Digital Concept Development 1st Semester

Programme:
Bachelor programme in Digital Concept Development

Semester:
1. Semester of top-up programme equal to 5. or 6. semester of a full bachelor degree programme.

Pre-requisites:
A foreign qualification equal to 2-3 years of studies from a similar major, e.g. Business Administration, Multimedia Design and Communication, Computer Science etc.

Availability:
Autumn Semester: (September – January)

Programme information for exchange (Learning Agreement):
For a detailed course description kindly refer to the programme curriculum found under programme information on http://zibat.dk/curriculums-ordinary-programmes/

Semester overview:

	Study Programme at the Receiving Institution **Planned period of the mobility: from [month/year] ……. to [month/year] ……**			
Before the mobility		**Component/course title** (as indicated in the course catalogue)	**Semester** [e.g. autumn/spring; term]	**Number of ECTS credits**
	DCON1	**Concept and Business Development** (Mandatory)	**Autumn**	**10**
	DCON1	**Project Management A** (Mandatory)	**Autumn**	**5**

	DCON1	**User Surveys and Methodology** (Mandatory)	**Autumn**	**5**
	DCON1	**Understanding Technology** (Mandatory)	**Autumn**	**5**
	DCON1	**Theory of Science** (Mandatory)	**Autumn**	**5**
				Total: 30 ECTS
Web link to the course catalogue at the Receiving Institution describing the learning outcomes: http://zibat.dk/curriculums-ordinary-programmes/				

Semester and Course Description:

The purpose of the first semester is to introduce the student to multidisciplinary digital concept development. The student learns to develop value-creating digital concepts for companies and organisations with a focus on the end user. Special focus areas are:

- Concept development across different platforms
- Understanding and researching the needs of the business sector and the customers
- Management of digital concept development through project management and project teams
- Science-based development and testing of solutions and concepts.

Course Description:

Component title at the Receiving Institution (as indicated in the course catalogue)	**Course Component Description**
Concept and Business Development	The student must learn to develop digital concepts that create value for both sender and receiver and are based on the student's understanding of business. The teaching focuses on improving existing concepts and developing new concepts and solutions for businesses and organisations as well as solutions relating to local and international digital commerce, digital design, digital marketing and digital communication. **Course Subjects:** • Making (to prototype in physical materials from sketch to product, design process) • Designing • Sketching

	• Speculating • Conceptualizing • Wisdom of crowds & Sharing Economy • & Blockchain • Business Model Canvas & Long Tail • Business Patterns & Strategy looking at Environment • Value Proposition Design • Data Driven Business Development • Communication Models • Understanding the contemporary media landscape • Game Mechanics • Digital Experiences & Content Creation **Portfolio work in:** • Speculative Everything // What if.. • Data Driven Business Development • Digital Storytelling
Project Management A	The student must learn to form part of a project team that develops and implements concepts and communication solutions, including performing in a project management role. The student must learn to assess and choose the most appropriate method under the circumstances. **Course Subjects:** • Project organization and project contracts – values, project goals • Introduction to project management in general and agile principles • Introduction to Scrum and working in practice • Scrum in Practice (artefacts, ceremonies, roles) • Roles and stakeholders, project communication • Planning (conflicts and risk) + Sprinting and time estimation

	• Repetition – knowledge sharing and teamwork There will accrue teamwork in practice.
User Surveys and Methodology	The students must acquire an understanding of the concept and use of user surveys. The student must be able to carry out formative and summative user surveys of experience and behaviour, in other words performing surveys early in the development process and of the final concept. The student must be capable of evaluating formative and summative surveys and the suitability of different methods and determine how changes to information architecture and design can optimise user experience. **Course Subjects:** • User Research – Basics • Participant observation • Design as research: Explorative design research • Online behaviour & data • Interviews • Surveys + Focus groups • Pervasive IA & Card Sorting • Neuro-trends
Understanding Technology	The student must be able to independently reflect on and understand the interplay between man, society, digital media and technological development on the basis of relevant theories, methods and analyses. The student must be able to use this knowledge strategically and creatively to develop cross-disciplinary digital concepts across different media and platforms, both locally and globally. In addition, the student must have broad insight into the most important trends within technological development, methods and theories that influence cross-disciplinary concept development **Course Subjects:** • Introduction to Makers + Digital Sketching • 3D print / Prototyping physical design • Tangible Interaction • Makey Makey workshop

	• Digital Sketching: • Digital Sketching: Wix • Light Wearables • Arduino light workshop Portfolio work in: • Speculative Everything • Data Driven Business Development • News of the Future
Theory of Science	The student must acquire an understanding of different schools of thought within the theory of science and understand how knowledge is created. This is achieved through an understanding of the theory of science and methodology and through knowledge of basic scientific methods and the ability to apply quantitative and qualitative study methods to the theory of science and methodology. **Course Subjects:** • Knowledge and knowing • Rationalities and cultural experiences • Methods, theories, questions • Analysis of culture and society • Ethics: Good research for a better world • From science to design • Academic standards and genres