Freie Universität Bozen
Libera Università di Bolzano
Università Liedia de Bulsan

Group A+B-Fuad-Luke_EN

Group-B-Innerebner_DE

Group-A-Dehio_EN

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	**Johanna Dehio** office F4.01a, e-mail: Johanna.Dehio@unibz.it tel. +39 0471 0151xx Webpage: https://www.unibz.it/en/faculties/design-art/academic-staff/person/39773-johanna-dehio
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. Dehio: ICAR/13** **Prof. Innerebner: ICAR/13** **Prof. Fuad-Luke: ICAR/13**
Teaching language	**Group A: English** **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	**Highly recommended**
Prerequisites	**-**
Course page	**http://pro2.unibz.it/projects/blogs/essen/**

Course description

The principle objectives of project 3, which is dedicated to the preparation of the final thesis project, are to support the students find relevant and appropriate topics, to help them navigate and plan the research and development of their projects and to enter an active, productive and self-responsible working process. Students will be encouraged and supported on developing new competences, investigating new practices and establishing a culture of experimentation and exchange. This includes finding and developing forms of discourse, action and learning that foster students to facilitate ambitious projects and an interesting and reasonable proposition for their final thesis project.

Project description group A (Prof. Dehio):
"TPP" (thesis preparation project) are project activities carried out in a dedicated atelier.
Students will be accompanied individually or in small groups during the process of finding a topic for their final thesis. The work on individual projects will be complemented by practical formats

stimulating an atmosphere of mutual exchange within the group. Additional experimental and cultural formats should be used, interpreted and appropriated by the students in order to enrich their working process and take over responsibility and moderation of their projects.
The activities will be carried out in close collaboration with the "design research" course and encourage to apply and implement the methods and thematic research on practical, prototypical model experimentation.
Throughout the semester, students will gain a solid foundation for their final work through documented observations, exploratory methods, experimental interventions, prototypical examinations in the real context and a continuous transparent evaluation. The whole process should be accompanied by the elaboration of tangible models corresponding to the respective purpose. Furthermore, students will be encouraged to explore the specific potential of the preparation project as an exemplary process study and to establish an open, active, collaborative and productive group exchange.
The range of possible and relevant activities should be inventively supplemented and individually appropriated according to the respective fields. The results of this process may turn out in different formats such as videos, photos, interviews, sketches, mappings, drawings, prototypes, events or written conclusions and should be documented and evaluated in an appropriate form.

Project description group B (Prof. Innerebner):
"TPP" (thesis preparation project) are project activities carried out in a dedicated atelier. The lecturer accompanies the students individually or in small groups in the process of finding a topic for the final thesis. The activities are carried out in close cooperation with the course "Design Research". The aim is to implement the methods and models learned there on topics of eco-social design in practice and as prototypical communication strategies. In the course of the semester the students will create a solid basis for their final work through documented observations, analyses and explorative methods. The focus is on experimental design practice. The documentation and its phase-wise evaluation takes place in multimedia form through videos, photos, interviews, sketches, drawings, models and written conclusions.

or see DE version below

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 oriented more towards professional skills and knowledge through generating artifacts and processes

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. Dehio)

Students will set out to recognize the social and economic impact of their intervention on the environment and society within the tension between local and global dimensions.
The challenge of the course is to experimentally approach current socially relevant topics through various design practices and to develop new forms of interaction, intervention or proposition. The objective is not to generate finished, completed design solutions, but the focus is on an explorative design process proposing relevant contributions to the respective field. Setbacks and errors are an important part of the process and, if taken seriously and read carefully, can contribute to sharpen intentions and improve the content as well as the design-specific quality of the project.

Students will be able to:

- conceive and develop the design of products, services, processes, interventions and installations and undertake and/or coordinate the required negotiation and planning;
- set up a project plan identifying studies and research to be undertaken, experts with whom to collaborate, methods and tools to be adopted;
- integrate into the design process knowledge of production techniques, materials and their processing;
- carry out conceptual and design proposals for complex projects, products, services, platforms, interventions, installations or other possible appearances of design proposals;

