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Service Design, studio course

Single subject and programme course

12 credits

Tjänstedesign, studiokurs

769A05

Valid from: 2019 Spring semester

Determined by
Course and Programme Syllabus Board
at the Faculty of Arts and Sciences

Date determined
2018-11-13

Replaced by
769A15

Main field of study

Cognitive Science

Course level

Second cycle

Advancement level

A1X

Course offered for

- Master Programme in Cognitive Science

Entry requirements

- Bachelor's Degree in Cognitive Science equvalent to a Swedish
  Kandidatexamen
  or
- Bachelor's Degree in Computor Science equvalent to a Swedish
  Kandidatexamen
  and
  30 ECTS credits in one of the following subject areas
  - Psychology
  - Linguistics
  - Philosophy
  - Neuroscience
  - Anthropology
  or
- Bachelor's Degree in Psychology of Neurosciene equvalent to a Swedish
  Kandidatexamen30 ECTS credits passed in Computor Science
  and
- English and Swedish corresponding to the level of English and Swedish in
  Swedish upper secondary education (Engelska 6 and Svenska 3)
- 12 ECTS credits in design, of which at least 6 ECTS credits at advanced level
  (eg 2 of the courses Interaction Design 6 ECTS credits, Advanced
  Interaction Design 6 ECTS credits, Interaction Design Studio 6 ECTS
  credits).

Intended learning outcomes

The main objective is for students to develop their inter-disciplinary design skills within a given challenge relating to societal and technical contexts. After the completed course the student shall be able to:

- Demonstrate the ability to identify the personal need for further knowledge and take responsibility for his or her ongoing learning
- Analyze intellectual heritage within the challenge area
- Relate to different approaches and theories of criticism
- Describe how design capability can be developed, apply and argue for specific means of achieving this
- Summarize and present design work in online contexts
- Integrate, apply and reflect on design track skills in relationship to the challenge area
- Integrate and reflect on own design skills and knowledge in relationship to other design skills and skillsets and knowledge of other professions
- Develop understanding of the challenge area and contexts from field work and theory, integrating knowledge from several points of view
- Synthesizing and communicating such knowledge for the benefit of the design work.

Course content

Students will engage with wicked problems that presents design challenges interconnected across adaptive systems, policy, user/citizen engagement, co-production, and resource integration. Examples of such challenges can be collected from welfare, wellbeing, healthcare and migration. Solutions developed will explore viability, feasibility and desirability. Writing exercises.

Teaching and working methods

The learning takes place in studio form, where the individual and the group together direct and run the learning through criticism, theory supported reflection and designing. The main work is assignment directed design work by means of tools and methods appropriate for the respective design assignment. In this work, the student should use and evaluate both tools, existing and innovative design solutions, as well as the different design materials that are required in the design field. The teachers introduce the design assignments and cover knowledge fields of general interest in seminars, lectures and workshops. In addition, a continuous follow up and criticism of the students' work and learning takes place through round table discussion and supervision. The learning is reported through a documented design work and presented through presentation and criticism of results, process and learning. Heavy focus is on the students' abilities to learn and utilise existing and innovative methods and tools to carry out the assignments in such a way that they run and support reflective learning. The students should also study independently.

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Examination

The course is examined through the design work, as well as in terms of design process, design product and development of design ability, and is both in oral and written assignments. Detailed information can be found in the study guide.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

Grades

Three-grade scale, U, G, VG

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is carried out in such a way that both men´s and women´s experience and knowledge is made visible and developed.

Department

Institutionen för datavetenskap