



## Course syllabus

Faculty of Arts and Humanities

Department of Design

2DI555 Design och förändring, 30 högskolepoäng

Design and change, 30 credits

### **Main field of study**

Design

### **Subject**

Design

### **Level**

First cycle

### **Progression**

G2F

### **Date of Ratification**

Approved 2025-11-28.

The course syllabus is valid from autumn semester 2026.

### **Prerequisites**

At least 90 credits in design or the equivalent, an approved portfolio and letter of motivation and English level 2.

### **Objectives**

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

- practically apply metadesign as a change agent in a design project that integrates economic, ecological, social and cultural sustainability into a holistic perspective on sustainability
- discuss, critically evaluate, and contextualise the role of the designer, design processes and working models for design from a systemic perspective on sustainability, through oral presentations, critical reflection and report writing.

### **Module 1: Social and cultural change, 7.5 credits**

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

- use metadesign frameworks to map how social and cultural systems shape the lives of communities, human and more-than-human, within a specific context [Design]
- create, visualise and stage a design proposal (seed) that addresses conditions and needs in a specific social and cultural context [Design]
- critically reflect on possible roles, practices, and challenges involved in facilitating change through design in specific social and cultural contexts [Change]
- demonstrate the ability to create collaborative design processes in order to understand complex needs and perspectives in a specific social and cultural context [Collaboration, community, and care].

### **Module 2: Economic and ecological change, 7.5 credits**

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

- use metadesign frameworks in a design process that examines the relationships between economic and ecological systems at different levels, including exploring different roles, working models and practices for design at the intersection of these systems [Design]
- critically analyse the interplay between economic and ecological systems and design, in order to identify concrete opportunities for design as an agent of change within a specific context [Change]
- define situated indicators for change through design and discuss how these indicators relate to dominant and emerging indicator frameworks within economic and ecological discourses [Communication for change].

### **Module 3: Change, 15 credits**

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

- carry out a design project that is holistically sustainable and integrates ecological, social, economic, and cultural perspectives within a well-materialised design process, using metadesign frameworks and methods [Design]
- critically discuss their role and practices as a change agent in addressing the needs and interests of a specific stakeholder through a design process situated within overlapping social, cultural, economic and ecological systems
- acting as a change agent, facilitate a collaborative process with an external partner, to identify and develop shared goals for change that guide the design project [Collaboration, community, and care]
- present their design project in a clear, context-sensitive, and creative manner that communicates values, tensions, and potential in the design work and proposes steps for further development. This includes a written report with well-developed documentation and critical analysis of the design process [Communication for change].

## **Content**

### **Module 1: Social and cultural change, 7.5 credits**

This module focuses on social and cultural systems in relation to sustainability. Through supervision and collaborative forms of group work, the module develops an in-depth understanding of the role of the change agent within metadesign, with a particular focus on social and cultural sustainability in a specific context and for a selected target group. The module also develops the ability to formulate and discuss arguments related to the course themes and metadesign through visualisations, practice-based modes of expression, oral presentations, and written assignments.

### **Module 2: Economic and ecological change, 7.5 credits**

This module dives deeper into metadesign as a change agent, through the exploration and mapping of ecological and economic systems in relation to sustainability. Supported by supervision and different forms of collaborative work, the students further develop their understanding of metadesign as a change agent in relation to ecological and economic sustainability in a specific context.

### **Module 3: Change, 15 credits**

In this module, the students conduct a project in metadesign and sustainability in collaboration with external stakeholders. The focus is on the practical application of the role of the change agent from a holistic sustainability perspective. The work concludes with a report that critically evaluates and contextualises the design process in relation to the role of the designer and agent of change.

## **Type of Instruction**

Teaching is delivered in the form of lectures, workshops, supervision, seminars, fieldwork, study visits, independent study and collaborations across disciplines.