- work with other disciplines and experts to collaboratively develop and implement integrated projects;
- approach external experts about the projects theme;
- borrow and appropriate methods and strategies from other disciplines, recognize and adapt inherent potential;
- consider environmental, social and economic impacts within the tension between local and global dimensions;
- discuss and integrate sustainability requirements in the design process concretely as well as experimentally;
- initiate projects that contribute to local development, taking into account the global context;
- identify and understand individual strength and apply it to contribute to a larger development;
- verify own assumptions and check relevance by actively searching the contact and exchange within the real context e.g. testing in real situation or with real person;
- elaborate qualitatively comparable variations of design proposals dealing with the same question on different levels without assessing at first;
- balance intuitive and analytical procedures;
- balance the emotional and functional aspects of design proposals;
- set up participatory and decision-making processes that can contribute to the project, as well as propose tools and situations that facilitate participation and decision-making;
- moderate the own process and help themselves to advance the project and get over problematics consulting external support if necessary;
- take over responsibility and make independent decisions;
- develop an attitude through critical and self-critical reflection;
- accept difficulties and allow mistakes, take them into account seriously, make use of them to productively bringing forward the process;
- actively address one’s own or exterior expectations through self-initiated activities.

Group B (Prof. Innerebner)

"Everything we do in the future will be defined by the cultural dynamics of today."
Prof. Dr. Peter Kruse, General Organizational Psychology University of Bremen

The students will increasingly be able to recognize and evaluate the significance and eco-social effects of the developed communication design project on the environment and society in a global and local context. Strategies such as "The Global Goals - For Sustainable Development" of the UN as well as "Mega Trends" from communication science futurology serve as content guidelines. The challenge of teaching is to experimentally link different disciplines of communication with socially relevant questions of the future. The aim is not to create finished design solutions, but rather to focus on the explorative design process. Setbacks and mistakes are part of the learning process and can help to find a clear direction and significantly increase the quality of the project, both in terms of content and design, with the help of professionally accompanied processing.

The students will be able to:

- to conceive and design the design of products, services and/or cross-media communication, and (at least in part) to take over and/or coordinate the implementation planning;
- work with other designers and experts to jointly develop and implement integrated projects;
- Design and develop projects that contribute to local development, taking into account global contexts. A "glocal" perspective is adopted, i.e. "the global and local dimensions are thought together";
- to consider effects on the environment, society and the economy in the field of tension between the local and global dimensions;
- to develop an attitude of one's own that makes it possible to reflect critically and self-critically;
- to weigh up analytical and intuitive procedures;
- weigh up the functional and emotional aspects of design and communication;
- to carry out comprehensive conceptual and design work in complex projects, of products, services, web platforms or other interactive applications, campaigns, visualisations or other visual and multimedia communication work;
- to understand technical literature on the topics of projects and to incorporate the findings into concepts and drafts;
- to include the requirements of sustainability in the project and design work, both concretely and experimentally;
- organise and/or manage creative processes and apply appropriate methods (e.g. from the fields of participative design, user-centred design, team development, design thinking);

- to incorporate their knowledge of production techniques and systems, materials and processes as well as the associated sustainability requirements into the development and design work.

or see DE version below

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.

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 complementary 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. Dehio):
Eco-social topics and social challenges in the areas of:
Material- and Production Cycles, Nutrition, Energy, Climate, Environment, Nature, Culture, Cultural Heritage, Migration, Urbanization, Agriculture, Education, Participation, Health, Demographic Change, Mobility, Sharing Economy, Individualization, New Work, Globalization etc.

Group B (Prof. Innerebner):
Ecosocial issues and social challenges in the areas of health:
health, demographic change, nutrition, energy, mobility, climate/environment/nature, culture/art, tourism, social issues/education, science/research, Alpine Space, participation

Impact on megatrends: individualization (knowledge society), female shift (life balance), silver society (ambient assisted living), mobility (sustainable/multimodal mobility), neo-ecology (CSR, energy efficiency), health (life balance), new work, urbanization, new learning (new learning formats, information design), globalization, social networks (connectivity)
In relation to communication design areas of marketing, corporate communications, campaigning, web design, video, photo, motion graphics, graphic design print, corporate design, lead information systems, exhibitions and exhibition stands, events, advertising, inclusive design

or see DE version below

Design Research (Prof. Fuad-Luke):

- Design research approaches, frameworks, methods and processes
- Participatory Design/Research through Design/Action Research approaches, methods and processes, including co-design and community infrastructuring
- The roles of artifacts in the research process, for example in: Engaging people, encouraging dialogue, fostering understanding, changing perspectives or behaviour, and as precedents, propositions and solutions
- 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. Dehio) and Group B (Prof. Innerebner):
Intensive project work in the studio or in the faculty workshops, regular individual- and group meetings, short workshops with internal and external experts, excursions and expert visits, self-organized experimental and cultural formats.

