SYLLABUS

Course description

The course belongs to the class "caratterizzante" in the MA in Eco-Social Design (LM-12). This course is a mandatory optional subject in the area "**Make & Intervene**"

Course title	**Social Interaction Design** **Area: Make & Intervene**
Course code	**96106**
Scientific sector	**ICAR/13 – Disegno Industriale**
Degree	**Master in Eco-Social Design (LM-12)**
Semester	**II**
Year	**1st and 2nd**
Credits	**6**
Modular	**No**
Lecturer	Marie-Rosa Beuthel e-mail: MarieRosa.Beuthel@unibz.it Homepage: https://www.unibz.it/en/faculties/design-art/academic-staff/person/45175-marie-rosa-beuthel
Scientific sector of the lecturer	
Teaching language	**English**
Teaching assistant (if any)	–
Office hours	See timetable online
Teaching language	**English**
Total lecturing hours	**60**
Total hours of self-study and/ or other individual educational activities	**about 120**
Attendance	**strongly recommended**
Prerequisites	**-**
Course page	

Course description

The course will dive into the topic of "Social Interaction" in an experimental manner, and set the focus on meaningful interactions, which enable social, political and critical dialogue and progress. After a general discussion about digitalization and its impact on the eco-social transformation, we will dive deep into the question what the core of a meaningful interaction is – and which approaches trigger dialogue and action between humans. The students will also explore social interaction between humans and non-humans. We will critically apply systemic thinking and network analysis for the specific project goals. After that meta reflection, we will directly step into the phase of making. We prototype concepts with digital and analogue tools and apply our skills in teams. Design methods will help to express utopian and dystopian ideas in a materialized way. We gain knowledge on the one hand side by doing, testing and building and on the other hand side by analytical reflection. By testing and integrating users' feedback, we will iteratively develop specific prototypes, which will be experienceable by other participants in the end of class – in the public or semi-public space of Bolzano and/or in the digital environment. The course offers the opportunity to integrate the students' project work, where it fits the requirements of the course. Thus, students can develop, design and test social interactions in the course, which are at the same time part of their semester project.

Educational objectives

Students will be able to:

- discuss and dismantle the term "social interaction"
- learn about the impact of digitalization on society
- learn about practice-based research approaches and projects
- read and discuss scientific publications related to the research approach of the class
- adapt the own design process related to the theoretical insights; e.g. reflection of concepts related to the local development while considering the global context ("glocalized dimension" by Barry Wellman, 2002)
- develop concepts based on empirical data
- collaborate with fellow students to develop a concept and prototype for the semester or master project
- learn how to prototype and contextualize the concepts in a fast way
- use hardware and software tools for designing and producing prototypes
- make the concept experienceable with everyday materials and methods as scenario play
- plan and conduct user tests of prototypes with intended user groups
- prepare and present the concept of the prototype to the fellow students as well as to the intended user group (local initiative, organization, municipality)
- implement feedback from users in the new stage of prototype
- communicate multilingually in a convincing way, through a variety of modalities (written, oral, visual)
- document and present the overall process in a visual and comprehensible way; show and name decision points; reflect critically
- plus: producing explanatory video showing context and prototype
- develop and present one final experience prototype

List of topics covered
• Research-Through-Design-Approach (Findeli, et al. 2008; Jonas, 2007): How to combine empirical insights with the conceptual framing of practice-based research
• Critical reflection of digitalization of society – which role to take on as eco-social designer
• The process of "Analysis, Projection, Synthesis" (Jonas, 2007) to leave the common path behind and think outside the existing categories and assumptions
• *Concept* methods like "scenario play" combined with *prototyping* methods (e.g. "paper prototyping")
• *User experience* methods to analyze the usage of interfaces
• Iterative development of experimental interfaces
• Learning by materializing (Ehn, 2009)
• Expressing your ideas in a meaningful way

Teaching format
Practice-based teaching with a balanced mix of frontal input, discussion rounds, experiments, method sessions, expert inputs, group presentations and reviews

Learning outcomes

Knowledge and understanding
The students will reflect about "social interaction" and how to design surfaces "in between" humans. They will also explore social interaction between humans and non-humans. This class shows which surfaces should be designed in a digital way – and which should not be digital. New ways of hybrid interactions will be given as an input. Through passing practical based research approaches the students will reflect their ideas and the transfer of insights into physical, digital, hybrid or analogue prototypes.

