

Group A+B-Fuad-Luke_EN

Group-B-Innerebner_DE

Group-A-Prey_IT

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	TPP – thesis preparation project Area: Project 3 – Design 3, incl. Design Research
Course code	96002
Scientific sector	ICAR/13 – Disegno industriale
Degree	Master in Eco-Social Design (LM-12)
Semester	3
Year	II
Credits	18 = 12 Design Project 3 + 6 Design Research
Modular	No
Lecturer Group A	Kuno Prey office 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
Lecturer Group B	Günther Innerebner office F4.02, e-mail guenther.innerebner@unibz.it . tel. +39 0471 015326 Webpage https://next.unibz.it/en/faculties/design-art/academic-staff/person/37173-guenther-innerebner
Design Research A and B	Alastair Fuad-Luke office F4.05, e-mail alastair.luke@unibz.it , tel. +39 0471 015322, Webpage

	https://next.unibz.it/en/faculties/design-art/academic-staff/person/36853-alastair-gordon-rodney-luke
Scientific sector of the lecturer	Prof. Prey: ICAR/13 Prof. Innerebner: ICAR/13 Prof. Fuad-Luke: ICAR/13
Teaching language	Group A: Italian Group B: German Design Research: English
Total lecturing hours	120 = 90 Design Project 3 + 30 Design Research
Total hours of self-study and/or other individual educational activities	ca. 350 = 210 Design Project 3 + 140 Design Research
Attendance	not compulsory but highly recommended
Prerequisites	-
Course page	http://pro2.unibz.it/projects/blogs/essen/

Course description

Project description group A (Prof. Prey):

see IT version

Project description group B (Prof. Innerebner):

see DE version

Design Research (Prof. Fuad-Luke):

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**

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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 responsive 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. Innerebner) 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.

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):

Curedale, Robert. 2013. *Design thinking. Process and methods manual*. Topanga CA: Design Community College.

Gray, Carole and Malins, Julian. 2004. *Visualising Research. A guide to the research process in art and design*. Farnham: Ashgate Publishing.

Koskinen, Ilpo; Zimmerman, John; Binder, Thomas; Redström, Johan and Wensveen, Stephan. 2011. *Design Research Through Practice. From the Lab, Field, and Showroom*. Amsterdam: Morgan Kaufmann/Elsevier.

Martin, Bella and Hanington, Bruce. 2012. *Universal Methods of Design*. Beverley, MA: Rockport Publishers.

Simonsen, Jasper; Jorgen Ole Baerenholdt; Büschner, Monika; and Scheuer, John Damm. Eds. 2010. *Design Research. Synergies from interdisciplinary perspectives*. London and New York: Routledge.

Design activism and Design for Social Innovation

Fuad-Luke, Alastair. (2009). *Design Activism. Beautiful strangeness for a sustainable world*, London:Earthscan.

Fuad-Luke, Alastair; Hirscher, Anja-Lisa and Katharina Moebus. 2015. *Agents of Alternatives. Re-designing Our Realities*. Berlin: Agents of Alternatives.

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

Thorpe, Ann. (2012). *Architecture and Design versus Consumersim. How Design Activism Confronts Growth*. Routledge.

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.

DiSalvo, Carl. (2012). *Adversarial Design*. Cambridge, MA and London, UK: The MIT Press.

Dunne, Anthony and Raby, Fiona. *Speculative Everything. Design, Fiction and Social Dreaming*. Cambridge, Massachusetts/London, England: MIT Press.

Fry, Tony. (2009). *Design Futuring. Sustainability, Ethics and New Practice*, p. 48, Sydney: UNSW Press.

Miettinen, Satu. Ed. 2007. *Design Your Action. Social Design in Practice*. Helsinki: University of Art and Design Helsinki.

van Abel, Bas, Lucas Evers, Roel Klaassen & Peter Troxler. (2010.) *Open Design Now. Why Design Cannot Remain Exclusive*. Rotterdam: BIS Publishers, Creative Commons Netherlands and Premsel.

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

- Bennett, Jane. (2010). *Vibrant Matter. A Political Ecology of Things*. Durham and London: Duke University Press.
- Bourriaud, Nicolas. (1998). *Relational Aesthetics*. translated by Simon Pleasance & Feronza Woods with the participation of Mathieu Copeland. France: Les Presses du Réel.
- De Landa, Manuel. 2006. *A New Philosophy of Society: Assemblage Theory and Social Complexity*. New York: Bloomsbury Academic.
- Felton, Emma, Zelenko, Oksana and Vaughn, Suzi. *Design and Ethics. Reflections on practice*. London and New York: Routledge.
- Fry, Tony. (2011). *Design As Politics*. Oxford: Berg.
- Guattari, Felix. (2000) *The Three Ecologies*, translated by Ian Pindar and Paul Sutton, London: Continuum, 2000. Original published 1989, Editions Galilée.
- Heller, Steven and Veronique Vienne. 2003. *Citizen Designer. Perspectives on design responsibility*. New York: Allworth Press.
- *Laclau, Ernesto & Chantal Mouffe. (2000) *Hegemony and Socialist Strategy. Towards a Radical Democratic Politics*, Verso.
- Latour, Bruno. 2005. *Reassembling the Social. An Introduction to Actor-Network-Theory*. Oxford: Oxford University Press.
- Ranciere, Jacques. 2004. *The Politics of Aesthetics. The Distribution of the Sensible*. London and New York: Bloomsbury.
- Yelavich, Susand and Barbara Adams. *Design as Future-Making*. London: Bloomsbury.