Project days are: mon-tue-wed

or see DE version below

Design Research (Prof. Fuad-Luke):
Lectures, seminars, workshops, group projects, external visits and two colloquia during Semester 3. During workshops students will be given time to develop and apply research approaches, methods and tools to their projects. Seminars will include discussion about the integration of design research with other Science & Discourse topics.

Learning outcomes

Group A (Prof. Dehio) and Group B (Prof. Innerebner)

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

Knowledge and understanding

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

Design Research (Prof. Fuad-Luke):

Learning outcomes

Knowledge and understanding

- Students will be able to integrate design research into their projects by being able to choose appropriate ways of framing their research approach as a means of inquiry, a means to generate outputs and to achieve positive impacts in the contexts they chose to act.

Applying knowledge and understanding

- Students will have demonstrated how and why they integrate design research into their projects; and how they chose the approach, methodologies, methods and tools they applied.

- Students will have demonstrated how they applied design research to generate/construct their design outputs and outcomes; and the benefits and limitations of their approach.

Making judgments

- Students will have been able to assess the relevance and value of different design approaches, methodologies, methods and tools to the development and results of their projects.
- Students will be able to demonstrate how they evaluated their outputs and outcomes and reflect on how their design research approach was successful or how it could be improved.

Communication skills

- Students will show their abilities to engage actors, collaborators and/or stakeholders through their chosen research approach and also effectively communicate where design research aided the development of their projects.

Learning skills

- Students will develop an ability to choose appropriate research approaches to be able to combine their research/design/social actions into an effective eco-social design project.

Assessment

Group A (Prof. Dehio), 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 15-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

13.11.2018, 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 11.12.2018.

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 of Phase VI is at the Final Exam on 21.01.2019.

Assessment language: the same as the teaching language or English

Design research: English

Evaluation criteria and criteria for awarding marks

Group A (Prof. Dehio), 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.

Project documentation has to be delivered three days before the exam at latest.

The documentation should communicate 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, such as: 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 4 weeks before the exam.

Required readings

Group A (Prof. Dehio)

Group B (Prof. Innerebner)

Design Research (Prof. Fuad-Luke):

Britton, Garth. 2017. *Co-design and Social Innovation: Connections, tensions and opportunities*. New York/London: Routledge.
Danela, Selloni. 2017. *Co-design for Public-Interest Services*. Springer.
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.
Leavy, Patricia. 2017. *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based and Community-Based Participatory Research Approaches*. New York: Guildford Press.
Martin, Bella and Hanington, Bruce. 2012. *Universal Methods of Design*. Beverley, MA: Rockport Publishers.

MCarthy, John and Wright, Peter. 2015. *Taking [A] Part: The Politics and Aesthetics of Participation in Experience-Centred Design*. Cambridge, MA : The MIT Press.
Reström, Johan. 2017. *Making Design Theory*. Cambridge, MA : The MIT Press.
Simonsen, Jasper; Jorgen Ole Baerenholdt; Büschner, Monika; and Scheuer, John Damm. Eds. 2010. *Design Research. Synergies from interdisciplinary perspectives*. London and New York: Routledge.

Supplementary readings
Please insert supplementary readings if suggested

Group A (Prof. Dehio)

Banz, Claudia (Hg.); *Social Design - Gestalten für die Transformation der Gesellschaft*; transcript Verlag, Bielefeld, 2016
Böhm, Kathrin / James,Tom / Petrescu, Donna; *Learn to act. Introducing the Eco-Nomadic School*. 2017
Borries, Friedrich von; *Weltentwerfen - Eine politische Designtheorie*, edition Suhrkamp, Berlin, 2016
Burkhard, Lucius; *Design ist unsichtbar. Entwurf, Gesellschaft und Pädagogik*; Martin Schmitz Verlag, Berlin, 2012
Carlsen, Arne / Clegg, Steward / Gjersvik, Reidar; *Idea Work*. Cappelen Damm AS, 2012
Fezer, Jesko & Studio Experimentelles Design. *Öffentliche Gestaltungsberatung - Public Design Support 2011 - 2016*. Sternberg Press, Berlin, 2016
Gehl, Jan; *Leben in Städten*, JOVIS Verlag Berlin 2012
Mareis, Claudia; Held, Matthias; Joost, Gesche (Hg.): *Wer gestaltet die Gestaltung? Praxis, Theorie und Geschichte des partizipatorischen Designs.* Bielefeld, Transcript 2013.

