

**SYLLABUS**

course description

The course belongs to the class “caratterizzante” (obbligatoria) in the MA in Eco-Social Design (LM-12). This course is a compulsory subject in the area “Projects”

<table>
<thead>
<tr>
<th>Course title</th>
<th>TPP – thesis preparation project</th>
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<tbody>
<tr>
<td></td>
<td>Area: Project 3 – Design 3, incl. Design Research</td>
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<tr>
<td>Course code</td>
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<tr>
<td>Scientific sector</td>
<td>ICAR/13 – Disegno industriale</td>
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<tr>
<td>Degree</td>
<td>Master in Eco-Social Design (LM-12)</td>
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<tr>
<td>Semester</td>
<td>3</td>
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<tr>
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<tr>
<td>Lecturer Group A</td>
<td>Kuno Prey</td>
</tr>
<tr>
<td></td>
<td>office F4.01.a, e-mail <a href="mailto:kuno.prey@unibz.it">kuno.prey@unibz.it</a>, tel. +39 0471 015110 Webpage</td>
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<tr>
<td>Lecturer Group B</td>
<td>Günther Innerebner</td>
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<td>office F4.02, e-mail <a href="mailto:guenther.innerebner@unibz.it">guenther.innerebner@unibz.it</a>, tel. +39 0471 015326 Webpage</td>
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<tr>
<td>Design Research A and B</td>
<td>Alastair Fuad-Luke</td>
</tr>
<tr>
<td></td>
<td>office F4.05, e-mail <a href="mailto:alastair.luke@unibz.it">alastair.luke@unibz.it</a>, tel. +39 0471 015322, Webpage</td>
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</table>
Course description

Project description group A (Prof. Prey):
see IT version

Project description group B (Prof. Innerebner):
see DE version


Students are introduced to the contemporary design research landscape, with special reference to Eco-Social design, by asking ‘What is design research?’ and how is it similar to or different from research in other disciplines. Different types of research (e.g. primary, secondary, qualitative, quantitative, action research, constructive), research in polydisciplinary modes, frameworks and approaches, are considered. Early teaching sessions around INITIATION and EXPLORATION are aimed at helping students to initiate a research project, develop a contextual inquiry, frame contextual insights and problems or challenges in order to generate research questions and/or a design brief. At this juncture ‘research actions as design exploration or design studies’ constitutes more scientific orientated content, while ‘design actions as design practice or design (as) research’ constitutes content orientated more towards professional skills and knowledge. However, students are
expected to weave between these two orientations as demanded by their choice of project in order to develop a project phase of GENERATIVE or CONSTRUCTIVE design outputs. EVALUATION, including critique, reflection, synthesis, re-framing should lead the student towards recognizing new knowledge, making it public and assessing the project’s potential for societal change. This evaluation should also help initiate a concrete proposal for the THESIS project.

**Educational objectives**

**Group A (Prof. Prey) and Group B (Prof. Innerebner)**

**Students will be able to:**
see IT and DE version

**Design Research (Prof. Fuad-Luke):**

**Students will be able to:**

- Plan, prepare, scope, set intentions, define a territory or terrain, define a focus or foci, in order to initiate a design research project.
- Undertake a detailed contextual inquiry of their chosen project area, including a literature review, contextual review including knowing people, place and other specifics, define key actors and stakeholders, map the terrain, locate their position and orientate themselves.
- Identify and frame contextual insights, map and frame the problem(s) or problematique.
- Generate research questions from the project initiation and contextual inquiry phases.
- Generate a design brief from the project initiation and contextual inquiry phases.
- Choose relevant theories, approaches, strategies and methodologies to undertake research actions. Then, devise experiments and gather data followed by subsequent analysis, synthesis and critique to understand the results.
- Drive processes of ideation, concept generation, prototyping, testing, iterating in order to frame potential solutions to problems identified in a design brief. Monitor and evaluate the impacts of their experimentation and prototyping in order to critique and reflect upon the outcomes.

