GHENT UNIVERSITY

Course Specifications

Valid as from the academic year 2024-2025

Co-Creation (E630095)

Course size *(nominal values; actual values may depend on programme)*

Credits 6.0 **Study time 180 h**

Course offerings and teaching methods in academic year 2024-2025

A (Year)	Dutch, English	Kortrijk	seminar
			group work

Lecturers in academic year 2024-2025

Detand, Jan	TW18	lecturer-in-charge
Brosens, Lore	TW18	co-lecturer

Offered in the following programmes in 2024-2025	crdts	offering
Bachelor of Arts in Archaeology	6	A
Bachelor of Science in Business Administration	6	A
Bachelor of Science in Business Economics	6	A
Bachelor of Science in Economics	6	A
Bachelor of Science in Industrial Design Engineering Technology	6	A
Bachelor of Science in Public Administration and Management	6	A
Master of Arts in Art History, Musicology and Theatre Studies	6	A
Master of Science in Biology	6	A
Ghent University Elective Courses	6	A
Ghent University Elective Courses	6	A
Ghent University Elective Courses	6	A
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Teaching languages

English, Dutch

Keywords

Co-creation; Transdisciplinary research through design; Design thinking; Entrepreneurship; Communication skills

Position of the course

An important goal of the university is to stimulate multi-perspectivism. Transdisciplinary research is an appropriate method to bring motivated stakeholders from different education programs and disciplines together. Transdisciplinary collaboration is such interrelated that the individual disciplines can not be distinguised. Problems are no longer solved by using elements of all disciplines but through collaboration and integration. Interaction and mix are essential parameters of transdisciplinarity.
At UGent, there is a wide range of highly ranked expertise and knowledge in many disciplines, but often they are only recognized and applied within the specific domain or education program. The envisaged transdisciplinary project wants to

break these barriers by merging expertise of different research domains. In order to maximize the effect of transdisciplinariy, a yearly social theme will be selected to allow collaboration.
An overview of theoretical principles of cocreation, design thinking and multidisciplinarity will be offered and verified by a specific project that a student will choose out of a list of proposals, according to relevant interest and background.
The project follows the basic methodology of design thinking that has user-centered design and participatory design as a main focus:

- Discover
- Define
- Develop
- Deliver

This process is performed iteratively.
In addition, a co-creation methodology is adopted in which all student-stakeholders out of different disciplines get an equal and significant role and interact with each other accordingly in order to integrate all results appropriately.

Contents

Semester 1

Through independent rehearsal, practice and reflection, you will be introduced to all aspects of design-thinking, co-creation and reflective practice. This semester is divided into four parts

Part 1: Kick-off

- Introductory class: introduction to all aspects of design-thinking, co-creation and reflective practice. A self-study pack with literature, methods and tools will be provided.
- Kick-off project: besides describing and discussing the subject of ht project work and the target group, students are divided into multidisciplinary groups

Part 2: Preliminary research

- Independent practice of self-study packet on cocreation, design thinking and reflective practice. Writing an initial reflection report.
- Looking up and structuring relevant information for the project and summarizing it in a preliminary reflection report (separate report per student)

Part 3: SPRINT design week

- Preparation of a design brief
- Meet real users and empathize with the context
- Developing concepts and prototypes
- Evaluating concepts
- Pitching the developed concept in front of a jury

Attendance mandatory throughout the week.

Part 4: Final deliverables

- Final project report summarizing all results of the SPRINT week and critical reflection on results and next steps.
- Individual reflection report in which you reflect on the acquired knowledge about cocreation and the results and insights in the project.
- Peer assessment

Semester 2

Continuing to work on the project on a weekly basis and going through multiple iterations of cocreation.
An end user or group of end users is central to going through this group work.
Starting from an initial question from a well-defined client, company or organization, a design thinking process is completed iteratively (empathy, defining the task, idea search and creativity, design and prototyping, user testing with the client and all directly and indirectly involved stakeholders).
Transdisciplinarity, integration, interaction and communication are central. Here

prototypes are used as specific integration and communication tools. This method of materialization gives all stakeholders the necessary skills and space to concretize and learn to understand ideas.
In semester 1, through a design sprint, the design-thinking process was gone through once and a first concept was proposed. In semester 2, the insights are broadened and deepened through multiple iterations and the focus is on (co) creating added value for all stakeholders.
This project is coached by a coach and around various techniques of design thinking methods and tools are taught and practiced to achieve the stated objective.
Attendance and active participation in these activities are mandatory.