Group B (Prof. Innerebner)

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 Attiudes.
Kroeber-Riel Werner / Esch, Franz-Rudolf: Strategie und Technik der Werbung: Verhaltenswissenschaftliche Ansätze.
Trommsdorff, Volker: Konsumentenverhalten.
Weinberg, Peter / Diehl, Sandra / Terlutter, Ralf: Konsumentenverhalten – angewandt.
Berghaus, Margot: Luhmann leicht gemacht. Keller, Stefan / Velicer, Wayne F. / Prochaska, James O.: Das Transtheoretische Modell – Eine Übersicht, in: Keller, Stefan (Hrsg.): Motivation zur Verhaltensänderung. Des Transtheoretische Modell in Forschung und Praxis

Häusel, Hans-Georg: Think Limbic! Die Macht des Unbewussten nutzen für Management und Verkauf.
Seebacher, Ulrike/Manfred Klade/Wilma Mert/Monika Bauer/Irmgard Schultz (2012): Nachhaltiges Verhalten wirkt ansteckend. Ökologisches Wirtschaften 27 (2)

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, 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.
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.
Fry, Tony. (2009). *Design Futuring. Sustainability, Ethics and New Practice*. Oxford/New York: Berg.
Manzini, Ezio. 2015. *Design, When Everybody Designs. An Introduction to Design for Social Innovation*. Massachusetts, MA: MIT Press.
Manzini, Ezio and Jegou, François. 2003. *Sustainable Everyday. Scenarios of urban life*. Milan: Edizioni Ambiente.
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.
Thorpe, Ann. (2012). *Architecture and Design versus Consumersim. How Design Activism Confronts Growth*. Routledge.
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 Premsela.
Yee, Joyce; Jeffries, Emma and Lauren Tan. 2013. *Design Transitions. Inspiring Stories. Global Viewpoints. How Design Is Changing*. Amsterdam: BIS Publishers.

The following international conferences show the extensive landscape of contemporary Design Research in Europe and internationally:

Design Research Society https://www.designresearchsociety.org
European Academy of Design https://ead2019dundee.com
NORDES Nordic design research conferences http://nordes.org/

Participatory Design Conference https://pdc2018.org/
Research Through Design http://researchthroughdesign.org

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 Ökosolzialem 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 dafür 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 zu Themen des ökosozialen Design praktisch und als Kommunikationsstrategien prototypisch umzusetzen. Die Studenten werden im Laufe des Semesters durch dokumentierte Beobachtungen, Analysen und explorative Methoden eine solide Basis für ihre finale Arbeit schaffen. Der Schwerpunkt liegt auf der experimentellen Design-Praxis. Die Dokumentation und deren phasenweise Auswertung geschieht in

multimedialer Form durch Videos, Fotos, Interviews, Skizzen, Zeichnungen, Modelle und schriftlichen Fazits.

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 Global Goals – For Sustainable Development" der UN als auch „Mega Trends" aus der Kommunikationswissenschaftlichen Zukunftsforschung. Die Herausforderung des Unterrichts ist es, unterschiedliche Disziplinen der Kommunikation mit gesellschaftlich relevanten Zukunftsfragen experimentell zu verknüpfen. Das Ziel sind nicht fertige Design-Lösungen, vielmehr steht der explorative Design-Prozess im Mittelpunkt. Rückschläge und Irrtümer sind Teil des Lernprozesses und und können mit Hilfe professionell begleiteter Aufarbeitung dazu beitragen eine klare Richtung zu finden und die inhaltliche als auch designspezifische Qualität des Projekts signifikant erhöhen.

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 (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, 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 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

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

- 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.
- Berghaus, Margot: Luhmann leicht gemacht. Keller, Stefan / Velicer, Wayne F. / Prochaska, James O.: Das Transtheoretische Modell – Eine Übersicht, in: Keller, Stefan (Hrsg.): Motivation zur Verhaltensänderung. Des Transtheoretische Modell in Forschung und Praxis
- Häusel, Hans-Georg: Think Limbic! Die Macht des Unbewussten nutzen für Management und Verkauf.
- Seebacher, Ulrike/Manfred Klade/Wilma Mert/Monika Bauer/Irmgard Schultz (2012): Nachhaltiges Verhalten wirkt ansteckend. Ökologisches Wirtschaften 27 (2)