Course Title:	**Design Futures**
Course Code:	**MSFS 6321**
Program:	**MsC Futures Studies**
Department:	**Futures Studies**
College:	**College of Sciences and Human Studies**
Institution:	**Prince Mohammad Bin Fahd University**

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A. Course Identification

1. Credit hours: 3
2. Course type ☐ Required ☒ Elective
3. Level/year at which this course is offered: MsC, Year 2
4. Pre-requisites for this course (if any)**:** **MSFS 5301** **MSFS 5302** **MSFS 5303** **MSFS 6311** **MSFS 6312** **MSFS 6313**
5. Co-requisites for this course (if any)**: N/A**

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	45	100%
2	**Blended**		
3	**E-learning**		
4	**Distance learning**		
5	**Other**		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	**Lecture**	30
2	**Laboratory/Studio**	0
3	**Seminars**	9
4	**Others** (specify) In-class Groupwork	6
Total		

Commented [A1]: Requires input

Commented [A2R1]: The design committee stated zero hours for laboratory/studio

B. Course Objectives and Learning Outcomes

1. Course Description

In a world that produces unpredictable change, traditional ways of thinking are unable to anticipate and develop solutions that have the needs of human end users in mind. Design thinking offers a powerful yet unconventional approach to solving challenges by mimicking the way designers think. It adopts a human-centred approach to making sense of and solving problems by prioritising the user's needs and aspirations. Students are introduced to abductive logic and 'designerly' thinking as foundational concepts underpinning design futures. The course focuses on the need for design futures across all disciplines and takes a holistic approach to design, drawing on a range of disciplines and perspectives to develop effective design approaches.

The Design Futures course seeks to inspire and equip students to create contemporary solutions in their discipline of study or industry settings by incorporating an applied project. The instruction and project will provide an interdisciplinary exploration of the role of design in

shaping the future and creating positive social, environmental and professional impact. The course examines emerging design trends and technologies and their potential impact on society, as well as considering the ethical and social implications of these trends.

2. Course Main Objective

The course aims to equip students to articulate the foundational knowledge of human-centred design and recognise the limitations of traditional, reductionist ways of thinking in addressing contemporary challenges. Further, the course aims to illustrate emerging design trends and technologies, and develop the skills to conceptualise and create innovative solutions to complex problems while engaging with the ethical and social implications of designing futures solutions.

3. Course Learning Outcomes

	Course Learning Outcomes (CLOs)	Aligned PLOs*
1	**Knowledge and Understanding**	
1.1	Understand the core concepts and assumptions associated with design thinking and how it relates to foresight.	K1, S1, S3, S4
1.2	Synthesize course content and apply critical thinking skills to real-world examples of anticipating social change and transformation.	K2, K3, S1
1.3	Identify emerging design trends and technologies and their potential impact on society and the environment.	K2, K3,S1, S2, S3
2	**Skills :**	
2.1	Apply interdisciplinary perspectives to examine contemporary design challenges and opportunities.	K3, S1, S3
2.2	Ability to synthesize multiple perspectives on future human and environmental impacts of design.	K2, K3, S2, S3
2.3	Using design tools and technologies to create and prototype design proposals as part of an applied foresight exercise.	K2, S1, S3
2.4	Effective collaborative skills and teamwork.	V1
3	**Values:**	
3.1	Understand the ethical implications of designing for the future and develop strategies for addressing potential issues.	K2, S1, S3, V2

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Futures Literacy and Introduction to Design Futures	4
2	Design thinking, abductive logic, empathy and humanity	4
3	Design thinking approaches, frame innovation & foresight	6
4	Emerging Design Trends and Technologies	4
5	Ethical Design & Sustainability of Design	4
6	Framing & Innovation	4
7	Prototype Development & Testing	4
8	Design Futures Project Development	15
Total		45

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge and Understanding**		
1.1	Understand the core concepts and assumptions associated with design thinking and how it relates to foresight.	Lecture	Quiz
1.2	Identify emerging design trends and technologies and their potential impact on society and the environment.	Discussion-based lecture, Group Task	Group Task
1.3	Synthesize course content and apply critical thinking skills to real-world examples of anticipating social change and transformation.	Project	Presentation
2.0	**Skills**		
2.1	Apply interdisciplinary perspectives to examine contemporary design challenges and opportunities.	Discussion-based lecture, Project	Presentation
2.2	Ability to synthesize multiple perspectives and understand future human and environmental impacts of design.	Project	Presentation
2.3	Using design tools and technologies to create and prototype design proposals as part of an applied foresight exercise.	Project	Presentation
2.4	Effective collaborative skills and teamwork.	Group Task, Project	Group Task, Presentation
3.0	**Values**		
3.1	Understand the ethical implications of designing for the future and develop strategies for addressing potential issues.	Discussion-based Lecture	Group Task

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizz (Formative)		20
2	Group Task Design Proposal written & oral (Formative)		20
3	Group Participation observation (Formative)		20
4	Individual Presentation written and oral (Summative)		40

***Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

- Advisors are assigned in Banner Student System for individual (general) student consultations and academic advice.
- Office hours are provided for students to ask questions related to the course.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Dorst, K. (2015). Frame innovation: Create new thinking by design. MIT press.
Essential Reference Materials	Candy, S., & Potter, C. (Eds.). (2019). Design and futures. Taipei: Tamkang University Press.
Electronic Materials	
Other Learning Materials	

Commented [A3]: Its better to use a newest version (8 years are left)

Commented [A4R3]: This is the most recent version, it has not been republished. Selected by the master's committee.

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom with computer, projector and smart board suitable for graduate students
Technology Resources (AV, data show, Smart Board, software, etc.)	Smart Board
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Computer lab equipped with finite element software

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching and Assessment	Independent reviewers by Program leaders and Deanship of Quality and Accreditation	Course survey through online Course Evaluation System
Effectiveness of Assessment	Independent reviewers/peer review	Independent Evaluation of Assessment Forms
Achievement of Course Learning Outcomes	Faculty	Exam Questions, Rubrics
Learning Resources	Student	Learning Resources Annual Survey
Effectiveness of Teaching and Assessment	Independent reviewers by Program leaders and Deanship of Quality and Accreditation	Course Survey through online Course Evaluation System

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Assessment	Independent reviewers/peer review	Independent Evaluation of Assessment Forms
Achievement of Course Learning Outcomes	Faculty	Exam Questions, Rubrics

Evaluation Areas/Issues (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	