



Programme: Strategic Design and Entrepreneurship

Title: Collaborative Design Processes (Academy Class)

Semester: 1	Period: 2 September 2024 – 27 January 2024 ECTS-points: 15
Contents: <p>The first two weeks of the semester all 1st year MA students participate in a cross-disciplinary collaborative workshop at the Institute of Architecture and Design. Students will be introduced to a theme from several professional perspectives serving as a base of knowledge and inspiration for an intensive group project in which they are to design an interactive experience.</p> <p>COLLABORATIVE DESIGN PROCESSES (Taught by Academy)</p> <p>The objective of this semester is for students to experience and learn from cross-disciplinary creative teamwork through the application of theory and practical approaches and to develop strategic design concept and project in a case-based context.</p> <p>The semester is divided into the phases Discover, Define, Develop and Deliver, which form a common methodological framework for all students, regardless of their academic background or field of interest.</p> <p>The students will be regarded and trained as facilitators of design processes; this will include exercises in combining approaches from several professional backgrounds (CBS) and designers/architects (Academy), and the exploration of individual competencies, goals, roles, motivation, preferences, and skills. The students will apply theory on collaborative design methods to the groups' own process, examine strengths and weaknesses, and evaluate and reflect on the correlation between the process and the outcome. This semester focuses in</p>	Learning Outcomes (Knowledge, skills and competences): <p>Shared set of learning outcomes for both ACADEMY and CBS students:</p> <p>KNOWLEDGE:</p> <ul style="list-style-type: none">• About strategic design- and innovation methodology.• About theory for facilitating and managing collaborative design processes.• About the inclusion of actors in a design process. <p>SKILLS:</p> <ul style="list-style-type: none">• Skills in active participation in cross-disciplinary design collaborations of ideation and creative processes.• In identifying and including users/stakeholders in design research.• In programme writing and the framing of an strategic architecture/design project based on the analysis of professional and social contexts.• In identifying strategic potentials to work towards sustainability in a broad sense.• In reflecting over the importance of prototypes and design/architectural representation techniques in a design process. <p>COMPETENCES:</p> <ul style="list-style-type: none">• In systematically applying methodologies and theory of collaborative design processes in the fields of architecture and design.• In the integration of knowledge about users/stakeholders in actual architecture/design project.



particular on the inclusion of stakeholders such as users and experts in the design process, thus stimulating the students' ability to investigate and address user needs, dreams and aspirations as well as business opportunities in their final strategic design concepts.

The students will learn to reflect on how strategic design and interdisciplinary collaboration can contribute to more sustainable societies and to work towards achieving the UN's Sustainable Development Goals.

During the semester, the students will analyse an aspect of the collaborative design process which will be the focus of a written reflection report.

Theoretical models, methods and tools for conducting design research, including developing architecture/design concepts and projects will be introduced. Students will identify and communicate with different users/stakeholders in a semester-long project based on a real case. By creating and adjusting the process and insights visually in the form of a roadmap and infographics, student teams articulate their approach to developing strategies for design and architecture and become conscious of individual competencies and skills.

TEACHING: Theoretical models and experience-based methods and tools will be provided through seminars, lectures, studio teaching, workshops, group work and research activities. The students will reflect through reports, academic analysis, concept development and prototyping.

Teaching at the Royal Danish Academy is based on research, practice and artistic development work. This will be reflected in both the teaching and the teachers and lecturers involved in the course.

- In demonstrating the ability to argue for methodological choices in design processes and how methodological choices have influenced the collaborative design process, the strategic design concept and prototypes .
- In critically reflecting upon ones' own role and skills as 'design facilitator' in collaborative design processes (architects/designers and non-designers).
- In the ability to facilitate the translation between researched insights and tangible artifacts in collaborative processes.



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<p>Teaching forms:</p> <p>Students are expected to actively participate in and contribute to all study activities. Participating in fellow students critique is expected.</p> <p>It is expected that the students work from the studio.</p>	
<p>Attendance requirements: (write only requirements for activities for which attendance is a prerequisite for attending the oral examination)</p>	<p>Submission requirements:</p> <p>User/stakeholder study analysis: diagrammatic analysis in the format of infographics + Oral presentation and discussion.</p> <p>Visualisation of the collaborative project process in the format of a roadmap + Oral presentation and discussion.</p> <p>Physical prototypes, sketches and material experiments + Oral presentation and discussion.</p> <p>Reflection during the process in the form of a written report (20 p for 4-5 students, 25 p for 5-6 students) + Oral presentation and discussion of process.</p>
<p>Syllabus: min. 150 p. Titles given in the semester plan. Literature within following topics:</p> <ul style="list-style-type: none">• Collaborative cross-disciplinary teamwork.• Design and innovation processes: theory, methods and roles.• Architecture and design theory relevant to projects.	<p>Method of assessment: Oral examination, 45 minutes</p> <p>Grading: Danish 7-point grading scale</p> <p>Censor: Internal</p>