Part 1: Kick-off

- Reflection on results and insights from semester 1
- Planning of semester 2
- Redistribution of groups if necessary

Part 2: Multiple iterations with active participation of grusers

- Weekly meeting
- Regular adjustment and consultation with coach
- At least 3 participatory sessions with users
- Development of a final demonstrator

Part 3: Final final reporting

- Final group report
- Interactive stand at an exhibition
- Individual reflection

Initial competences

Basic knowledge about methods, tools and techniques from student's own research discipline.
Be open to diverse aspects of multi-perspectivism (transdisciplinarity, entrepreneurship, deontology, communication, design thinking).

Final competences

1 Observe and control behavior in multiple context and achieve a level of repeatability by iteratively applying all steps of design thinking.
2 Empathize and conceive real requirements of multiple stakholders: individual clients, communicties, society, natur and envrironment
3 Use complementary skills and resources of the team in an effective and creative manner.
4 Design a dialogue/interaction between all involved stakeholders.
5 Identify and use all relevant social, economic and technical aspects.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Group work, Seminar, Independent work

Extra information on the teaching methods

Semester 1

- Group work: part 3 & 4
- Seminar: part 1
- Independent work: part 2 & 4

Semester 2

- group work: part 1, 2 & 3
- Seminar: part 1
- Independent work: part 2 & 3

Study material

Type: Handouts

Name: handouts and templates of design thinking and co-creation
Indicative price: Free or paid by faculty
Optional: no
Language : English
Available on Ufora : Yes
Online Available : Yes
Available in the Library : No
Available through Student Association : No

Type: Handouts

Name: Documentation
Indicative price: Free or paid by faculty
Optional: no
Language : English
Available on Ufora : Yes
Online Available : Yes
Available in the Library : No
Available through Student Association : No
Usability and Lifetime within the Course Unit : regularly
Usability and Lifetime within the Study Programme : one-time
Usability and Lifetime after the Study Programme : occasionally

References

Jones, P., & Kijima, K. (2018). *Systemic Design* (Vol. 8). Translational Systems Sciences.
Plattner, H., Meinel, C., & Weinberg, U. (2009). *Design-thinking*. Landsberg am Lech: Mi-Fachverlag.
Cross, N. (2011). *Design thinking: Understanding how designers think and work*. Berg.
Sanders, E. B. N., & Stappers, P. J. (2008). Co-creation and the new landscapes of design. *Co-design*, *4*(1), 5-18.
Christensen, B. T., Ball, L. J., & Halskov, K. (2017). *Analysing design thinking: Studies of cross-cultural co-creation*. CRC Press.

Course content-related study coaching

Assessment moments

end-of-term and continuous assessment

Examination methods in case of periodic assessment during the first examination period

Assignment

Examination methods in case of periodic assessment during the second examination period

Assignment

Examination methods in case of permanent assessment

Professional practice, Participation, Peer and/or self assessment, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is not possible

Extra information on the examination methods

Permanent evaluation
Active participation: a student may not limit him/herself to be present in the lectures, workshops and project sessions, but should actively participate in dialogues, and performs a significant part of the project work. The latter is checked by a prestation table that is included in the final report (work piece).
Performance assessment: This aspect will be evaluated by observing the student's

behaviour such as entrepreneurial spirit, critical reflection, positive communication and the will to collaborate towards a common goal. Additionally, the student will be assessed whether he/she is able to operate in a transdisciplinary team and is able to perform other tasks than only tasks within his/her own discipline. Finally, the student must be able to integrate different disciplines.
Intermediate report and final report: all project results are collected on an online documentation platform, that gives an overview of all project steps that were performed. Each student has to do a significant part of the reporting process.
Peer evaluation: your team mates will make a peer evaluation that evaluates on individual effort, communication skills and the will to contribute to the common goals from the own perspective, knowledge and expertise.
Learning and applyoing all theories, insights, methods during lectures or using the on-line learning platform co-creation planet will be kept in a portfolio.

Periodic evaluation

PE_A1: final presentation, report, work piece (prototype) at the end of semester 1 & 2

The work piece comprises a final documention which the most significant aspects of the realized project is described. In addtion, there is a working prototype that was tested with the involved end-user and assessed from a number of related disciplines that have to be defined in advance. Finally, the project team will present the obtained results to an external jury.

PE_B1: Evaluation of lectures and workshops at the end of semester 1 & 2

Each student makes an essay (report) that gives a critical reflection on the themes that were addressed during lectures and workshops. The validity of the essay will be judged by several staff members from within the research discipline of the student.

Division Dutch / English:

- Seminars and lectures: in English
- Group work / Project: coaching in English or Dutch according to the preference of the students
- Essay in English
- Final presentation, paper and reports in English

Calculation of the examination mark

- NPGE: 40%.
- PGE_A1: 30%
- PGE_B1: 30%

In order to succeed, the student must obtain a score for each part >= 9. If this condition is not met, the score will be reduced to a non-tolerable score.