Freie Universität Bozen
Libera Università di Bolzano
Università Liedia de Bulsan

SYLLABUS

course description

The course belongs to the class “catterizzante” alternativa in the MA in Eco-Social Design (LM-12). This course is a compulsory optional subject in the area “Sciences & Discourse”

Course title	**Moderation & Participation** **Area: Sciences & Discourse**
Course code	**96013**
Scientific sector	**M-PSI/05 – Psicologia sociale**
Degree	**Master in Eco-Social Design (LM-12)**
Semester	**I**
Year	**1st and 2nd**
Credits	**6**
Modular	**No**
Lecturer	**Sabina Frei** office F3.04, e-mail sabina.frei@unibz.it, tel. +39 0461 015226/-27 Webpage http://www.unibz.it/en/design-art/people/StaffDetails.html?personid=29908&hstf=29908
Scientific sector of the lecturer	**-**
Teaching language	**English**
Teaching assistant (if any)	-
Office hours	One hour before each lecture; other days by appointment
Teaching language	**English**
Total lecturing hours	**30**
Total hours of self-study and/or other individual educational activities	**about 120**
Attendance	**not compulsory but recommended**
Prerequisites	**-**
Course page	**http://pro2.unibz.it/projects/blogs/essen/**

Course description

The course will give a general overview of scientific contents related to participation and is also designed for acquiring professional skills and knowledge in designing and facilitating participatory processes.

Educational objectives

Students will be able to:

- take into account the socio-economic aspects that characterize a territory, a community and a group of people;
- facilitate and promote the participation of different stakeholder;
- work with interdisciplinary, international and multidisciplinary teams;
- organize, manage and motivate a team;
- develop an individual way of thinking, leading to critical judgements and self-assessments;
- design by taking into account the needs and desires of a given territory, of a situation/set of circumstances, of a specific group of people, thanks to the ability of observing, listening, interacting and mediating amongst various stakeholders involved in the project;
- set up participatory and decision making processes which will contribute to the project development and the design, as well as to designing instruments and devices which will facilitate participation and decision making (in collaboration with experts);
- discuss and work with facilitators and experts in participation;

Knowledge will be acquired in the following fields:

- public controversies, participative and decision making processes: mediation and promotion skills and tools linked to participation and decision making processes;

List of topics covered

Participation in the social sciences: **theoretical discourses** and practical implications (phase models of participation, participation as democratic vs consumerist practice, field of participation)
Participation as a way of “designing the social” along the central question: Who is currently (not) involved?
Critical reflection: Participation as "an instrument of domination"?
Participation **concepts and formats** are presented, analyzed and discussed in detail (objectives, target groups, degree of participation, suitability for different process phases and group sizes ...).
Critical reflection: How can we distinguish genuine participation from tokenistic practices and mere facilitation?
Different **moderation tools** for different target groups and contents are explained, analysed and tested: basic distinction between community, large-group, team and small-group facilitation in the context of participatory processes on the one hand and the moderation of public events on the other.

Teaching format

Frontal lectures will be interwoven with exercises and connected to the students’ project work. Therefore part of the lectures will be given together with other lecturers during the project work.

Learning outcomes

Knowledge and understanding
Students will gain knowledge on theoretical frameworks and concepts on public participation, also with reference to the field of participatory design.

Applying knowledge and understanding
Students will learn to design participatory processes and to properly apply facilitation tools.

Making judgments
Students will learn to critically reflect different modes and levels of participation and their impact on maintaining or changing power relations between so called “experts” and users or citizens and to judge also their own contribution to social change.

Communication skills
Students will learn how to get in contact and communicate with different stakeholders and how to present and negotiate their ideas and concepts with them.

Learning skills
Students will learn to identify the productive tension between theory and practice and how to interconnect them in a mutually enriching process

Assessment
Project work and oral: students have to design the **participatory process** related to their project work with reference to the content of the classroom lectures and the required readings and discuss it during the oral exam.

Assessment language: English

Evaluation criteria and criteria for awarding marks
Completeness and coherence of the participatory process concept
Clarity in the presentation and proper use of moderation tools
Mastery of course related language
Ability to critically reflect the concept of participation

Required readings
Arnstein, Sherry R. (1969). A Ladder of Citizen Participation. Journal of the American Planning Association, Vol. 35, No. 4, pp. 216-224.
Creighton, J. (2005). The Public Participation Handbook : Making Better Decisions Through Citizen Involvement. Hoboken: John Wiley & Sons, Inc.
Luck, R. (2007). Learning to talk to users in participatory design situations. Design Studies, 28(3), 217-242.

Additional sources will be announced during
the course and integrated in the digital Reserve Collection

Supplementary readings

http://aoh-spes-schlierbach.weebly.com/uploads/3/1/0/4/31043665/handbuch_aoh_schlierbach_2014.pdf

Miessen, M. (2010). The nightmare of participation. Berlin: Sternberg Press.

Additional readings will be announced during the course and integrated in the digital Reserve Collection