

[Group A it](#) & [Group B dt](#)

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	Es lebe der Park / Vivere il Parco Area: Projects 1 – Design 1
Course code	96030
Scientific sector	ICAR/13 – Disegno industriale
Degree	Master in Eco-Social Design (LM-12)
Semester	I
Year	1st and 2nd
Credits	9
Modular	No
Lecturer Group A	Karl Emilio Pircher office F4.02, e-mail karl.pircher@unibz.it, tel. +39 0471 015329 Webpage https://next.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, designdisaster.unibz.it https://next.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	highly recommended
Prerequisites	Experience in self-motivated and -organized project work
Course page	to be communicated later

Course description

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

Es lebe der Park / Vivere il Parco

Design and communication for the redesign and revitalization of the Parco dei Cappuccini / Kapuzinerpark in Bolzano–Bozen

The Parco dei Cappuccini / Kapuzinerpark is an historical park in the center of the city. The province and the city have the intention to redesign and revitalize it. They asked the University, if students of the Master in Eco-Social Design could work on it. After a dialogue we agreed that this could be a promising opportunity for the students of project 1 to experiment with open outcomes for one semester. At the end of it, the concepts and prototypes will be presented, with the chance to get implemented in 2019 ([Description for the project partner](#); in German; use [deepL](#) to translate).

On this basis the students develop projects, which have the potential to enable good life in the park, for the diverse people using it, fostering the potentials of the neighborhood and its stakeholders. This provides the context and a field for experimentation for diverse projects of student teams, who are free to develop their projects according to their own motivations, talents and potentials.

The annual theme [Make Transformation Tangible](#) serves as a general inspiration. In this sense the park can become a field of experimentation for (co-)designing environments, where people can imagine, experience and experiment concrete utopias of inclusive, open and sustainable societies.

Students will work on very diverse projects, which they define and develop themselves in teams of two. As a whole group we will try to coordinate so that projects are complementary. Furthermore the bigger group will share basic research, knowledge, ideas and resources, and coordinate in a continuous dialog.

The project is supported by the course in Design Research (course code 96032), which accompanies the development of projects in a lively interplay, in semester 1, and continues in semester 2.

Students and teachers are encouraged to integrate knowledges, methods and practical research from other courses, too, wherever this makes sense. This depends very much on the engagement of all students and teachers. Additionally two or more shared presentations and discussions with teachers of diverse courses will be organized. The project will be structured into phases. A detailed plan will be worked out in the first phase of the project.

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:

- develop projects in eco-social design from problem finding to prototyping
- analyse the context of projects, conceptually frame them and explore potentials
- create and develop projects in an integrated way, with an interplay of diverse elements like social interactions, spaces, products, services, cross-media communication, etc.
- think, communicate and act across diverse areas and disciplines. Apply and integrate instruments and knowledges from Design Research and from the chosen courses in the areas *Science & Discourse* and *Skills & Technologies*. Find for synergies across all areas
- make complex issues tangible by design, visualization and storytelling
- collaborate with experts and other designers to develop and implement an integrated project
- prototype, and partially implement and test projects
- learn quickly and adapt to given situations and their contexts
- 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);
- 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. Apply critical thinking as it is taught in the area *Sciences & Discourse*
- balance inspiration and systematic planning
- balance more intuitive ways of working with more analytical ones
- 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. Apply methods learned in the area *Sciences & Discourse*

- discuss the project with diverse experts
- read experts' articles, studies and reports related to one's own project issues and integrate those analysis with one's own project design
- convince others of one's own concept, ideas and projects through presentations
- facilitate social dynamics, participatory processes and teamwork productively
- understand sustainability in all its dimensions and align projects accordingly (drawing on knowledges from the obligatory course *Political Ecology* and from other courses, for example the short seminar in *Life Cycle Assessment* or the course *Design & Materials*)

The gained abilities vary from students to student, depending on their background and on their own focus.

List of topics covered

Shared part:

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

Eco-Social Design, Design and Communication for Public Space, Public Life and Public Debate

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):

Social Interaction Design, Visual Communication, Strategic Design and Media Tactics

Not all topics will be treated with the same depth for all students. Students can focus on specific topics, and depending on this teachers will provide specific input in groups and individually. Students are encouraged to ask for this proactively.

