

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”

Course title	ESSEN / ALIMENTARE / FOOD Area: Projects 2 – Design 2
Course code	96001
Scientific sector	ICAR/13 – Design e comunicazioni multimediali
Degree	Master in Eco-Social Design (LM-12)
Semester	II
Year	1st
Credits	12
Modular	No
Lecturer Group A	Kuno office F4.01.a, e-mail kuno.@unibz.it, tel. +39 0471 015110 webpage http://www.unibz.it/en/design-art/people/StaffDetails.html?personid=900&hstf=900
Lecturer Group B	Kris Krois office F4.06.a, e-mail kris.krois@unibz.it, tel. +39 0471 015224, webpage http://www.unibz.it/en/design-art/people/StaffDetails.html?personid=893&hstf=893
Scientific sector of the lecturer	Prof. : ICAR/13 Prof. Krois: ICAR/13
Teaching language	Group A: Italian Group B: German
Total lecturing hours	90
Total hours of self-study and/or other individual educational activities	about 210
Attendance	not compulsory but strongly recommended
Prerequisites	-

Course page	www.unibz.it/de/faculties/design-art/master-eco-social-design
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Course description

Please define whether the course gives a general overview of scientific contents or is designed for acquiring professional skills and knowledge...

Project description group A (Prof. Pircher) & Project description group B (Prof. Krois):

The students autonomously develop and realize to a prototype level* eco-social design projects inspired by the annual theme [ESSEN / ALIMENTARE / FOOD – from agriculture to table culture](https://goo.gl/DIRDm8) <<https://goo.gl/DIRDm8>>. The general aim of the projects is to contribute to good ways to produce, to distribute and/or to consume food. Design to create awareness, inspiration and things for a food culture and economy, which is not only about good taste, but does good for all involved parts: soil, plants, animals and ecosystems; farmers, other producers and processors of food; merchants and vendors, consumers and citizens; initiatives, institutions and companies, ...

Students can work in teams and also with external partners, such as small-scale farmers, craftsmen, citizen initiatives, organizations, companies and scientists – with the shared ambition to co-develop sustainable projects and practices. Students guide the projects and do the appropriate design work – from the first idea to the prototype. They are encouraged to work across design disciplines such as product design, visual communication and interaction design, and to figure out what is really needed to reach the aims of their project in the given context. What is desirable and also feasible? What are the interests, potentials and limitations of actors and stakeholders? Which resources and support structure can be activated? Which artifacts and interventions are promising, and how to design them? Which media, materials, styles and languages are auspicious? How is the interplay between well-designed products, communications, events and/or services? – between online and offline platforms, campaigns, interventions, spaces, et cetera. What if ...?

The project's development happens in a dialog with the courses in *Sciences & Discourse* (Eco-Social Economics, Media Studies, Cultural Anthropology). While the courses of the area *Skills & Technologies* provide techniques and methods to get from the first ideas to prototypes (Web & Media Design, Design & Production, Interface Design).

During initial phase students explore the topic and the possibilities for potential projects – inspired by inputs from the teachers, by sharing cases and ideas, by dialogues with experts, by the conference *By Design or by Disaster*, by excursions, by literature and by experiences in daily life. During this phase students will develop the concept for their project, which has to be worked out, tested, exhibited and presented until the end of the semester.

Regularities:

Mondays, 14:00: Plenum with all project teachers and students

Monday afternoon: shared activities in the atelier, such as lectures, reviews, presentations, etc

Mondays to Wednesdays: work and life in the ateliers

Important steps and events:

27 Feb, 14:00 - 15:30, PLENUM 1 – introduction to the semester

28 Feb, 16:00 - 19:00 [Partner Forum – get together with potential project partners](#)

10-11 Mar: [By Design or by Disaster Conference](#)

15 Mar 2017, 14:30 - 17:30, All Students & all teachers: short presentation of each teacher and her/his course, open dialog

26 Apr, 13:00 - 16:00, Midterm Presentation

14 Jun, 14:00 Submission of Documentation

17 Jun, Open Ateliers: Exhibit and communicate outcomes and processes (date might change)

19 Jun, Final Presentation & Exam

Calendar: see in web browser goo.gl/Q5Edc4 or subscribe to goo.gl/gslFoH with a Calendar App

Collaborative tool: ecosocialdesign1617.slack.com

Roles:

Design Leads and Coaches:

Kris Krois (Communication-Interaction-Services)

Kuno (Object-Space-Services)

Project Assistants and Co-Coaches:

Matteo Moretti (Web & Media Design)

Andrea De Chirico (Design & Production)

* in this case prototype means not necessarily a full-blown technical prototype, but also mock ups, mise-en-scènes or performances that stage or enact a project to a degree, that allows to test and evaluate it.

Educational objectives

The educational objectives need to refer to the Dublin Descriptors: please confirm or delete/adapt

Group A (Prof. Pircher) and Group B (Prof. Krois)

Students will be able to:

- create and develop in an integrated way products, services and/or cross-media communication, moreover (at least partially) implement the project and be able to coordinate it;
- collaborate with experts and other designers to develop and implement an integrated project;
- prototype and partially implement projects;
- propose and develop projects which will contribute to local development while considering the global context, starting from a “glocal” vision, which “focuses on the global and planetary dimension and the local one at the same time” (from the Dizionario Treccani);
- take into account the environmental, social and economic impacts occurring within the tension between global and local dimensions;
- integrate socio-economic aspects and sustainability requirements in project design while considering the tension, which occurs between the local and the global dimensions;
- 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;

