Course description
Skills Workshop

Course title Skills Workshop	**Kursustitel** 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

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

Course Description
Design for Play Experiences

Course title Design for Play Experiences	**Kursustitel** Design for legeoplevelser
Line of study Design for Play, 1st year	**Approved** 31.08.18
Level MA	**Responsible** Helle Marie Skovbjerg
ECTS 10	**Course number** PY1DL--KME
Exam form Oral	**Grading** 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

Designing for Play Experiences is a general introduction to the field of play in relation to the design of new products or services that provides play experiences. The course examines different types of play and their unique qualities in order for the students to be able to identify, navigate and utilize different play types in their design work. Furthermore, the course will examine play solution examples from the different competency areas perspectives, such as user, business, material and interaction design. During the course the student will learn fundamental play theory and develop their analytical skills in terms of understanding play experiences

Learning outcome

At the examination, the student is expected to:

Knowledge

- have knowledge about fundamental play theory
- have knowledge about play types and their characteristics
- have knowledge about play and playful processes for different user groups
- have knowledge about stakeholders and values for different play domains

Skills

- be able to identify different play types
- be able to analyse play experiences in relation to play theory

Competencies

- be able to explore play situations and describe them analytically by extracting and juxtaposing inherent concepts of play

Course description
Applied Play

Course title Applied Play	**Kursustitel** Anvendt leg
Line of study Design for Play, 1st year	**Approved** 29.08.19
Level MA	**Responsible** Helle Marie Skovbjerg
ECTS 10	**Course number** PY1AL--KMU
Exam form Oral	**Grading** 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

Applied Play addresses the field of play as a catalyst for acquiring specific knowledge, skills or new behaviors. As being a field that enjoys a lot of political and economic attention in Denmark, it is important for students to learn how to design for play that for instance can help to solve challenges in the field of learning, sustainability or healthcare. It is also important to take business considerations into account when creating play solutions – i.e. the stakeholders relevant for different play domains. The course focusses on the wicked design challenge of creating play experience where the play activity itself affords specific learning.

Learning outcome

At the examination the student is expected to:

Knowledge

- have knowledge of fundamental learning and developmental theory
- have knowledge about applied play

Skills

- be able to analyse the bridging of play and learning in an applied play experience
- be able to take business considerations into account in creating playful solutions
- be able to create playful design solutions informed by learning theory

Competencies

- be able to design an applied play experience that successfully embeds explicit learning in the play activity itself
- be able to select appropriate technology and materials for design solution

Course Description

Child-Centered Design for Play

Course title Child-Centered Design for Play	**Kursustitel** Børnecentreret design for leg
Line of study Design for Play, 1st year	**Approved** 29.08.19
Level MA	**Responsible** Helle Marie Skovbjerg
ECTS 10	**Course number** PY1BC---KME
Exam form Oral	**Grading** 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

Child-centered Design for Play focuses on children as being an important and relatively complex user group when designing for play experiences. Children are often the end-user in relation to products and services that provides play experiences. As the mind of children is in some aspects different from that of the adult designer, the course addresses areas such as child development, children's play behavior, child culture and co-creation with children. Furthermore, the course covers methods for designing for and with children.

Learning outcome

At the examination, the student is expected to:

Knowledge

- have knowledge fundamental physical, cognitive and social development of children across different age groups
- have knowledge of children's capabilities in relation to co-creation and testing
- have knowledge about legal aspect 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 analyze the implicit developmental qualities related to a given play experience
- understand child culture
- be able to reason about design decisions based on developmental qualities

Competencies

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

Course description
Deep Research

Course title Deep Research	**Kursustitel** Deep Research
Line of study Design for People, Design for Planet and Design for Play, 2nd 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 form the design experiment

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

Course description
Career Lab

Course title Career Lab	**Kursustitel** Career Lab
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 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

Course description
Master's Project

Course title Master's Project	**Kursustitel** 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--KME
Exam form Written thesis followed by an oral defence	**Assessment** 7-point grading scale
Censur External	**Comments** In order to attend the oral defence, the student must submit a written thesis. The thesis may be written individually or in groups of a maximum of three (3) students. The maximum size allowed for the written thesis (in number of pages) is defined by the number of students: 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 If the thesis is written in groups the oral defence 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 16 of the Curriculum Framework, the examination regulations for the course is available.

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