

Please note that the course offerings may be adjusted.

Course availability will depend on student enrollment for the exchange course offered.

## Digital Concept Development Exchange Programme

Digital Concept Development involves understanding technology both as a concept and in its practical application to support or enhance ideas. It also encompasses the innovative development of digital concepts using relevant technologies, grounded in a strong theoretical foundation and aligned with business strategy.

Our work focuses on the entire concept development process, from ideation to execution. This includes how concepts are created, described, and effectively communicated to both internal and external stakeholders. Key areas of focus include utilizing qualitative and quantitative data, UX design, and the preparation and testing of prototypes to ensure optimal outcomes.

### Availability

Spring semester 2026

### Course overview

Course title	Level	ECTS
Data-Driven UX	3rd year/Short Cycle/EQF level 6	20
Strategic Design	3rd year/Short Cycle/EQF level 6	5
Behavioral Design	3rd year/Short Cycle/EQF level 6	5

### Semester / Course Prerequisites

You must have completed at least four semesters of higher education in a relevant program and possess a solid foundational knowledge of subject areas related to Digital Concept Development.

## COURSE DESCRIPTION

### Course title: – Data-Driven UX

20 ECTS

This course element focuses on data-driven design of user experience. The concept of "user experience" is understood broadly and can apply both internally within an organization and externally to customers and partners.

The course also addresses communication, both as a means of optimizing the user experience and as an integral part of it. Additionally, it explores knowledge and understanding of new technologies, their potential, and their limitations in creating value. Students will learn how to collect, monitor, validate, process, analyze, and apply data from various sources to transform existing data flows and develop new digital concepts.

## Course Content

Experience Economy  
 Service Design  
 Research Design  
 Storytelling  
 Data Processing

## Examination form / Assessment

The exam is an individual synopsis-based assessment consisting of two parts:

- 1) Assignment Portfolio and Synopsis (submitted in a single PDF, in the specified order)
- 2) Oral Defense

All components contribute to the final assessment. For further details, refer to the evaluation criteria.

**Assignment Portfolio:** An individual descriptive presentation of the digital data tools used in the subject element, along with a reflection on their relevance in relation to selected case studies.

**Synopsis:** Should incorporate relevant theory and methodology, drawing on both primary and secondary data collection. It must provide a well-argued case for the concept's value creation and include a specification of the key professional challenges and issues the student wishes to highlight.

## Learning Outcome

### Knowledge

The student will have:

- Development-based knowledge and understanding of the role of technology in communication.
- An understanding of and ability to reflect on different methods for user research and testing of user experience and behavior.
- An understanding of and ability to reflect on the significance of digital concepts for user context, sustainability, and change processes.
- Knowledge of how data drives processes in businesses, as well as familiarity with the company's or organization's ecosystem, where data is collected, stored, and monitored.
- An understanding of how data and big data can contribute to value creation in businesses and organizations.

### Skills

The student will be able to:

- Use relevant technology for communication about, or as part of, a digital concept.
- Master the design and communication of user experiences, including visualization in a business context.
- Master the connection between digital user experience and business strategy, as well as its communication.
- Justify and choose a communication strategy in relation to the digital user experience.
- Apply methods and tools and master the skills necessary to export datasets, clean data, and create filters.

	<ul style="list-style-type: none"> <li>• Process and analyze data to develop relevant solutions and development models.</li> </ul>
<b>Competencies</b>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Handle complex and development-oriented situations involving digital communication.</li> <li>• Independently engage in professional and interdisciplinary collaborations to create digital user experiences based on a qualified data foundation.</li> <li>• Identify their own learning needs and develop their own knowledge, skills, and competencies related to user experiences.</li> </ul>