- organize and manage creative processes;
- organize, manage and motivate a team;
- develop an individual way of thinking, leading to critical judgements and self-assessments;
- balance inspiration and systematic planning;
- balance more intuitive ways of working with more analytical ones;
- 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 analysis 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;
- work with others in interdisciplinary, international and multidisciplinary teams;
- 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);
- convince others of one's own concept, ideas and projects through presentations;
- integrate knowledge techniques and production systems, the knowledge of materials, of their processing and of the related sustainability requirements in the design process;
- 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);

List of topics covered

Please insert list of topics covered

Shared part:

Project description group A (Prof. Pircher) & Project description group B (Prof. Krois):

Design and Communication for Eco-Social Transformations

Specific part (Object–Space–Services)

Project description group A (Prof. Pircher):

Product-, Event- and Exhibition Design, Design and Crafts

Specific part (Communication–Interaction–Services)

Project description group B (Prof. Krois):

Visual Communication, Strategic Design and Communication, Media Tactics

Teaching format

Please describe (Frontal lectures, exercises, labs, projects, etc.).

Project group A (Prof. Pircher) & Project group B (Prof. Krois):

Project-work with a balanced mix of lectures, exercises, labs, workshops, presentations and reviews (individually and in groups);

Additionally: excursions and interventions by external experts.

Learning outcomes

The learning outcomes need to refer to the Dublin Descriptors: please integrate

Shared part:

Group A (Prof. Pircher) & Group B (Prof. Krois)

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 organise 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 diverse 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

Specific part (Object–Space–Services)

Group A (Prof. Pircher)

Knowledge and understanding

- understand basic methods and strategies of product design, the design of objects and spaces

Specific part (Communication–Interaction–Services)

Group B (Prof. Krois)

Knowledge and understanding

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

Assessment

Please indicate the assessment details

Group A (Prof. Pircher) & Group B (Prof. Krois)

During the continuous development of their projects students present and critically discuss their work with the teachers and among each other in regular reviews and in shared events (see *Important steps and events* in the *course description*). At the end of the semester students present and exhibit the outcomes, and critically discuss the process, learnings, limitations and potentials.

All presentations include the demonstration of mock-ups, functional models, documentation of interventions or events, and/or other designed artefacts. For the presentation students are asked to

use media and speech in convincing and attractive ways, that motivate understanding and interest among the audience of the presentation. The presentation has to be done in a way that would also work for external partners and stakeholders.

Additionally a documentation has to be submitted, which communicates in concise and attractive ways the project to interested audiences (fellow designers and practitioners, partners and stakeholders of the project, potential audiences, participants, users and/or consumers of the project, etc.). The format of the documentation will be defined and communicated two weeks before the end of the semester at latest.

Assessment language: the same as the teaching language

Evaluation criteria and criteria for awarding marks

Please indicate the evaluation / mark awarding criteria

Group A (Prof. Pircher) & Group B (Prof. Krois)

General criteria for a project in Eco-Social Design:

1. Eco-social potential (presumed social, economic and environmental effects)
2. Design qualities (novelty & originality, form & function, etc; in relation to the state of the art in the respective design disciplines), and how the qualities of the design contribute to the eco-social potential.

within both:

- level of challenge (how challenging and complex are the addressed issues? Is the challenge appropriate? It should be feasible, but not trivial)
- cost/benefit ratio (gain more with less is better; costs are not necessarily monetary, but can be all kind of effort or resources)
- critical reflection of the own work and of the working process, learnings and future prospects, including the recognition of weaknesses, limitations, risks, and/or failures as well as points of strengths and potentials.
- the individual development of the student (making progress in the course of the semester, in relation to the competences and knowledge the individual student started from)

additionally the following specific qualities are considered:

- Aesthetic and technical quality of the designed artefacts (mock-ups, models, media, etc.)
- Ability to integrate aspects from multiple disciplines (including the courses in *Sciences & Discourse*)
- Quality of teamwork and of the individual contribution to the teamwork
- Ability to manage the own project
- Ability to collaborate with partners and stakeholders
- Clearness and convincingness of the presentation
- Quality of the discussion
- Continuity of the development during the semester (among other visible by the progresses shown in the regular reviews and at the midterm presentation)

- Contribution to the shared events and activities of the project group

Required readings

Please insert list or specify if available for students in the reserve collection: <http://pro.unibz.it/rc/>

Group A (Prof. Pircher) & Group B (Prof. Krois)

Manzini, Ezio, and Rachel Coad. *Design, When Everybody Designs: An Introduction to Design for Social Innovation*. Cambridge, Massachusetts: MIT Press, 2015.

Pfeffer, Florian. *To Do: Die neue Rolle der Gestaltung, in einer veränderten Welt: Strategien | Werkzeuge | Geschäftsmodelle*. Mainz: Schmidt, H, Mainz, 2014.

Welzer, Harald, and Bernd Sommer. *Transformationsdesign: Wege in eine zukunftsfähige Moderne*. EA,. München: oekom verlag, 2014

IDRV – Institute of Design Research Vienna, Harald Gruendl, Marco Kellhammer, Christina Nägele (ed.) [*Tools for the Design Revolution. A handbook for sustainable design strategies*](#), niggli, Sulgen (CH) 2014, English Edition: ISBN 978-3-7212-0903-7

Supplementary readings

Please insert supplementary readings if suggested

Group A (Prof. Pircher) & Group B (Prof. Krois)

Publications by Michael Pollan michaelpollan.com/books

Publications by Harald Lemke and other authors relating to Gastrosophie

Publications by Carlo Petrini and other authors relating to Slow Food, Terra Madre and other initiatives that connect agriculture with food culture