In addition, depending upon the specific context of their chosen project, they will be able to:

- collaborate with experts and other designers to develop and implement an integrated project;
- take into account the environmental, social and economic impacts occurring within the tension between global and local dimensions;
- take into account the socio-economic aspects that characterize a territory, a community and a group of people;
- integrate socio-economic aspects and sustainability requirements in project design while considering the tension, which occurs between the local and the global dimensions;
- facilitate and promote the participation of different stakeholders;
- adopt and invent project methods that comply with the requirements and with the needs of the project and its stakeholders;
• work with interdisciplinary, international and multidisciplinary teams;
• develop an individual way of thinking, leading to critical judgements and self-assessments;
• balance inspiration and systematic planning;
• balance both emotions and functions in design and communication;
• communicate, multilingually in a convincing way, through a variety of modalities (written, oral, visual);
• design products, services, web platforms or other interactive applications, communication campaigns, visualization of information and/or other types of visual communication and multimedia in an integrated way;
• 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;
• talk to experts about the project;
• read experts’ articles, studies and reports related to one’s own project issues and integrate those analyses with one’s own project design;
• take into account the sustainability requirements of a product, a service, an application or an interactive system; integrate the sustainability requirements in the project and in one’s own design;
• organize a research project while identifying relevant studies and researches, experts to collaborate with, methods and instruments to adopt;
• organize and manage creative processes and adopt appropriate and relevant methods for their development (for example participatory design, user-centered design, action research, large group facilitation, project management);
• organize, manage and motivate a team;
• integrate knowledge techniques and production systems, the knowledge of materials, of their processing and of the related sustainability requirements in the design process;
• outline the cultural, social and economic territorial framework where the students will intervene;
• set up a field work or an inquiry in order define the socioeconomic framework, by exchanging ideas with researchers and experts they will collaborate with;
• understand specialist literature so as to integrate it within their own research project;

Knowledge will be acquired in the following field:
• The relationship between design theory, practice and their application to real life contexts and managed projects.
• The complimentary relationships between design theory and other theories e.g. philosophy, sociology, transition theory, needs theory, sustainability theory, and how these are best integrated into contemporary Eco-Social design practice.

List of topics covered

Group A (Prof. Prey):
see IT version
Group B (Prof. Innerebner):
see DE version

Design Research (Prof. Fuad-Luke):
- Applied Design research for Sustainability
- Design for Social Innovation including social design/socially responsible design/socially responsible design/socially conscious design.
- Design Activism, e.g. including Adversarial design, Altruistic/pro-bono design, Critical and speculative design, Dissonant design, Open design, Relational design, Slow design, Transition design, and Transformation design
- Developing your ethical and responsible approach in Eco-Social Design
- Design approaches, frameworks, methods and processes
- Participatory Design approaches, methods and processes
- Developing reflexive social design skills as a practitioner and researcher

Teaching format

Group A (Prof. Prey):
see IT version

Group B (Prof. Innerebner):
see DE version

Design Research (Prof. Fuad-Luke):
Lectures, seminars, workshops, group projects, external visits and four colloquia during Semester 3.

Learning outcomes

Group A (Prof. Prey) and Group B (Prof. Innerebner)
see IT and DE version

Design Research (Prof. Fuad-Luke):

Learning outcomes

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;
- can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
● have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;
● can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and nonspecialist audiences clearly and unambiguously;
● have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

Assessment

Group A (Prof. Prey), Group B (Prof.Innerbner) and Design Research (Prof. Fuad-Luke):

You will be assessed on an integrated approach to Project 3 combined with Design Research over four obligatory Phases. At each phase assessment, students are expected to make a 20-minute verbal presentation about their project. The presentation should be accompanied by edited documentation evidencing the student’s processes of design research and materialised design outputs and should explain how these were utilized to justifying decisions about subsequent or future work.

The phases are as follows:

Phase I Initiation and Exploration comprises initiation of a design research project, contextual inquiry, framing contextual insights, mapping and framing problems or the problematique. At the first Masters Colloquium, on 09.11.2016, you will be expected to choose to be in Group A, with a focus on 3D design, or Group B, with a focus on Communications design.

