



# ME2809 Trendspotting & Future Thinking 7.5 credits

## Trendspotting & Future Thinking

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

## Establishment

Course syllabus for ME2809 valid from Autumn 2008

## Grading scale

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

## Education cycle

Second cycle

## Main field of study

Industrial Management

## Specific prerequisites

Students must have a minimum of 80 university credits (120 ECTS respectively), especially in the areas of design, technology, economics, medicine or biomedicine. A passionate interest in trends and the future will be helpful.

## Language of instruction

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

## Intended learning outcomes

After this course the student should perceive trendspotting as a clear, understandable and approachable tool in new business creation and development and be able to:

1. investigate the human fascination with the concept of the future and outline pitfalls in future thinking
2. investigate and further develop the different ways in which future thinking can be mastered
3. explore and discuss different types of trends from macro- and megatrends to fashionable fads and microtrends
4. reveal and further develop reliable sources for trendspotting

## Course contents

What unites different disciplines is the concept of speculating about future trends. Thinking about the future and what potential clues can divulge about how it will reveal itself unites people across disciplines and professional purposes. It is an area that is not owned by any one discipline. This course seeks to introduce the students to the concept of these trends, trendspotting and future thinking. Furthermore the course will introduce the students to the tools needed to understand trends and their role in society and how to best foresee and work with them in new business creation and development.

## Disposition

There will be 2 weekly sessions lasting 2 hours each for 7 weeks. Each session will focus on a different tool in the trendspotter's toolbox, and be organized around the students insights gathered using the tool and discussions about the applicability of these insights. These tools include, but are not limited to:

1. Visioning and scenario planning
2. Blogs and blogging
3. Anthropology and sociology
4. Interviews and focus groups
5. "Coolhunting"

The course will mix and match lectures with debates, discussions and exercises by the students as well as leaders in the field.

## Course literature

- Gladwell, Malcolm. The Tipping Point (1999) - Stratherm, Oona. A brief history of the future (2007)

## Examination

- PRO1 - Project, 7.5 credits, grading scale: A, B, C, D, E, FX, 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.

## 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.