



# HS2012 Depth in Light Design

## 12.0 credits

Ljusdesign - fördjupning

This is a translation of the Swedish, legally binding, course syllabus.

### Establishment

Course syllabus for HS2012 valid from Autumn 2010

### Grading scale

A, B, C, D, E, FX, F

### Education cycle

Second cycle

### Main field of study

Architecture, The Built Environment, Technology and Health

### Specific prerequisites

Passed the 1st year of the Master Programme 'Architectural Lighting Design and Health' or corresponding knowledge.

### Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

## Intended learning outcomes

- Students should train lighting design specific skills on a deeper level.
- Students shall handle fundamental topics with higher levels of cognition.
- Students must be able to orchestrate multiple issues when solving problems, aligned with professional activities.

## Course contents

- Light and health
- Ergonomics and well-being.
- Design development.
- New technologies.
- Visualization and marketing tools.

## Disposition

Content's structure:

### **Lighting affects at humans 4 cr.**

(Health, ergonomics, research)

### **Design development 4 cr.**

(Computer software, rendering)

### **Technology, Research and Development 4 cr.**

(System performance, LED, energy)

## Course literature

To be presented during the course.

## Examination

- INL1 - Assignments, 4.0 credits, grading scale: P, F
- INL2 - Assignments, 4.0 credits, grading scale: P, F
- INL3 - Assignments, 4.0 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

If the course is discontinued, students may request to be examined during the following two academic years.

Practice (experiments, exercises, tasks, seminars) and workbook (report of lectures, process and reflections). 80% attendance.

## **Ethical approach**

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.