Phase II Generation and Construction comprises two interweaving lines of research inquiry. Line one is Research actions, generating research questions, choosing theories, approaches, strategies and methodologies, devising and setting experiments and gathering data then analyzing and synthesizing from a critical perspective. Line two is Design actions, generating a design brief, ideating and generating concepts, prototyping, iterating, framing solutions and monitoring and measuring impacts. Assessment is at the Masters Colloquium on 07.12.2016.

Phase III Evaluation comprises reflection on the key findings from both lines of inquiry, recognition of the new knowledge created, how to make that public, its potential for positive societal change and how the ‘design qualities’ might contribute to that potential. Assessment is at the Masters Colloquium on 21.12.2016.

Phase IV Thesis project proposal comprises a fully justified proposal for a Thesis project for Semester 4. This will include appropriate reference to how Phases I to III helped scope and develop the project, a well-defined issue with appropriate actors, stakeholders and audience, a well-defined problem or problematique, a visualization of how the project fits into a system view, a projection of how the project could impact to deliver positive potential for Eco-Social change, and an outline project plan. Assessment and final exam is at the Masters Colloquium on 24.01.2017.

6/18
Assessment language: the same as the teaching language or English

Design research: English

Evaluation criteria and criteria for awarding marks

Group A (Prof. Prey), Group B (Prof. Innerebner) and Design Research (Prof. Fuad-Luke):

Student presentations will be assessed under the following criteria:

- Attitude and passion
- Classical design qualities (novelty, originality, form, function, state of the art in your chosen design sub-field or field)
- Commitment
- Critical analysis, synthesis and reflection
- Defence of your proposition and response to critics
- Demonstration of competences
- Eco-social agency (potential of the agency and real impacts)
- Experimentation
- Materialisation of design work (tangible, intangible, digital, analogue, aesthetic and technical qualities)
- Project management (planning, collaborating and delivering a result)
- Quality and effectiveness of presentation techniques and narrative
- Quality of the documentation

The examination takes place at the end of Phase IV, the fourth Masters Colloquium on 24.01.2017.

A documentation has to be delivered three days before the exam at latest. The format will be defined and communicated 6 weeks before at latest.

Required readings

Group A (Prof. Prey)
see IT version

Group B (Prof. Innerebner)
see DE version

Design Research (Prof. Fuad-Luke):


Design activism and Design for Social Innovation


Supplementary readings

*Please insert supplementary readings if suggested*

**Group A (Prof. Prey)**

see IT version

**Group B (Prof. Innerebner)**

see DE version

**Design Research (Prof. Fuad-Luke):**

more on …Design activism, Design for Social Innovation, Design and Politics, Critical Design, Open Design etc.


Design and philosophy, Design and political philosophy, Design and Ethics

8/18


General


**SYLLABUS**
descrizione del corso

Il corso fa parte dell’area di apprendimento dei corsi “caratterizzante” (obbligatorio) del corso di laurea magistrale in Design eco-sociale (LM-12). Si tratta di un corso obbligatorio nell’area “progetti”.

| Titolo del corso | TPP – thesis preparation project (Gruppo A)  
| Senior thesis proposal (Group A)  
| Area: Progetto 3 – Design 3, incl. Design Research |
| Codice del corso | 96002 |
| Settore scientifico | ICAR/13 – Design e comunicazioni multimediali |
| Corso di studio | Master in Eco-Social Design (LM-12) |
| Semestre | 3 |
| Anno | II |
| Crediti formativi | 12 |
| Modulare | No |
| Docente | Kuno Prey  
| Ufficio F4.01.a, e-mail kuno.prey@unibz.it,  
| Tel. +39 0471 015110 Webpage  
| https://next.unibz.it/en/faculties/design-art/academic-staff/person/900-kuno-prey |
| Settore scientifico del docente | ICAR 13 |
| Lingua ufficiale del corso | Italiano |
| Collaboratore didattico (se previsto) | - |
| Orario di ricevimento | su appuntamento |
| Numero totale di ore di lezione | 120 = 90 Design Project 3 + 30 Design Research |
| Numero totale di ore di studio individuale o di altre attività didattiche individuali | ca. 350 = 210 Design Project 3 + 140 Design Research |
| Frequenza | Non obbligatoria ma altamente raccomandata |
**Prerequisiti**
- 

**Sito web del corso**

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**Descrizione del progetto**

“TPP” sono attività di progetto svolte in un atelier dedicato. Il docente di progetto seguirà gli studenti singolarmente o in piccoli gruppi durante il percorso di definizione di quello che sarà poi il loro tema finale di progetto. L’attività si svolgerà in stretta collaborazione con il corso “design research” e aiuterà gli studenti ad approfondire l’ambito tematico anche da un punto di vista tecnico e pratico.