Teaching format

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

Project-work with a balanced mix of field trips, lectures, exercises and experiments, workshops, presentations and reviews (individually and in groups), 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, recourses, instruments and technologies
- understand the requirements and potentials of a project, including all the above mentioned

Applying knowledge and understanding

- be able to conceptually frame projects, integrating competences and knowledges from Design Research and from courses of the area *Sciences & Discourse*
- 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, across all phases: initial research, finding, project development, exploration and experimentation, prototyping, testing and publishing / exhibiting.
- be able to design and build mockups, functional models and/or other artifacts, which make the project tangible and testable, integrating methods and skills from courses of the area *Skills & Technologies*
- Integrate approaches, knowledges, methods, competences, skills and technologies from multiple fields and (design) disciplines

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)
- apply instruments and knowledges from other courses, regard to making judgments, in particular critical thinking as learned in courses of the area *Sciences & Discourse*

Communication skills

- think, communicate and act across diverse areas and disciplines
- be able to present and discuss the own project successfully (in diverse settings, using appropriate media and modes)
- be able to communicate and collaborate in teams, with partners, stakeholders and potential users or audiences

Learning skills

- learn quickly and adapt to given situations and their contexts
- 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 product design, the design of objects, spaces and events. The focus within this spectrum depends on the interest of each student and on the needs of their project, as if the main part of the teaching happens in individual consultancies of project teams and single students.

Group B (Prof. Krois)

Knowledge and understanding

- understand basic methods and tactics of media communication, of brand design, of visual communication and social interaction design. The focus within this spectrum depends on the interest of each student and on the needs of their project, as if the main part of the teaching happens in individual consultancies of project teams and single students.

Assessment

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, the shared documentation has to be submitted. It communicates the project together with design research, enriched by outcomes from all courses students chose to do in this semester. This essential documentation should be concise and attractive for interested audiences, like: fellow designers and practitioners, partners and stakeholders of the project, potential collaborators, 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**
Impacts and potentials for positive eco-social change
2. **Qualities the of designed artefacts**
Aesthetic and technical qualities, and in how far these qualities foster the eco-social agency. How they build up on the state of the art in your chosen field and (design) disciplines. Boldness and vigour of experimentation and design exploration.
3. **Conceptual framing, reflection and future perspectives**
A visual map of 'state of art' setting out the terrain of your project and your starting position. Critical analysis, synthesis, reflection and evaluation. Understanding of iterative development and future perspectives.
4. **Relations, processes and organization**
Understanding and managing relations and processes with the project team, collaborators, partners, stakeholders and other actors. Project management.
5. **Storytelling**
Effectiveness and potential in communicating the project to relevant publics. Quality and effectiveness of presentation techniques and narrative. How well the story attracts attention, convinces and touches audiences. Defense of your proposition and your response to critics.

All works have to tackle all 5 qualities. Particular weight is given to the interplay between *eco-social agency* (1), the *qualities of the of designed artefacts* (2) and *Conceptual framing, reflection and future perspectives* (3).

Readings and other inspirations

Students don't have to read or view all. Each student picks a few items, depending on their interest and the character of their project.

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

Perspectives, practices, cases and reflections:

[The Human Scale](#), documentary on the work of the Danish architect and urbanist Jan Gehl. He has studied human behavior in cities through 40 years, and consultant several cities regarding the use and design of public spaces, so the serve human and social needs. A particular focus is on how people move.

[Radio dérive im Park](#), podcast of dérive, a print magazine on urbanism – always interesting. Here are all their podcasts, in (Viennese) German. With very nice, funny and serious [interviews with people in public space](#) in Vienna (they asked „do you have space in the city“). A method we could do something similar in Bolzano.

[Tomorrow](#), Documentary

[raumlabor](#)'s “spacial proposals are small scale and deeply rooted in the local condition”, but inspired on “great ideas”.

[arki_lab](#) “is an interdisciplinary urban design studio – defined by our strong focus on democratic processes. We uncover local knowledge through our engaging tools and turn dreams into urban interventions, design and strategies. We’re securing people’s right to co-create the city and thereby developing vibrant and sustainable communities.”

[Civic Infrastructures](#) “investigates social, material and technological means for addressing ongoing change processes in current societies”

[Assemble Studio](#), develop “a democratic and co-operative working method that enables built, social and research-based work at a variety of scales, both making things and making things happen.”

[Civic City](#) aims “to act on these dead public places and to make them livable. ... [It is] opening the discussion focused on the design of objects not just as isolated object repeated identical a million of times but focused on the design in the context, in situ created by the social reality in the neighbourhood.” (Extract interview with Ruedi Baur)

[StadtFabrik Wien](#) “Am Beispiel von Best-Practice-Projekten werden „Rezepte“ oder „Umsetzungsmöglichkeiten“ für einen Wandel in der Stadt Wien herauskristallisiert und entsprechend aufgearbeitet.”

