

## 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	<b>Commoning with the agenda 1,5 °C</b> Area: Project 1 in Eco-Social Design
Course code	<b>96100</b>
Scientific sector	<b>ICAR/13 – Disegno industriale</b>
Degree	<b>Master in Eco-Social Design (LM-12)</b>
Semester	<b>I</b>
Year	<b>1<sup>st</sup> and 2<sup>nd</sup></b>
Credits	<b>12</b>
Modular	<b>No</b>
Lecturer Group A	<b>Karl Emilio Pircher</b> office F4.02, e-mail karl.pircher@unibz.it, tel. +39 0471 015329 Webpage <a href="https://next.unibz.it/en/faculties/design-art/academic-staff/person/37175-karl-pircher">https://next.unibz.it/en/faculties/design-art/academic-staff/person/37175-karl-pircher</a>
Lecturer Group B	<b>Kris Krois</b> office F4.06.a, e-mail kris.krois@unibz.it, tel. +39 0471 015224, designdisaster.unibz.it <a href="https://next.unibz.it/en/faculties/design-art/academic-staff/person/893-Kris-krois">https://next.unibz.it/en/faculties/design-art/academic-staff/person/893-Kris-krois</a>
Scientific sector of the lecturer	<b>Prof. Pircher: ICAR/13</b> <b>Prof. Krois: ICAR/13</b>
Teaching language	<b>English</b>
Total lecturing hours	<b>90 + 90</b>
Total hours of self-study and/or other individual educational activities	<b>about 210</b>

Attendance	<b>highly recommended</b>
Prerequisites	<b>Experience in self-motivated and -organized project work</b>
Course page	<b><a href="https://www.unibz.it/it/faculties/design-art/master-eco-social-design">https://www.unibz.it/it/faculties/design-art/master-eco-social-design</a></b>

## Course description

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

### **Commoning with the agenda 1,5 °C**

Generally, the *project 1* serves multiple purposes:

- support the landing in Bozen–Bolzano / South Tyrol / Italy
- getting into eco-social design thinking and doing
- understanding the structures and practices of the study course and taking actively part in its permanent development
- experimenting in diverse ways and developing individual practices, which interconnect among students, with teachers/researchers, external partners and the rest of the world ;)

The semester has two parts, each related to another topic and context.

*Part 1* tackles the topic *Commoning in the City* with the external partner Officine Vispa, a social cooperative working the neighborhoods of Don Bosco and Casanuova/Kaiserau. How can eco-social designers help to foster the commons and commoning in these neighborhoods? Which infrastructures, spaces, services rituals, social practices and other things or activities are needed to enable and motivate people to “fulfill needs by doing together in self-organized ways” (a definition of commoning inspired by Silke Helfrich and David Bollier). After an introductory phase students will form groups of three. Each group chooses its focus freely and develops their project autonomously, in a dialog with the external partner, stakeholders and teachers. This involves research in the field and of the state-of-the-art supported by the course in *Design Research*, conceptual framing and critical reflection also involving learnings and teachers from the courses of the area *Observe, Analyse & Apply*, hands-on experimentation and prototyping supported by tools and teachers of area *Make & Intervene*. Part 1 ends with a presentation of the projects by the end of November. Each project team will also produce a documentation, which will be handed over to partners and stakeholders.

The topic and context of *part 2* will be discussed and decided by the whole group of students and teachers of the project 1. In-between both parts an excursion to Turin and Polenzo is planned involving diverse activities like:

- an exchange with the Master Systemic Design of the University of Turin and it's Living Lab for Urban Development
- learning from innovative projects in urban development and housing in Turin

- visit of the service and experience design studio experientia
- visit of the Università di Scienze Gastronomiche and its Food Lab at Pollenzo

The planning is still in progress and needs to be confirmed.

At the end of the semester the project of part 2 will be presented, a documentation will be submitted and the works will be exhibited within the end-of-semester exhibition of the faculty.

The annual theme [AGENDA 1,5° C](#) serves as a background. It brings along transversal criteria, which can be used to discuss projects in regard to climate change mitigation and adaptation.

## 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 student 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 their 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 work-in-progress are critically and constructively discussed.

At the end of each part students present and discuss their works their works. They will design and setup an exhibition with the works within the end-of -semester exhibition of the faculty.

All presentations include the demonstration of mock-ups, models, prototypes, 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 also works for external partners and stakeholders.

Additionally, a documentation has to be submitted. It communicates the project including its development process. 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 the latest. By the end of the academic year it will be integrated in the so-called [transfolder](#) containing outputs of all courses. This is thought to share production and to enable cross-fertilisations among the diverse courses.

**Assessment language:** 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)**

to be updated

**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 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

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](#))