



**Karolinska  
Institutet**

Course syllabus for

# **Innovations for Emerging Cities: OpenLab Multidisciplinary Project Course, period 2, 7.5 credits**

Innovationer för den växande staden: OpenLab mångdisciplinär kurs, period 2, 7.5 hp

This course syllabus is valid from autumn 2023.

Please note that the course syllabus is available in the following versions:

[Autumn2020](#) , [Autumn2023](#)

|                            |   |
|----------------------------|---|
| Course code                | 2QA307  |
| Course name                | Innovations for Emerging Cities: OpenLab Multidisciplinary Project Course, period 2 |
| Credits                    | 7.5 credits   |
| Form of Education          | Higher Education, study regulation 2007   |
| Main field of study        | Not applicable  |
| Level                      | Second cycle, has only first-cycle course/s as entry requirements                   |
| Grading scale              | Fail (U) or pass (G)  |
| Department                 | Department of Neurobiology, Care Sciences and Society                               |
| Decided by                 | Education committee NVS   |
| Decision date              | 2019-12-19  |
| Revised by                 | Education committee NVS   |
| Last revision              | 2023-03-13  |
| Course syllabus valid from | Autumn 2023   |

## **Specific entry requirements**

A Bachelor's degree or a professional degree worth at least 180 credits in healthcare. Or 180 credits from a study programme in medicine, dentistry, psychology or speech and language pathology. And proficiency in English equivalent to English B/English 6.

## **Objectives**

The aim of the course, which is an multidisciplinary, international project course, is to use Design Thinking methodology to develop knowledge about creating solutions to large societal challenges in the health care of Region Stockholm, in new co-operations and bordering traditional fields of knowledge.

On completion of the course, the student should be able to:

- identify and analyze complex phenomenon and further develop innovative ideas that can be developed and implemented to sustainable use and value for a specific target group
- apply an interactive and creative work methodology through Design Thinking
- reflect over and have knowledge of perspectives and practices from different knowledge fields and target groups, and
- organize and perform innovation work over different knowledge fields
- communicate and visualize the work and the results of the innovation project, with the chosen target group challenge giver, and the society.

## Content

The course is given within the framework of *Openlab*, a learning environment and innovation hub where students and teachers from Karolinska Institutet, The Royal Institute of Technology, Stockholm University and Södertörn University work with challenge givers from The Stockholm City Council and the health care of Region Stockholm. Through challenges on themes evolving around emerging and sustainable cities, students work in project form to design, organise and present an innovation project that borders across academic disciplines.

The course can be read as a continuance of *2QA306 Innovations for the emerging cities: Openlab multidisciplinary project course Periode 1*, to pursue the project initiated in period 1 more indepth, and receive more tools according to Design Thinking methodology.

## Teaching methods

In the course, different project workmethods are used, such as teacher lead workshops, lectures, multidisciplinary group tasks included in the innovation process, onsite immersing via visits to challenge givers organizations, individual reflective assignments, written documentation and presentation for the challenge givers.

## Examination

Examination of the course consists of a written report of the innovation project, a presentation of the innovation project for the challenge givers and an individual reflective assignments.

For the grade Pass, students are required to demonstrate records of active participation in the merepart of the work of the project group, individual responsibility for part of the presentation for challenge givers and passed individual assignments are required.

The examiner decides whether, and if so how, absence from compulsory course elements can be made up compensated for. Study results cannot be reported until the student has participated in compulsory course elements or compensated for any absence in accordance with instructions from the examiner. Absence from a compulsory course element could mean that the student can not retake the element until the next time the course is offered.

Students who do not fulfill a substantial part of the attendance requirements, or one of the two course assignments are entitled to re-do the examination or an equivalent alternative task on five occasions. If the student has failed a total of six examinations, no additional examination is given.

Lack of submission at deadline or submission of a blank exam paper is regarded as an examination.

If there are special reasons, or a need for adaptation for a student with a disability, the examiner may decide to deviate slightly from the syllabus's regulations on the examination form, the number of examination opportunities, the possibility of supplementation or exemptions from the compulsory section/s of the course etc. Neither the content and learning outcomes, the project form pedagogy, nor the level of expected skills, knowledge and abilities may be changed, removed or reduced.

## **Transitional provisions**

Examination will be provided during a time of one year after a possible close-down of the course.

## **Other directives**

Language of instruction: English

The course may not be included in a higher education qualification at the same time with a course whose contents completely or partly corresponds to the course content.

## **Literature and other teaching aids**

Point of departure in the course is that the students will work with a specific problem. Included in the learning activities is that the student themselves will search for information and literature suitable for their task.

*Dorst, Kees*

### **The core of 'design thinking' and its application**

Institutionen för neurobiologi, vårdvetenskap och samhälle, 2011

URL: <https://doi.org/10.1016/j.destud.2011.07.006>

*Both, Thomas*

### **Bootcamp Bootleg. Stanford D-School**

Stanford University D.School Creative Commons, 2019

URL: <https://dschool.stanford.edu/resources/the-bootcamp-bootleg>