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	**Commoning?!** **Area: Projects 2 – Design 2**
Course code	**96031**
Scientific sector	**ICAR/13 – Design e comunicazioni multimediali**
Degree	**Master in Eco-Social Design (LM-12)**
Semester	**II**
Year	**1st and 2nd**
Credits	**9**
Modular	**No**
Lecturer Group A	**Karl Pircher** office F4.02, e-mail karl.pircher@unibz.it tel. +39 0471 015329 https://www.unibz.it/en/faculties/design- art/academic-staff/person/37175-karl-pircher
Lecturer Group B	**Kris Krois** office F4.06.a, e-mail kris.krois@unibz.it tel. +39 0471 015224 webpage https://www.unibz.it/en/faculties/design-art/academic-staff/person/893-kris-krois
Scientific sector of the lecturer	**Prof. Pircher: 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	**strongly recommended**
Prerequisites	**-**
Course page	**http://designdisaster.unibz.it/**

Course description

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

Commons are resources/projects/creations that are managed by groups of people, who are not owners, but rather co-responsible and more or less equal users and creators. The verb »commoning« emphasizes that commons have to be created, designed, maintained, defended and/or reclaimed. In other words:
Commoning means doing things together to fulfil needs in a self-organised way [1].

What can design do for commons? And how can design adapt commons-oriented ideas, values and practices?

Starting from these concepts and questions students define their projects in cooperation with external partners. As a first step students get in a dialog with potential partners in the Partner Forum, on Wednesday, 28.2., 10:00-13:00. Students are free to invite other potential partners, too (to be communicated beforehand). As a next step students decide with which partner they want to work with, and they create teams (teams of two are recommended).

Students are supported in the continuous development of their design-driven projects. This goes along with cycles of prototyping and testing, in the atelier, the labs and in "the real world". Students are encouraged to work in exploratory and experimental ways, quickly developing rough mockups, models, sketches, visualizations and prototypes, for making ideas visible and tangible early on. The process is supported by the course in *Design Research*, and additionally by techniques, methods and reflections deriving from the courses students choose to do in parallel (in the areas *Skill & Technologies* and in *Sciences & Discourse*).
The design of products, spaces, processes, interactive applications and of cross-media communication is understood as an integrated task. Each student team is supported individually in setting their focus and priorities, in the choice of media and means, tactics and strategies, etc.

Ideally outcomes generate value in the spirit of commoning, or have the potential to do so. But students are encouraged to take risks. Failors are seen as part of the creative process, and as an occasion to learn, to improve projects and to mature the own practice.

At the end of the semester students are expected to present a project by demonstrating prototypical implementations, which have been tested. And on this basis draw critical reflections and future perspectives.

As an additional exercise in reflexive practise each student picks one book or a chapter from the reading list, which is relevant for her/his practice, and uses thoughts from the reading to discuss her/his project.

The development process forsees a series of shared reviews and presentation (subject to change):

5 Mar, 14:30 – 17:30: **Review 1 (incl. Design Research)**
facilitated by Alastair Fuad Luke (Design Research)
- understand the challenges, potentials & skills needed
- collect ideas for projects
- form teams

26 Mar, 14:30 – 17:30: **Review 2 (incl. Design Research, Sociology & Cultural Anthropology)**
- project outlines
- state-of-the-art

4 Apr, **Mid-Term Presentation (with all teachers and partners)**
- final concept communicated in a concise and visual way. Brought it to life by the demonstration of tangible experiments (sketches, models, mockups, etc.)

16 Apr: **Review 3 (incl. Design Research, Media Studies & Sociology)**
- showing the changes in response of the feedback during the mid-term presentation

28 Jun, 14:00 – 18:00: **Final Presentation (Exam)**

[1] Freely adapted from Silke Helfrich and David Bollier

Educational objectives

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
- collaborate with partners, experts and other designers to develop, prototype and test an integrated project;
- prototype and test projects throughout the development process in cycles;
- 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;
- 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 and strategical ones;
- balance both emotions and functions in design and communication;
- 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;
- read experts' articles, studies and reports related to one's own project issues and integrate those analysis with one's own project design;

- 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);
- develop and perform convincing and attractive storytelling;
- 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

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 and for Commons

Specific part (Object–Space–Services)
Project description group A (Prof. Pircher):
Product-, Event- and Exhibition Design

Specific part (Communication–Interaction–Services)
Project description group B (Prof. Krois):
Visual Communication, Strategic Design and Communication, Media Tactics

Teaching format

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: at least one excursion; interventions by external experts.