Gli studenti dovranno sperimentare ed eseguire le dovute verifiche progettuali, al fine di ottenere solide basi per elaborare il tema finale. Tutto il lavoro andrà documentato con schizzi, disegni tecnici e modelli (di funzione e/o di proporzione) e fotografie e/o video.

**Obiettivi formativi**

Gli studenti saranno in grado di, tenendo in primo luogo in considerazione l’impatto ambientale, sociale ed economico del loro intervento all’interno della tensione che si pone tra dimensione locale e dimensione globale

- ideare e sviluppare in modo integrato il design di prodotti e/o servizi, nonché allestirne (almeno in parte) il progetto esecutivo e/o coordinarlo;
- collaborare con esperti e con altri designer per sviluppare e realizzare un progetto integrato;
- realizzare diversi modelli di verifica;
- elaborare una propria riflessione che permetta di sviluppare giudizi critici e autocritici;
- bilanciare ispirazione e sistematicità;
- bilanciare modalità di lavoro più intuitive con modalità di lavoro più analitiche;
- bilanciare l’aspetto emotionale e quello funzionale del design del prodotto e/o servizi;
- progettare in modo integrato prodotti e/o servizi; confrontarsi con esperti riguardo al tema di progetto;
- tener conto dei requisiti di sostenibilità per un prodotto, un servizio o un’applicazione o un sistema interattivo; integrare i requisiti di sostenibilità nel progetto e nel lavoro progettuale;
- impostare una ricerca progettuale individuando studi e ricerche di cui tener conto, esperti con cui collaborare, metodi e strumenti da adottare;
- lavorare con altri in team interdisciplinari, internazionali e multidisciplinari;
- convincere attraverso la presentazione di propri concetti, idee, progetti;
- integrare nel processo progettuale le conoscenze relative alle tecniche e ai sistemi di produzione, ai materiali e al loro processamento, nonché i requisiti di sostenibilità ad essi connessi;
- impostare processi partecipativi e decisionali che possano contribuire alla progettazione, così come progettare strumenti e dispositivi che facilitino la partecipazione e la decisione (in collaborazione con esperti);
Lista degli argomenti trattati
design eco-sociale del prodotto e/o dei servizi.

Attività didattiche previste
Lavoro intensivo di progetto in atelier e nelle officine della facoltà, in gran parte in modo autonomo.
i giorni di progetto sono LU-MA-ME.

Risultati di apprendimento attesi

Knowledge and understanding
- understand the potential and restrictions of given settings, the connected issues and actors / stakeholders, considering available capacities, recourses, instruments and technologies
- understand the requirements of a project, including all the above mentioned

Applying knowledge and understanding
- be able to co-create original ideas for effective projects, aiming at desirable and viable Eco-Social transitions
- be able to develop effective projects in given situations (see above) with the above mentioned aims
- setup and organize a project according to its requirements
- be able to design and build mockups, functional models and/or other artifacts, which make the project tangible and testable

Making judgments
- be able to critically assess potentials and restrictions of given situations and settings (see above), and estimate strength, challenges, risks and prospects
- be able to review projects critically, to understand what is working, what could be improved (and how)

Communication skills
- be able to present and discuss the own project successfully (in diverse setting, using divers media and modes)
- be able to communicate and collaborate with partners, stakeholders and potential users or audiences

Learning skills
- be able to learn quickly the knowledge and skills necessary for the own project
- understand own capacities and limitations, and understand, where, when and how to involve other experts / partners, for certain competences, roles and tasks

Knowledge and understanding
- understand basic methods and strategies of product design, the design of objects and spaces
Metodo d’esame
see english version

Lingua dell’esame: Italiano o inglese

Criteri di misurazione e criteri di attribuzione del voto
see english version

Bibliografia fondamentale
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Bibliografia consigliata
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SYLLABUS
Beschreibung der Lehrveranstaltung

Die Lehrveranstaltung zählt zum Bildungsbereich der kennzeichnenden Fächer und ist Teil des Masters in Ökosozialem Design (LM-12). Die Lehrveranstaltung ist Pflichtfach im „Projektenbereich“.

