**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
| 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/37173-guenther-innerebner |
| 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 | 150 = 90 Design Project 3 + 60 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 an expanding design research landscape, with special reference to Eco-Social design, by exploring contemporary and emergent design theory, action and practices, especially ‘generative design praxis’. Early teaching sessions in the first phase, INITIATION and EXPLORATION, are aimed at helping students to initiate their research project, develop skills for contextual inquiry, undertake a literature review to generate a critical state of art written report, and frame contextual insights and problems/challenges in order to generate research questions and/or a design brief. Students will deepen their understanding of:

- **research actions** as design exploration or design studies, which constitutes more scientific orientated content
- **design actions** as design practice or design (as/through) research, which constitutes content orientated more towards professional skills and knowledge
- **social actions** — which constitute design interventions in a specific social setting(s).

Particular emphasis will be given to the use of artifacts in these actions.

Students are expected to interweave these three orientations, as demanded by their choice of project, in order to develop a project phase of GENERATIVE and CONSTRUCTIVE design outputs.

In the final phase, EVALUATION, students will critique, reflect, synthesise and re-frame their project in order to realise new knowledge, make it public and assess 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. Innerbner)**

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):**
  • Design approaches, frameworks, methods and processes
  • Participatory Design approaches, methods and processes, including co-design and infrastructuring
  • 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, Transformation design and more...
• Developing reflexive social design skills as a practitioner and researcher
• Developing your ethical and responsible approach in Eco-Social Design

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 three **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 *artifact generation and construction and design research*. Students 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, and generating initial research questions and/or a design brief(s). At the first Masters Colloquium, on 13.11.2017, 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 three **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. Line three is **social actions**, implementing your design interventions in your chosen social setting(s).

**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 of Phases II and III is at the Masters Colloquium on 11.12.2017.

**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.

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 general criteria:

- Attitude and passion
- Classical design qualities (novelty, originality, form, function, state of the art in your chosen design sub-field or field)
- Commitment
- Demonstration of competences
- Materialisation of design work (tangible, intangible, digital, analogue, aesthetic and technical qualities)
- Quality of the documentation

And under the following *specific* criteria:

1. **Eco-Social agency**
   You should show how your design processes, artifacts and communication of your project, combined with your research approach, helped generate impacts and potentials for positive eco-social change.

2. **Qualities the of designed artefacts**
   You should demonstrate how the aesthetic and technical qualities of your designed artifacts foster the eco-social agency. Show how they build up on the state of the art in your chosen (design) disciplines. Priority will be given to the boldness and vigour of experimentation and design exploration. You should also demonstrate the rational for developing artifacts for your research/design/social actions and their effectiveness to progress your research inquiry by answering questions, generating data, engaging actors and stakeholders and prototyping solutions.
3. Conceptual framing, reflection and future perspectives
You should document: the ‘state of art’ and early contextual inquiry setting out the terrain of your project, your starting position and your framing of the context and its challenges. You should show your critical analysis, synthesis, reflection and evaluation of the artifacts and research process throughout your project. You should demonstrate the iterative development of your research within your project and how it generates new perceptions, present and future.

4. Relations, processes and organization
You should demonstrate how processes with the project team, collaborators, partners, stakeholders and other actors affected the generation/construction of artifacts, and how it affected the research process, project management and development.

5. Storytelling
You should demonstrate the effectiveness and potential of your artifacts and research process in communicating the project to relevant publics. Quality and effectiveness of presentation techniques and narrative are important, including how well the story attracts attention, convinces and touches audiences. You should demonstrate how your research informed the development of your project narrative and how you chose to make it public. You will also be assessed on how well you defended your proposition and your response to critics.

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

A documentation has to be delivered three days before the exam at latest. The format will be defined and communicated 4 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 Research
9/23


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

10/23
Design Research [Prof. Fuad-Luke]:

more on ...Design activism, Design for Social Innovation, Design for Sustainability Design and Politics, Critical Design, Open Design, Service design, Design management etc.


And, even more on ....Design and philosophy, Design and political philosophy, Design and Ethics

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”.

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<td>Codice del corso</td>
<td>96002</td>
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<tr>
<td>Settore scientifico</td>
<td>ICAR/13 – Design e comunicazioni multimediali</td>
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<td>Corso di studio</td>
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</tbody>
</table>
| 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 | 150 = 90 Design Project 3 + 60 Design Research |

13/23
Numero totale di ore di studio individuale o di altre attività didattiche individuali  
\[ \text{ca. 350} = 210 \text{ Design Project 3} + 140 \text{ Design Research} \]

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<tr>
<th>Frequenza</th>
<th>Non obbligatoria ma altamente raccomandata</th>
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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 delle solide basi per elaborare il tema finale. Tutto il lavoro andrà documentato con schizzi, disegni tecnici e modelli (di funzione e/o di proporzioni) 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, 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

15/23
● 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                                      |
Beschreibung des Projektes


Spezifische Bildungsziele

„Alles, was wir in Zukunft tun, wird durch die kulturellen Dynamiken von heute definiert.“ Prof. Dr. Peter Kruse, Allgemeine Organisationspsychologie

Die Studenten werden verstärkt in der Lage sein, die Bedeutung und ökosozialen Auswirkungen des entwickelten Kommunikationsdesign-Projekts auf die Umwelt und Gesellschaft im globalen und lokalen Kontext zu erkennen und zu bewerten. Als inhaltliche Leitlinien dienen Strategien wie „The

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 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;

• eine eigene Haltung zu entwickeln, die es ermöglicht, kritisch und selbstkritisch zu reflektieren;

• analytisches und intuitives Vorgehen abzuwägen;

• den funktionalen und den emotionalen Aspekt von Design und Kommunikation abzuwägen;

• 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;

• 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 konkret als auch experimentell einzubeziehen;

• kreative Prozesse zu organisieren und/oder zu leiten, und hierzu passende Methoden anzuwenden (z.B. aus den Feldern Partizipatives Design, User-Centered-Design, Teamentwicklung, Design-Thinking);

• ihr Wissen über Produktionstechniken und -systeme, Materialien und Prozesse sowie die damit verbundenen Anforderungen der Nachhaltigkeit in die Entwicklungs- und Entwurfsarbeit mit einzubeziehen;
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 (Wissensgesellschaft), 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, Social Networks ((Konnektivität)

In Bezug auf Kommunikationsdesign Bereiche von Marketing, Unternehmenskommunikation, Webdesign, Video, Foto, 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
- Kurzworkshops mit internen und externen Experten
- Projekttage 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 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 oder Englisch

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.