Learning outcomes

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, 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 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

Group A (Prof. Pircher)

Knowledge and understanding
- understand basic methods and strategies of the design of objects and spaces

Group B (Prof. Krois)

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

Assessment

Group A (Prof. Pircher) & Group B (Prof. Krois)
Throughout the semester the works-in-progress are critically and constructively discussed.

At the end of the semester students present, discuss and exhibit their works of the whole semester.

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 or English

Evaluation criteria and criteria for awarding marks

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

1. **Eco-Social agency**
   You should show your project's impacts and potentials for positive eco-social change
2. **Qualities the of designed artefacts**
   You should produce artifacts with attention to their aesthetic and technical qualities, and how these qualities foster the eco-social agency. How do the artifacts build upon the state of the art in your chosen (design) disciplines? You should demonstrate the rationale for developing artifacts for your research/design/social actions and their effectiveness to progress your inquiry, for example, by answering questions, generating data, engaging actors and stakeholders and prototyping solutions. Boldness and vigour of experimentation and design exploration is desired.
3. **Conceptual framing, reflection and future perspectives**
   You should demonstrate how you initiated your project showing the 'state of art' and early contextual inquiry setting out the terrain of your project and your starting position. You should demonstrate your abilities for critical analysis, synthesis, reflection and evaluation, and show your understanding of the iterative development of your project through your research, and how this generates future perspectives.
4. **Relations, processes and organization**
   You should demonstrate how you understood and managed relations and processes with the project actors, stakeholders, collaborators and partners. You should reflect on how the building of new relations and your management of the project generated opportunities for positive change or transition. You should demonstrate how your processes affected your project development, its outputs and outcomes.
5. **Storytelling**
   You should demonstrate how your research informed the development of your project narrative and how you chose to make it public. You should reflect on the quality and effectiveness of presentation techniques and narrative and their potential in communicating the project to relevant publics. How well do you think the story attracts attention, convinces and touches audiences? You will also be assessed on how well you defend your proposition and respond to criticism.

Required readings

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

Each student picks one book or a chapter, which is relevant for her/his practice, and uses thoughts from the reading to discuss her/his project (see "Description")

Müller, Christa, Andrea Baier, Tom Hansing (Ed.) Die Welt reparieren. Open Source und Selbermachen als postkapitalistische Praxis (visions, reflections and cases; Open Access to PDF)

Helfrich, Silke and David Bollier, *The Wealth of the Commons*. (book)
Almost the same in German: Helfrich, Silke. Commons. Für eine neue Politik jenseits von Markt und Staat, (book; Open Access to PDF)

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

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

Gruendl, Harald, Ulrike Haele, Marco Kellhammer, Christina Nägele (IDRV):
EN: Tools for the Design Revolution. A handbook for sustainable design strategies by IDRV – Institute of Design Research Vienna (book with hands on tools and cases)
DE: Werkzeuge für die Designrevolution. Ein Handbuch für zukunftsfähige Designstrategien vom IDRV – Institute of Design Research Vienna

Supplementary readings

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

Cacciari, Paolo. 101 piccole rivoluzioni. Storie di economia solidale e buone pratiche dal basso.
Cacciari, Paolo. Viaggio nell'Italia dei beni comuni

Elinor Ostrom's 8 Principles for Managing A Commons (short web article)

On the Commons: A Public Interview with Massimo De Angelis and Stavros Stavrides (web page)

Bauwens, Michel, "Are there alternatives beyond the market?", in Fuad-Luke, A., Hirscher, A-L. and Moebus, K. eds. *Agents of Alternatives: Re-designing Our Realities*, 2015, Berlin: AoA, pp. 159-171 downloadable here, https://issuu.com/agentsofalternatives/docs/aoa_online_free_pdf

Bollier, David, "The Commons as a different way of seeing and being," in in Fuad-Luke, A., Hirscher, A-L., and Moebus, K. eds. *Agents of Alternatives: Re-designing Our Realities*, 2015, Berlin: AoA, pp. 142-157. downloadable here, https://issuu.com/agentsofalternatives/docs/aoa_online_free_pdf

Heeswijk, Jeanne van. 2016. Preparing for the Not-Yet, pp43-53, in Pais, Ana Paula and Carolyn. F. Strauss (eds.) *Slow Reader. A Resource for Design Thinking and Practice*. Amsterdam: Slow Research Lab and Valiz.

