, the duration is 50 minutes For groups of three students, the duration is 70 minutes For group of four students, the duration is 90 minutes</p> <p>In appendix 14 of the Curriculum Framework, the examination regulations for the course is available.</p> |

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

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| Course title Preferred Futures | Kurstitel Fortrukne fremtider |
| Line of study Design for Planet, 1 st year | Approved 31.08.18 |
| Level MA | Responsible Ulla Ræbild |
| ECTS 10 | Course number PT1PF--KME |
| Exam form Oral | Assessment 7-point grading scale |
| Censur External | Comments The exam takes the form of either an individual exam or a group exam (for up to four students in a group). For an individual exam, the duration is 30 minutes (incl. evaluation) For groups of two students, the duration is 50 minutes For groups of three students, the duration is 70 minutes For group of four students, the duration is 90 minutes In appendix 14 of the Curriculum Framework, the examination regulations for the course is available. |

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

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| Module title Holistic Systems | Modultitel Helhedstænkte systemer |
| Line of study Design for Planet, 1 st year | Approved 29.08.19 |
| Level MA | Responsible Ulla Ræbild |
| ECTS 10 | Course number PT1HS--KME |
| Exam form Oral | Assessment 7-point grading scale |
| Censur Internal | <p>Comments</p> <p>The exam takes the form of either an individual exam or a group exam (for up to four students in a group).</p> <p>For an individual exam, the duration is 30 minutes (incl. evaluation) For groups of two students, the duration is 50 minutes For groups of three students, the duration is 70 minutes For group of four students, the duration is 90 minutes</p> <p>In appendix 14 of the Curriculum Framework, the examination regulations for the course is available.</p> |

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



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Competencies

- be able to explore and address a sustainability challenge/problem through the application of holistic systems building strategies in a design project
- 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

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| Course title Deep Research | Kurstitel Deep Research |
| Line of study Design for People, Design for Planet and Design for Play, 2 nd year. | Approved 19.03.19 |
| Level MA | Responsible Anne Louise Bang |
| ECTS 10 | Course number KF2DR--BSE |
| Exam form Written | Assessment Pass/fail |
| Censur Internal | Comments The exam takes the form of an individual written academic assignment of maximum 5 standard pages. |

Course objective

This course focusses on understanding scientific research as an approach to generating, collecting or analyzing data in a systematic, transparent and valid way, to be able to understand and evaluate existing situations, create knowledge and develop innovative design solutions.

Within the Design for Play master program, the students use qualitative and/or quantitative academic methods to assess the value of play from one or several of the following perspectives; a learning perspective (i.e. physical, cognitive, social, creative), an experience perspective (i.e. joy, engagement, iteration) or an organizational perspective (i.e. growth, innovation, profit, collaboration).

Within the Design for People and Design for Planet master programs, the students take their point of departure in the taught theory of science and use qualitative and/or quantitative academic methods to conduct a design experiment.

Within the design experiment, the students must develop a strong research setup for producing and analyzing empirical data.

Learning outcome

At the examination, the student is expected to:

Knowledge

- describe a selection of empirical research approaches
- describe selected approaches to science theory that are used as foundation for the design experiment (e.g. phenomenology, pragmatism)
- explain methods for generating, collecting and analysing empirical data gained from the design experiment



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Skills

- formulate, conduct and document a design-led experiment
- combine different methods for triangulation of data
- analyse and compare data from the design experiments against course literature in order to identify findings

Competencies

- position design research in relation to scientific knowledge
- generate data through the design experiment
- analyse data generated through the design experiment and disseminate findings in a written academic format

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| Course title Design for behavioral change | Kurstitel Design for adfærdsændringer |
| Line of study Design for People and Design for Planet, 2 nd year | Approved 29.08.19 |
| Level MA | Responsible Thomas Binder and Eva Brandt |
| ECTS 15 | Course number KX2DC--BMU |
| Exam form Oral | Grading Pass/fail |
| Censur Internal | Comments The exam takes the form of either an individual exam or a group exam (for up to four students in a group). For an individual exam, the duration is 40 minutes (incl. evaluation) For groups of two students, the duration is 65 minutes For groups of three students, the duration is 90 minutes For groups of four students, the duration is 1 hour 55 minutes |

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

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| Course title Career Lab | Kursustitel Career Lab |
| Line of study Design for People, Design for Planet and Design for Play, 2 nd year. | Approved 31.08.18 |
| Level MA | Responsible Eva Kappel |
| ECTS 5 | Course number KF2KV--BUE |
| Exam form Class participation | Assessment Pass/fail |
| Censur Internal | Comments 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 maximum 9 standard pages that covers the learning outcome of the course. |

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

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| Course title Master's Project | Kurstitel Kandidatprojekt |
| Line of study Design for People, Design for Planet and Design for Play, 2 nd year | Approved 31.08.18 |
| Level MA | Responsible Eva Kappel |
| ECTS 30 | Course number KP2KA--KME |
| Exam form Written thesis followed by an oral defence | Assessment 7-point grading scale |
| Censur External | <p>Comments</p> <p>In order to attend the oral defence, the student must submit a written thesis.</p> <p>The thesis may be written individually or in groups of a maximum of three (3) students.</p> <p>The maximum size allowed for the written thesis (in number of pages) is defined by the number of students:</p> <p>1 student = maximum of 25 standard pages, excluding front page, table of contents, literature list and appendices. 2 students = maximum of 37,5 standard pages 3 students = maximum of 50 standard pages</p> <p>If the thesis is written in groups the oral defence can take place either individually or in groups:</p> <p>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</p> <p>In appendix 16 of the Curriculum Framework, the examination regulations for the course is available.</p> |



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