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<th>TPP – thesis preparation project (Gruppe B)</th>
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Gesamtzahl der Stunden für das Eigenstudium und andere individuelle Bildungstätigkeiten | ca. 350 = 210 Design Project 3 + 140 Design Research
---|---
Anwesenheit | Nicht verpflichtend, aber sehr empfohlen
Voraussetzungen | -
Link zur Veranstaltung | -

**Beschreibung des Projektes**


Aufgabe der Studenten ist es durch dokumentierte Beobachtungen, Analysen und explorative Methoden eine solide Basis für ihre finale Arbeit zu erhalten. Die Dokumentation und deren phasenweise Auswertung geschieht in multimedialer Form durch Videos, Fotos, Interviews, Skizzen, Zeichnungen, Modelle und schriftlichen Fazits.

**Spezifische Bildungsziele**

Die Studenten werden primär in der Lage sein, die Bedeutung und ökosozialen Auswirkungen ihres entwickelten Kommunikationsdesign-Projekts im global-lokalen Kontext auf die Umwelt und Gesellschaft zu erkennen und zu bewerten.

Des Weiteren werden sie in der Lage sein:

- das Design von Produkten, Dienstleistungen und/oder crossmedialer Kommunikation zu konzipieren und zu entwerfen, sowie (zumindest zum Teil) die Ausführungsplanung zu übernehmen und/oder zu koordinieren;
- mit anderen Designern und Experten zusammen zu arbeiten, um gemeinsam integrierte Projekte zu entwickeln und durchzuführen;
- Projekte prototypisch zu realisieren und teils auch umzusetzen;
- Projekte konzipieren und zu entwickeln, die zur lokalen Entwicklung beitragen und dabei globale Zusammenhänge berücksichtigen. Es wird eine „glokale“ Sichtweise eingenommen, d.h. „die globale sowie lokale Dimension wird zusammengedacht“;
- Wirkungen auf Umwelt, Gesellschaft und Wirtschaft im Spannungsfeld zwischen lokaler und globaler Dimension zu berücksichtigen;
- soziale und wirtschaftliche Aspekte sowie die Anforderungen der Nachhaltigkeit in Konzeption und Entwurf zu integrieren, im Spannungsfeld zwischen lokaler und globaler Dimension;  
- Methoden zu entwickeln und anzuwenden, die den Anforderungen und Bedürfnissen von Projekten und Akteuren gerecht zu werden;
- kreative Prozesse zu organisieren und zu leiten;
• eine eigene Haltung zu entwickeln, die es ermöglicht, kritisch und selbstkritisch zu reflektieren;
• systematisches und intuitives Vorgehen abzuwägen;
• analytisches und intuitives Vorgehen abzuwägen;
• den funktionalen und den emotionalen Aspekt von Design und Kommunikation zu abzuwägen;
• in mehreren Sprachen und verschiedenen Modalitäten (schriftlich, mündlich, visuell) überzeugend zu kommunizieren.

