



## Course syllabus

Faculty of Arts and Humanities

Department of Design

1DI390 Designpraktiker, 30 högskolepoäng

Design Practices, 30 credits

### **Main field of study**

Design

### **Subject**

Design

### **Level**

First cycle

### **Progression**

G1F

### **Date of Ratification**

Approved 2024-09-13.

The course syllabus is valid from autumn semester 2025.

### **Prerequisites**

At least 45 credits in design or the equivalent and English 6.

### **Objectives**

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

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

- apply methods for mapping controversies and identifying a specific dilemma and an opportunity for design related to technology, and discuss and identify key stakeholders [Design],
- use futures related design practices, such as speculative and critical design, design fiction and scenario development, to concretise a complex question and its potential consequences [Design],

- identify different ways of relating to futures and reflect on ethical and political dimensions of using futures perspectives for change through design [Change],
- reflect on the role of technology in creating, maintaining or challenging lifestyles from a sustainability context [Change],
- stage a situation for a target group specific dialogue and reflect on how well the staging worked in relation to its purpose [Communication for impact].

***Module 2 – Design Practices 2 (Social innovation), Gender and norms, 7.5 credits***

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

- apply design methods relevant for co-creation in conducting situated exploration of a specific question with a local community and to visualise insights in a manner adapted to the target group [Design],
- demonstrate the ability to develop place specific proposals for social design, with the goal of changing social norms, and in a simple way prototype these ideas on a small scale [Design],
- identify and discuss gender norms from an intersectional perspective, and reflect on the role of these norms in a larger context of sustainability [Change],
- identify ethical dilemmas in co-creative design and discuss careful ways of working [Collaboration, community, care].

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

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

- from the perspective of a specific stage of life, visualise a social system and how it interacts with cultural and ecological aspects, and identify opportunities for design intervention [Design],
- create a brief for design in the context of sustainability and present the focus of the brief in relation to a larger system [Design],
- develop a simple ritual or service and manifest it as a sort of tool [Design],
- reflect on the role of rites and rituals in relationships and meaning making among people, other species, Earth and how they can be used in change work through design [Change].

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

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

- practically apply and evaluate the design of a learning experience as a form of change agency [Design],
- reflect on political and ethical dimensions within a selection of pedagogical perspectives, and relate to design for change [Change],
- present and compare a selection of key principles within learning for change, and reflect on how learning can be evaluated and followed up [Learning and curiosity],
- effectively and carefully communicate with different stakeholder groups in different stages of a project [Collaboration, community, care].

## Content

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

The module's design focus is concerned with using design practices such as speculative design, design fiction, and scenario development to embody a controversy related to sustainability and thereby enable dialogue around it with a specific target group.

The module's change focus is concerned with developing the student's criticality and creativity around the use of futures perspectives on change through orientation in key themes such as probable, possible, and desirable futures, as well as ethical and political dimensions. The course provides a basic orientation within critical perspectives on technology from the broad perspective of sustainability. The course is carried out in project-form, where the student identifies and visualises a technology-related controversy as a speculative artefact and text, and based on these create dialogue with a specific target group.

***Module 2 – Design Practices 2 (Social innovation), Gender and norms, 7.5 credits***

The module's design focus is on developing and prototyping a proposal for social design based on a specific place and in interaction with a specific community. The student is introduced to and applies methods for co-creation. The course's change focus is on developing understandings of how norms – with a focus on gender and intersectionality – work to open or close opportunities of participating in society. The course furthers understandings of social systems from previous modules. The course is carried out in project-form, where the student in a group explores and visualises place and community situated gender norms, and discuss these from an intersectional perspective, and develops and prototypes a smaller intervention.

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

The course's design focus concerns developing understandings of social systems in relation to a certain stage of life, and identifying concrete possibilities for design in the form of a service, a rite or ritual, and formulating this in a brief. The module's change focus concerns human rites and rituals in relation to life and death and how old, existing, and new rites can be used to create meaningful relationships with humans, other species and Earth. The module is carried out in project-form, where the student develops a rite, ritual or service with the aim to strengthen bonds, and materialises this in an artefact and a guide/recipe for performing the rite, ritual or service.

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

The module's design focus is on developing understandings and abilities for how the design of learning experiences can be included in the role of designer as agent of change. The module's change focus is on providing the student with a basic orientation of different forms of learning with a focus on a broad context of sustainability, as well as political and ethical perspectives on learning. The module occurs in the middle of the programme, and gives the students the opportunity to reflect on and summarise themes of change and the key forms of learning that they have experienced, and based on that create a learning experience for an external, specific target group. The module is carried out in project-form, where the students in groups develop a concept for a learning experience with a focus on change for a particular target group, as well as a plan for staging and evaluating this.

## Type of Instruction

Teaching is delivered in the form of lectures, workshops, supervision, seminars, field work and field trips.

## Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to earn a Pass, the student must meet the course objectives.

Grading criteria for a Pass with Distinction will be provided in writing when the course starts. For the grade Pass with Distinction on the entire course, the student must have achieved a Pass with Distinction for at least 15 credits in the course.

Every module is examined through a project – individually or in groups, in visual and oral form, a written assignment and a project book.

Resit examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University. If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to adapt the exam or to let the student conduct the exam in an alternative way.

## Course Evaluation

A course evaluation should be conducted during the course or in connection with its conclusion. The results and analysis of the completed course evaluation should be promptly communicated to students who have completed the course. Students participating in the next course instance should be informed of the results of the previous course evaluation and any improvements that have been made, no later than at the start of the course.

## Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course:

1DI370 Design Practices, 30 credits

1DI376 Design Practices, 30 credits

## Other Information

The student is personally responsible for potential additional costs for material and prints.

## Required Reading and Additional Study Material

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

Dunne, Anthony, and Raby, Fiona (2013). *Speculative Everything: Design, Fiction, and Social Dreaming*. Cambridge: The MIT Press. ISBN: 9780262019842. 30 pages.

The teacher responsible for the course also chooses additional material comprising ca. 200 pages.

***Module 2 – Design Practices 2 (Social innovation), Gender and norms, 7.5 credits***

Resnick, Elisabeth, ed. (2019). *The Social Design Reader*. London/New York: Bloomsbury. ISBN: PB: 978-1-3500-2605-6, ePDF: 978-1-3500-2602-5. 476 pages.

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

Penin, Lara (2018). *Designing the invisible: An Introduction to Service Design*. London: Bloomsbury Visual Arts. ISBN: 9781472572585. 340 pages.

The teacher responsible for the course also chooses additional material comprising ca. 200 pages.

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

The teacher responsible for the course chooses material comprising ca. 350 pages.