



## Course syllabus

Faculty of Arts and Humanities

Department of Design

1DI370 Designpraktiker, 30 högskolepoäng

Design Practices, 30 credits

### **Main field of study**

Design

### **Subject Group**

Design

### **Level of classification**

First Level

### **Progression**

G1F

### **Date of Ratification**

Approved 2016-06-09

Revised 2017-11-09 by Faculty of Arts and Humanities. Minor changes of objectives, content, examination and required reading.

The course syllabus is valid from autumn semester 2018

### **Prerequisites**

General entry requirements and English B (Field-specific entry requirements 2/A2). At least 30 credits in design or the equivalent.

## Objectives

After completing the course, the student should be able to:

- independently and thoroughly demonstrate an understanding of how artistic design, knowledge of design, and design tools can be applied at the levels of products and systems,
- independently create, realise and express their own ideas; identify formulate and solve artistic and creative design problems; and undertake artistic tasks within predetermined time frames,
- account for and handle systems, theories of change and processes, and reflect on the role of design as a change agent,
- through creative and critical writing articulate and discuss contemporary design practices in relation to sustainability and change agents.

### ***Module 1 Design practice 1 (Speculative design, critical design), Futures, technology and energy, 7.5 credits***

- practically apply speculative design fictions and future scenarios as change agents in relation to technology,
- conduct a highly complex design project in speculative design, focusing on technology

- explore speculative future scenarios and fictions through design,
- through creative and performative writing and other forms of writing develop critical, speculative future scenarios and fictions focusing on technology, from the perspective of sustainability.

***Module 2 Design Practice 2 (Social innovation), Gender and Norms 7.5 credits***

- practically apply social design or innovation as a change agent in relation to norms, norm criticism, norm creativity and intersectionality,
- conduct a design project in social design or innovation focusing on norms, norm criticism, norm creativity and intersectionality,
- explore norms, norm criticism, norm creativity and intersectionality through design,
- through creative and performative writing and other forms of writing raise questions concerning norms, norm criticism, norm creativity and intersectionality, from the perspective of sustainability.

***Module 3 Design Practice 3 (System design, service design), Life and death 7.5 credits***

- practically apply system design or service design as a change agent in relation to “life and death”,
- conduct a design project in system design or service design on the theme of “life and death”,
- explore the theme of “life and death” through design,
- through creative and performative writing and other forms of writing raise questions concerning the theme of “life and death”, from the perspective of sustainability.

***Module 4 Design and pedagogy 1, 7.5 credits***

- practically apply learning-experience design as a change agent,
- conduct a design project focusing on developing a concept and framework for a learning experience,
- explore learning from the perspective of design,
- critically discuss various pedagogical models.

## Content

The parts of the course on which examination is based are compulsory. Information about these parts can be found in a study guide.

### ***Module 1 Design Practice 1 – Futures, Technology and Energy 7.5 credits***

This module is conducted in the form of a project and design exercises, seminars and workshops in which the students develop design scenarios for critical and creative exploration, design and discussion of controversial contemporary issues. The module includes an introduction to the contemporary design fields critical design, speculative design and design fiction, and an introduction to and practical experimentation with methods within these fields. The students also practise raising questions through various forms of visual design as well as through critical, performative writing. The module also includes discussions and design exercises on the role of technology in sustainable and unsustainable societies.

### ***Module 2 Design Practice 2 – Gender and Norms 7.5 credits***

This module is conducted in the form of a project in which the students develop design proposals for social design or innovation aiming to change norms, in connection to the local context and in collaboration with relevant external interested parties. The module includes an introduction to social design and design for social innovation, and an introduction to and practical experimentation with methods within these fields (such as participatory design and co-design). The students also practise raising questions through various forms of visual design as well as through critical, performative writing. The module also includes an introduction to norm criticism, intersectionality and design methods for critical examination of societal power structures.

### ***Module 3 Design Practice 3 – Life and Death 7.5 credits***

This module is conducted in the form of a project in which the students develop service and system design for critical and creative exploration of stages and rites in human life, in connection to the local and global contexts and in collaboration with relevant external interested parties. The module includes an introduction to the contemporary design fields system and service design, and an introduction to and practical experimentation with methods within these fields. The students also practise raising questions through various forms of visual design as well as through critical, performative writing. The module also introduces relevant theories on societal institutions, rituals and ethical issues.

### ***Module 4 Design Practice 4 - Design and Pedagogics 7.5 credits***

This module is conducted in the form of a project in which the students develop a concept for a learning experience for a specific target group to support sustainable futures. The module includes an introduction to radical pedagogics, and an introduction to and practical experimentation with methods within this field. The students also practise developing arguments in speech and writing. The students practise the role of the designer as a facilitator and explore the connection between design practice, pedagogics and change.

## Type of Instruction

Teaching is delivered in the form of lectures, workshops, laboratory sessions, supervision, seminars, field work, study visits, independent study and interdisciplinary collaboration.

## Examination

The course is assessed with the grades A, B, C, D, E, Fx or F.

Each module is examined through the realisation of a project and reflection on the design process, practical assignments and a written assignment.

The grade A is the highest grade and the grade E is the lowest grade for passing the course. The grade F means that the student's performance is assessed as failed.

For students who do not pass the first examinations, retake examinations are provided in

accordance with local regulations at the university. For some parts of the course, a retake examination can only be offered in connection to the on-going course.

### Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

### Other

Assessment criteria for the A–F scale are communicated to the students in a separate document. The students are informed about the assessment criteria when the course starts, at the latest. Any costs for material and printouts are paid by the student.

### Required Reading and Additional Study Material

**List of references Module 1 - Design Practice 1 – Futures, Technology and Energy 7.5 credits**

#### Required Reading

Dunne, A. & Raby, F. (2013) *Speculative Everything*. MIT Press. ISBN 9780262019842. 220 p.

*Additional relevant literature chosen by the teacher, ca 180 p.*

**List of references Module 2 - Design Practice 2 – Gender and Norms 7.5 credits**

#### Required Reading

Ehn, P (et. al). (2014) *Making Futures*. MIT Press. ISBN 9780262027939. 200 p.

*Additional relevant literature chosen by the teacher, ca 200 p.*

**List of references Module 3 - Design Practice 3 – Life and Death 7.5 credits**

#### Required Reading

Thackara, J. (2006) *In the Bubble: Designing in a Complex World*. MIT Press. ISBN 9780262701150. 200 p.

*Additional relevant literature chosen by the teacher, ca 200 p.*

**List of references Module 4 - Design Practice 4 - Design and Pedagogics 7.5 credits**

#### Required Reading

Dirksen, J. (2015) *Design for How People Learn*. New Riders Publishing. ISBN 9780134211282. 250 p.

*Additional relevant literature chosen by the teacher, ca 150 p.*