übergreifend Konzeptions- und Entwurfsarbeit in komplexen Projekten, von Produkten, Dienstleistungen, Webplattformen oder anderen interaktiven Anwendungen, Kampagnen, Visualisierungen oder anderen Arbeiten der visuellen und multimedialen Kommunikation zu leisten;
• bei der Konzeptions- und Entwurfsarbeit auf Anforderungen und Bedürfnisse eines gegebenen Lebensraumes, einer Gruppe oder Situation einzugehen sowie zwischen verschiedenen Akteuren zu vermitteln, auf der Grundlage von Beobachtung, Zuhören und Dialog;
• sich mit Experten über Projekte auszutauschen;
• Fachliteratur zu den Themen von Projekten zu verstehen und die Erkenntnisse in Konzepte und Entwürfe einfließen zu lassen;
• die Anforderungen der Zukunftsfähigkeit in die Projekt- und Gestaltungsarbeit einzubeziehen;
• projektorientierte Forschungs- und Entwicklungsarbeit zu gestalten und dabei zu erkennen, welche Experten zu konsultieren und welche Methoden und Instrumente anzuwenden sind;
• kreative Prozesse zu organisieren und/oder zu leiten, und hierzu passende Methoden anzuwenden (z.B. aus den Feldern Partizipatives Design, User-Centered-Design, Aktionsforschung, Großgruppenmoderation, Projektmanagement);
• ihr Wissen über Produktionstechniken und -systeme, Materialien und Prozesse sowie die damit verbundenen Anforderungen der Nachhaltigkeit in die Entwicklungs- und Entwurfsarbeit mit einzubeziehen;
• Partizipative und deliberative Prozesse so zu organisieren, dass sie einer Projekt- und Entwurfsarbeit zuträglich sind (in Zusammenarbeit mit Experten);

**Auflistung der behandelten Themen**

- Ökosoziale Themen bzw. gesellschaftliche Herausforderungen in den Bereichen: Gesundheit, demografischer Wandel, Ernährung, Energie, Mobilität, Klima/Umwelt/Natur, Kultur/Kunst, Tourismus, Soziales/Bildung, Wissenschaft/Forschung, Alpiner Raum, Partizipation
- Impact in Bezug auf Megatrends: Individualisierung (Wissens-Gesellschaft), Female Shift (Life-Balance), Silver Society (Ambient-Assisted-Living), Mobilität (Nachhaltige/Multimodale Mobilität), Neo-Ökologie (CSR, Energieeffizienz), Gesundheit (Life-Balance), New Work, Urbanisierung, Neues Lernen (Neue Lernformate, Infodesign), Globalisierung (Glokalisierung), Konnektivität (Social Networks)
- In Bezug auf Kommunikationsdesign Bereiche des: Marketing, Unternehmenskommunikation, Webdesign, Video, Motion Graphic, Grafikdesign Print, Corporate Design, Leit-Informationssysteme, Ausstellungen und Messestände, Events, Werbung, Inclusive Design
Unterrichtsform
- Intensive Projektarbeit im Atelier oder in den Werkstätten der Fakultät – vorwiegend autonom Exkursionen und Expertenbesuche
- Projektstage sind: MO-DI-MI

Erwartete Lernergebnisse

**Knowledge and understanding**
- understand the potential and restrictions of given settings, the connected issues and actors / stakeholders, considering available capacities, recourses, instruments and technologies
- understand the requirements of a project, including all the above mentioned

**Applying knowledge and understanding**
- be able to co-create original ideas for effective projects, aiming at desirable and viable Eco-Social transitions
- be able to develop effective projects in given situations (see above) with the above mentioned aims
- setup and organize a project according to its requirements
- be able to design and build mockups, functional models and/or other artifacts, which make the project tangible and testable

**Making judgments**
- be able to critically asses potentials and restrictions of given situations and settings (see above), and estimate strength, challenges, risks and prospects
- be able to review projects critically, to understand what is working, what could be improved (and how)

**Communication skills**
- be able to present and discuss the own project successfully (in diverse setting, using divers media and modes)
- be able to communicate and collaborate with partners, stakeholders and potential users or audiences

**Learning skills**
- be able to learn quickly the knowledge and skills necessary for the own project
- understand own capacities and limitations, and understand, where, when and how to involve other experts / partners, for certain competences, roles and tasks

**Knowledge and understanding**
- understand basic methods and tactics of media communication, of brand design and of visual communication

Art der Prüfung
see english version
Prüfungssprache: Deutsch

Bewertungskriterien und Kriterien für die Notenermittlung

see english version

Pflichtliteratur

Weiterführende Literatur

- Kotler, Philip / Keller, Kevin Lane / Bliemel, Friedhelm: Marketing-Management – Strategien für wertschaffendes Handeln.
- Trommsdorff, Volker: Konsumentenverhalten.