[Documentation International Urban Farming Conference](#)

[Futurzwei Zukunftsalmanache](#) – Geschichten von besseren Lebensstilen, Geschichten über eine gelingende Zukunft

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)

[Urban Complexity Lab](#) “The Urban Complexity Lab is a research space at the intersection of information visualization and urban transformation.”

Kumnig, Sarah, Marit Rosol, Andreas Exner (Hg.). [Umkämpftes Grün – Zwischen neoliberaler Stadtentwicklung und Stadtgestaltung von unten](#)

Eco-Social Design:

Borries, Friedrich von. [Weltentwerfen - Eine politische Designtheorie](#) (book)

Fuad-Luke, Alastair et al. [Agents of Alternatives](#). Berlin: Agents of Alternatives, 2015.

Gruendl, Harald, Ulrike Haele, Marco Kellhammer, Christina Nägele (IDRV):

EN: [Tools for the Design Revolution. A handbook for sustainable design strategies](#) by IDR V – Institute of Design Research Vienna (book with hands on tools and cases)

DE: [Werkzeuge für die Designrevolution. Ein Handbuch für zukunftsfähige Designstrategien](#) vom IDR V – Institute of Design Research Vienna

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](#) (book)

Sanders, Elizabeth, Pieter Jan Stappers. [Convivial Design Toolbox](#) (book)

Welzer, Harald, and Bernd Sommer. [Transformationsdesign: Wege in eine zukunftsfähige Moderne](#). EA,. München: oekom verlag, 2014.

Welzer, Harald, and Sommer, Bernd, [Transformation Design: A Social-Ecological Perspective](#) in Jonas, Wolfgang / Zerwas, Sarah / von Anshelm, Kristof (Ed.) Transformation Design – Perspectives on a New Design Attitude, BIRKHÄUSER, November 2015, ISBN: 978-3-0356-0653-9

Welzer, Harald, [Mental Infrastructures. How Growth Entered the World and Our Souls](#), in Publication series on ecology Volume 14, edited by the Heinrich böll foundation, 2011

Commons and commoning:

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

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)

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](#))

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	Es lebe der Park / Vivere il Parco Area: Projects 1 – Design 1
Codice del corso	96030
Settore scientifico	ICAR/13 – Disegno industriale
Corso di studio	Master in Eco-Social Design (LM-12)
Semestre	I
Anno	I
Crediti formativi	9
Modulare	No
Docente	Karl Emilio Pircher office F4.02, e-mail karl.pircher@unibz.it, tel. +39 0471 015329 Webpage https://next.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 (<i>se previsto</i>)	-
Orario di ricevimento	Dal lunedì al mercoledì flessibile, spontaneo e su appuntamento
Numero totale di ore di lezione	90
Numero totale di ore di studio individuale o di altre attività didattiche individuali	circa 210

Frequenza	fortemente raccomandato
Prerequisiti	Esperienza in progetti auto-motivati e -organizzati
Sito web del corso	

See english version.

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	Es lebe der Park / Vivere il Parco Area: Projects 1 – Design 1
Code der Lehrveranstaltung	96030
Wissenschaftlich-disziplinärer Bereich der Lehrveranstaltung	ICAR/13 – Industriedesign
Studiengang	Master in Ökosozialem Design (LM-12)
Semester	1.
Studienjahr	1.
Kreditpunkte	9
Modular	Nein
Dozent	Kris Krois office F4.06.a, e-mail kris.krois@unibz.it, tel. +39 0471 015224, designdisaster.unibz.it https://next.unibz.it/en/faculties/design-art/academic-staff/person/893-Kris-krois
Wissenschaftlich-disziplinärer Bereich des Dozenten	ICAR/13

Unterrichtssprache	Deutsch
Wissenschaftlicher Mitarbeiter (<i>wenn vorgesehen</i>)	-
Sprechzeiten	Montags bis Mittwochs flexibel, spontan und nach Vereinbarung
Gesamtzahl der Vorlesungsstunden	90
Gesamtzahl der Stunden für das Eigenstudium und andere individuelle Bildungstätigkeiten	ca. 210
Anwesenheit	dringend empfohlen
Voraussetzungen	Erfahrung in der selbst-motivierter und -organisierter Projektarbeit
Link zur Veranstaltung	

See english version.