Applying knowledge and understanding
The students will learn how to transfer qualitative insights into rough prototypes, gain insights through materializing their ideas and through that gain feedback from others. In this way, a more elaborated interface can evolve.

Making judgments
By testing the interface prototypes the students will judge the usage and adaption by users and analyze the outcome. By providing a Research-Through-Design-framework (Findeli, et al., 2008; Jonas, 2004) the students will integrate the user feedback in their research process and generate theoretical insights about their design.

Communication skills
By presenting their outcomes to fellow students, users and experts the students learn how to communicate their design choices, like the intended usage, the choice of material or pattern of interaction.

Learning skills
Through the reflection of their process the students will learn about participatory processes and methods as well as advantages of a rapid prototyping through everyday materials.

Assessment
Oral and Written:
• Oral, audiovisual and/or physical presentation of the prototypes (inside or outside the students' main design project)

- Critical discussion of the project, in particular related to the choice of interaction patterns and satisfaction of needs related to the intended user group
- In the end of the class every student or team should provide a presentation about the overall process from the beginning to the end of the class (a template will be provided) and an explanatory video explaining the prototype within its context.
- A concise documentation of the outcomes will become part of the The Transfolder (to be submitted with the exam of the English course)

For non-attending students: please contact the lecturer

Assessment language: English

Evaluation criteria and criteria for awarding marks
- Formal requirements like presence, adherence of deadlines
- Originality, coherence and conceptual qualities of the design project, in relation to the context and the aims of the project; in particular related to the use of the interaction pattern and the addressed context
- Effectiveness in communicating the project and concept
- Critical reflection on outcome and topics discussed during the class
- Ability to work in a team, with partners and and/or experts (social skills)

Required readings
Please insert list or specify if available for students in the reserve collection: http://pro.unibz.it/rc/
- Binder, T., De Michelis, G., Ehn, P., Jacucci, G., Linde, P., & Wagner, I. (2011). Design things. Cambridge, MA: MIT Press: Introduction (pp. 1–6).
- Chen, D. S., Cheng, L. L., Hummels, C., & Koskinen, I. (2016). Social design: An introduction. International Journal of Design, 10(1), 1-5.
- Findeli, A., Brouillet, D., Martin, S., Moineau, C., & Tarrago, R. (2008, May). Research through design and transdisciplinarity: A tentative contribution to the methodology of design research. In *Focused– Current Design Research Projects and Methods*. *Swiss Design Network Symposium* (pp. 67-91).
- Jonas, W. (2007). Design Research and its Meaning to the Methodological Development of the Discipline. Design research now, 187-206.
- Kurvinen, E., Koskinen, I., & Battarbee, K. (2008). Prototyping social interaction. *Design Issues*, *24*(3), 46-57.
- Sanders, E. B. N., & Stappers, P. J. (2014). «Probes, toolkits and prototypes: three approaches to making in codesigning». CoDesign: International Journal of CoCreation in Design and the Arts, 10(1), 5–14. doi:10.1080/15710882.2014.888183
- Wellman, B. (2001, October). Little boxes, glocalization, and networked individualism. In *Kyoto workshop on digital cities* (pp. 10-25). Springer, Berlin, Heidelberg.

Supplementary readings
- DiSalvo, C. (2009). Design and the Construction of Publics. *Design issues*, *25*(1), 48-63.
- Ehn, P. (2009). Design Things and Living Labs. Participatory Design and Design as Infrastructuring. In Multiple Ways to Design Research. Research cases that reshape the design discipline. Proceedings of the Swiss Design Network Symposium (pp. 52-64).
- Jakobsson, M. (2006). Virtual worlds and social interaction design. (Doctoral dissertation, Informatik): Abstract and pp. 85–87, 96–100, 188–190.
- Redström, J. (2017). Making design theory. MIT Press.
- Sanders, E. (2006). Design serving people. *Cumulus Working Papers,* 28-33.