Helfrich, Silke & David Bollier (Hg.): Die Welt der Commons. Muster gemeinsamen Handelns (book; Open Access to PDF)

Müller, Christa, Andrea Baier, Karin Werner
Stadt der Commonisten. Neue urbane Räume des Do it yourself (like a dictionary with all kind of things connected to commoning; Open Access to PDF)

Neustart Schweiz. Nach Hause kommen – Nachbarschaften als Commons (Web Site | Book)

Pfeffer, Florian. To Do: Die neue Rolle der Gestaltung in einer veränderten Welt (book)

Schwartz, Michiel, Diana Krabbendam. Sustainist design guide : how sharing, localism, connectedness and proportionality are creating a new agenda for social design (the cases presented in book are online)

Seravalli, Anna. 2014. While Waiting for the Third Industrial Revolution: Attempts at Commoning Production, pp99-130, in Ehn, Pelle., elisabet M. Nillson, and Richard Topgaard (eds.), *Making Futures. Marginal Notes on Innovation, Design, and Democracy*. Cambridge, MA/London, England: The MIT Press.

Welzer, Harald, Mental Infrastructures. How Growth Entered the World and Our Souls, Heinrich Böll Foundation
https://www.boell.de/sites/default/files/endf_mental_infrastructures.pdf

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	**Commoning?!** **Area: Progetto 2 – Design 2**
Codice del corso	**96031**
Settore scientifico	**ICAR/13 – Design e comunicazioni multimediali**
Corso di studio	**Master in Eco-Social Design (LM-12)**
Semestre	**II**
Anno	**I**
Crediti formativi	**9**
Modulare	**No**
Docente	**Karl Pircher** ufficio F4.02, e-mail karl.pircher@unibz.it , tel. +39 0471 015329, sito web https://www.unibz.it/en/faculties/design-art/academic-staff/person/37175-karl-pircher
Settore scientifico del docente	**ICAR 13**
Lingua ufficiale del corso	**Italiano**

Collaboratore didattico *(se previsto)*	-
Orario di ricevimento	-
Numero totale di ore di lezione	**90**
Numero totale di ore di studio individuale o di altre attività didattiche individuali	**circa 210**
Frequenza	**raccomandata**
Prerequisiti	**-**
Sito web del corso	**http://pro2.unibz.it/projects/blogs/essen/**

Vedi versione Inglese

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	**Commoning?!** **Area: Projekt 2 – Design 2**
Code der Lehrveranstaltung	**96031**
Wissenschaftlich-disziplinärer Bereich der Lehrveranstaltung	**ICAR/13 – Design und multimediale Kommunikation**
Studiengang	**Master in Ökosolzialem Design (LM-12)**
Semester	**2.**
Studienjahr	**1.**
Kreditpunkte	**9**
Modular	**Nein**
Dozent	**Christian Krois** Büro F4.06.a, E-mail kris.krois@unibz.it, Tel. +39 0471 015224, Webseite http://www.unibz.it/en/design-art/people/StaffDetails.html?personid=893&hstf=893

Wissenschaftlich-disziplinärer Bereich des Dozenten	**ICAR 13**
Unterrichtssprache	**Deutsch**
Wissenschaftlicher Mitarbeiter *(wenn vorgesehen)*	-
Sprechzeiten	-
Gesamtzahl der Vorlesungsstunden	**90**
Gesamtzahl der Stunden für das Eigenstudium und andere individuelle Bildungstätigkeiten	**ca. 210**
Anwesenheit	**empfohlen**
Voraussetzungen	**-**
Link zur Veranstaltung	https://designdisaster.unibz.it/

siehe Englische Version