General

- Best, Kathryn. 2006. *Design Management. Managing Design Strategy, Process and Implementation*. Lausanne: AVA Publishing.
- Brown, Valerie A., John A. Harris & Jacqueline Y. Russell, (Eds.), (2010). *Tackling Wicked Problems through the Transdisciplinary Imagination*, London: Earthscan, 16-30.
- Chick, Anne and Micklethwaite, Paul. (2012) *Design for Sustainable Change. How design and designers can drive the sustainability agenda*. Lausanne: AVA Publishing.
- Dietrich, Lucas. Ed. 2009. *60. Innovators Shaping Our Future*. London: Thames and Hudson.
- Goodhall, Chris. 2007. *How to Live a Low Carbon Life*. London: Earthscan.
- Jin, MA and Yongqi, LOU. 2014. *Emerging Practices in Design. Professions, Values and Approaches*. Shanghai: Tongji University Press.
- Meroni, Anna & Daniela Sangiorgi. (2011) *Design for Services (Design for Social Responsibility)*. Gower.
- Thackara, John. 2015. *How to thrive in the next economy. Designing tomorrow's world*. London: Thames and Hudson.
- Yee, Joyce; Jeffries, Emma and Lauren Tan. 2013. *Design Transitions. Inspiring Stories. Global Viewpoints. How Design Is Changing*. Amsterdam: BIS Publishers.

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) 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	

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 visto tecnico e pratico.

gli studenti dovranno sperimentare ed eseguire le dovute verifiche progettuali, al fine di ottenere delle 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 emozionale 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, resources, 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 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

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
-

Bibliografia consigliata
-

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“.

Titel der Veranstaltung	TPP – thesis preparation project (Gruppe B) Area: Projekt 3 – Design 3, incl. Design Research
Code der Lehrveranstaltung	96002
Wissenschaftlich-disziplinärer Bereich der Lehrveranstaltung	ICAR/13 – Disegno Industriale
Studiengang	Master in Ökosozialem Design (LM-12)
Semester	3
Studienjahr	II
Kreditpunkte	12
Modular	Nein
Dozent	Günther Innerebner office F4.02, e-mail guenther.innerebner@unibz.it . tel. +39 0471 015326 Webpage https://next.unibz.it/en/faculties/design-art/academic-staff/person/37173-guenther-innerebner
Wissenschaftlich-disziplinärer Bereich des Dozenten	ICAR 13
Unterrichtssprache	Deutsch
Wissenschaftlicher Mitarbeiter (wenn vorgesehen)	-
Sprechzeiten	nach Terminvereinbarung
Gesamtzahl der Vorlesungsstunden	90

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

TPP sind Projektarbeiten die in einem eigens vorgesehenen Atelier entwickelt werden. Der Dozent begleitet die Studenten einzeln oder in kleinen Gruppen im Prozess der Themenfindung für die finale Abschlussarbeit. Die Tätigkeiten werden in enger Zusammenarbeit mit dem Kurs „Design Research“ durchgeführt. Ziel ist es, die dort erlernten Methoden und Modelle zum Themen „Eco-Social-Design“ praktisch und technisch anzuwenden.

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 Auswirkung ihres entwickelten Kommunikationsdesign-Projekts im global-lokalen Kontext auf die Umwelt und Gesellschaft hat zu erkennen und zu bewerten.

Des Weiteren werden sie in der Lage sein:

Die Studierenden werden 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 zu 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 abwägen;
- 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
- Projekttag 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, resources, 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 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

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

Pfichtliteratur

Weiterführende Literatur

- Hübner, Gundula: Soziales Marketing. In: Handbuch Nachhaltigkeitskommunikation: Grundlagen und Praxis.
- Kotler, Philip / Keller, Kevin Lane / Bliemel, Friedhelm: Marketing-Management – Strategien für wertschaffendes Handeln.
- Kotler, Philip / Roberto, Eduardo: Social Marketing: Strategies for Changing Public Attitudes.
- Kroeber-Riel Werner / Esch, Franz-Rudolf: Strategie und Technik der Werbung: Verhaltenswissenschaftliche Ansätze.
- Trommsdorff, Volker: Konsumentenverhalten.
- Weinberg, Peter / Diehl, Sandra / Terlutter, Ralf: Konsumentenverhalten – angewandt.