## **Examination**

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

For a passing grade, the course objectives must be met. Grading criteria for a Pass with Distinction will be provided in writing when the course starts. For a Pass with Distinction for the entire course, this grade is required for at least 15 credits.

The student is assessed and examined as follows:

*Module 1 – Social and cultural change, 7.5 credits:* a completed design project presented visually and orally, reflection on design processes, and practical assignments.

*Module 2 – Economic and ecological change, 7.5 credits:* a completed design project presented visually and orally, reflection on design processes, and practical assignments.

*Module 3 – Change, 15 credits:* a completed design project presented visually and orally, reflection on design processes, practical assignments and a written submission.

Resit examination is offered in accordance with Linnaeus University's Local regulations for courses and examination at the first- and second-cycle levels.

In the event that a student with a disability is entitled to special study support, the examiner will decide on adapted or alternative examination arrangements.

## **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:

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: 2DI575 Design and Change 30 credits. 2DI570 Design + Change, 30 credits. 2DI576 Design + change, 30 credits, 2DI076 Design and Change, 30 credits, 2DI590 Change, 30 hp.

## Other Information

Any costs for material and printouts are paid by the student.

## Required Reading and Additional Study Material

### **Economic and ecological change 7.5 credits**

Boehnert, J. (2018). Anthropocene economics and design: Heterodox economics for design transitions. *She Ji: The Journal of Design, Economics, and Innovation*, 4(4), 355-374. 20 p Available at: <https://doi.org/10.1016/j.sheji.2018.10.002>

Gibson-Graham, J. K., Cameron, Jenny & Healy, Stephen (2013) *Take back the economy: an ethical guide for transforming our communities*. Minneapolis, University of Minnesota Press. ISBN 9780816676071. 16 p

Raworth, Kate (2017) *Doughnut Economics: Seven Ways to Think like a 21st Century Economist*. White River Junction, Chelsea Green Publishing. ISBN 9781603587969. 52 p

Tham, Mathilda, & Jones, Hannah (2008) *Metadesign Tools: Designing the seeds for shared processes of change*. Allemandi Conference Press. ISBN 9788842216704. 16 p

Tham, Mathilda, Ståhl, Åsa & Hyltén Cavallius, Sara (eds.) (2019) *Oikology - Home Ecologies a book about building and home making for permaculture and for making our home together on Earth*. Växjö, Linnaeus University Press. ISBN 9789188898739. 74 p Available at: <http://lnu.diva-portal.org/smash/get/diva2:1370030/FULLTEXT01.pdf>

Wood, John (2019) From products to relations: Adding Jeong to the Metadesigner's vocabulary, *Routledge Handbook of Sustainable Product Design*. Taylor & Francis. ISBN 9780367200312. 11 p

*1-2 texts relevant to the thematic of the individual project, chosen by the student in discussion with supervisor, approximately 20-50 pages.*

### **Social and cultural change 7.5 credits**

Liboiron, Max (2021) *Pollution is Colonialism*. Durham, Duke University Press. ISBN 9781478021445. 38 p Available at: <https://www.dukeupress.edu/Assets/PubMaterials/978-1-4780-1413-3.601.pdf>

Lundebye Anette. & Jones, Hannah (2013) A Manifesto for Designing Together in the 21st Century, in *Socially Responsive Design*. Colophon, Kunsthøyskolen i Oslo. ISBN 9788292613436. 2 p

Sloane, Mona (2019) Mapping Design Inequalities. *Design Issues*, Volume 35, Issue 4, 9 p Available at: <https://doi.org/10.1162/desia00559>.

Tham, Mathilda & Jones, Hannah (2008). *Metadesign Tools: Designing the seeds for*

*shared processes of change.* Allemandi Conference Press. ISBN 9788842216704. 16 p

*1–2 texts, relevant to the thematic of the individual project, chosen by the student in discussion with supervisor, approximately 20-50 pages.*

**Change 15.0 credits**

*Relevant literature is chosen in consultation with the supervisor, ca 700 p.*