<b>Course title: – Strategic Design</b>	<b>5 ECTS</b>
<p>This course focuses on how design can be strategically applied to identify potentials and opportunities within technologies and services, business areas, industries, and sectors. The course is grounded in identifying weak trends in contemporary society that have the potential to become dominant over a 5–10-year horizon. Through data analysis, exploratory scenarios, and prototypes, the elective aims to deliver forecasts that businesses can use for strategic navigation.</p>	
<b>Course Content</b>	
<p>Strategy and Foresight Trends and tendencies Data Analysis Critical Design Explorative designs and narratives</p>	
<b>Examination form / Assessment</b>	
<p>Prerequisites for participation in the test: Presentation of 1-3 assignments during the elective course period.</p> <p>Planning and contents of the test: An individual oral exam based on a synopsis reflecting the course's content and learning objectives. All aids are permitted.</p> <p>Formal requirements: A synopsis that reflects significant parts of the course's content and learning objectives. <ul style="list-style-type: none"> <li>• The synopsis must not exceed 4 standard pages (2400 characters pr standard page)</li> </ul>           If a written assignment does not meet the formal requirements, the assessors may reject the assignment. If the assignment is rejected, no grade will be given, and the student will have used an exam attempt.</p> <p>Assessment criteria: The assessment criteria for the exam are based on the learning objectives of the course. The exam is assessed internally using the 7-point grading scale, with a single overall grade</p>	

awarded for the submitted synopsis, presentation, and examination, based on a holistic evaluation.

The synopsis must contain a specification of the academic challenges and issues the student faces want to focus on in relation to the assignments and in relation to learning objectives for the semester, as well as a discussion and reflection on selected theory, method and literature.

**Learning Outcome**

**Knowledge**

The student will have:

- knowledge of exploratory, critical, and speculative design.
- knowledge of strategic foresight and futures design.
- understanding about and can reflect on weak and strong trends to identify potentials and opportunities in technologies and services, business areas, industries, and sectors.

**Skills**

The student will be able to:

- apply methods, materials, and tools and master skills related to:
  - o Evaluating practical and theoretical challenges, justifying and selecting relevant solutions.
  - o Communicating forecasts that businesses can use for strategic navigation.

**Competencies**

The student will be able to:

- manage complex and development-oriented situations in the context of futures design.
- independently participate in professional and interdisciplinary collaboration related to futures design, scenario development, forecasting, and strategic foresight.

**Course title: – Behavioral Design**

**5 ECTS**

This course focuses on communication and content creation with the aim of influencing individuals' behavior through design principles and visual tools. It explores behavioral psychological mechanisms that can motivate users toward desired actions. The course emphasizes anchoring behavioral design and technology in the needs and preferences of target groups while addressing ethical and sustainable considerations. Additionally, it focuses on change processes and their implementation.

**Course Content**

Triggers and Actions  
 Rewards and investments  
 Biometrics  
 Research Design

**Examination form / Assessment**

Prerequisites for participation in the test:  
 Presentation of 1-3 assignments during the elective course period.

Planning and contents of the test:

An individual oral exam based on a synopsis reflecting the course’s content and learning objectives. All aids are permitted.

Formal requirements:

A synopsis that reflects significant parts of the course’s content and learning objectives.

- The synopsis must not exceed 4 standard pages (2400 characters pr standard page)

If a written assignment does not meet the formal requirements, the assessors may reject the assignment. If

the assignment is rejected, no grade will be given, and the student will have used an exam attempt.

Assessment criteria:

The assessment criteria for the exam are based on the learning objectives of the course. The exam is assessed internally using the 7-point grading scale, with a single overall grade awarded for the submitted synopsis, presentation, and examination, based on a holistic evaluation.

The synopsis must contain a specification of the academic challenges and issues the student faces want to focus on in relation to the assignments and in relation to learning objectives for the semester, as well as a discussion and reflection on selected theory, method and literature.

**Learning Outcome**

**Knowledge**

- The student will have:
- knowledge of user understanding, including needs, preferences, and psychological behavior triggers that motivate actions.
  - knowledge of principles of behavioral design and their application in communicating organizational values and messages.
  - understanding about and can and reflect on ethical considerations in the development and implementation of behavioral design strategies and change processes.

**Skills**

- The student will be able to:
- apply visual and functional elements that support behavior change.
  - evaluate behavioral design solutions in practical and theoretical problem contexts within behavioral design.
  - communicate the design and conceptualization of behavioral design solutions through graphic and interactive design, with a focus on sustainability and social responsibility.

**Competencies**

- The student will be able to:
- manage complex and development-oriented situations related to facilitating change processes through service and experience design.
  - independently engage in professional and interdisciplinary collaboration with a professional approach to behavioral design.
  - identify their own learning needs and structure their learning within the field of behavioral design.