Syllabus

Descrizione corso

Titolo insegnamento	Project 2 in Eco-Social Design
Codice insegnamento	96123
Titolo aggiuntivo	
Settore Scientifico-Disciplinare	
Lingua	Inglese
Corso di Studio	Corso di laurea magistrale in Design eco-sociale
Altri Corsi di Studio (mutuati)	
Docenti	prof. Sónia Amélia Cabral Matos, Sonia.CabralMatos@unibz.it https://www.unibz.it/en/faculties/design-art/academic-staff/person/48172 dr. Jacopo Ammendola, Jacopo.Ammendola@unibz.it https://www.unibz.it/en/home/research/competence-centre-economic-ecological-social-sustainability/team/person/49014 dr. Matteo Pra Mio, Matteo.PraMio@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37367
Assistente	
Semestre	Secondo semestre
Anno/i di corso	1st year
CFU	15
Ore didattica frontale	60 CIS/60 OSS + 30 DR
Ore di laboratorio	0
Ore di studio individuale	0
Ore di ricevimento previste	60 CIS/60 OSS + 9 DR
Sintesi contenuti	In Project 2 students develop projects in small teams with external partners from "the real world", which they choose themselves in a

	format called Partner Forum. In a dialogue with their partners and the project leaders, they go through the process from project definition to prototyping. Project 2 is led by a team of teachers: design practitioners, covering the areas Objects–Spaces-Services and Communication–Interaction–Services (C–I–S), who collaborate closely with the teacher of the course in Design Research Related to Project 2. They provide input, facilitate learning experiences and coach students. Both students and teachers foster transdisciplinary dialogue and actions, among others by involving teachers of the courses of the areas Observe, Analyse & Apply and of Make & Intervene.
Argomenti dell'insegnamento	Project 2 is focussed on supporting students in the development of original projects in collaboration with external partners. The course will use the project as a tool to investigate and explore a variety of possible themes, which will be identified, moving from the overall year's theme "Questioning the Obvious - Unfolding Layers of Power, Places, and Systems", based on the concrete opportunities and challenges posed by the "real-world" projects developed in practice. All these various themes will be explored in several scales (e.g. individual, group, mass), fields (e.g. interpersonal, political, infrastructural, cultural, etc.) and critical clusters or lenses (e.g. ecology, ethics, power dynamics, history, geo-politics, intersectional feminism, technologies, etc.).
Parole chiave	Eco-social Design, Sustainable Design, Participatory and Co-design, Democracy-oriented design; Situated Design, Circular Design, Transition Design, Design Research, Research-through-design, Socio-ecological Transformation, Commoning, Coexistence.
Prerequisiti	Basic graphic design and product design skills. Good writing and visual communication skills. Basic understanding of sustainability science and sustainable / eco-social design field. Competences in group work.
Insegnamenti propedeutici	
Modalità di insegnamento	Project-work with a balanced mix of lectures, exercises, labs, workshops, presentations, critiques, feedback sessions, and reviews. Most of the work will be carried out in groups. Each group will choose or be matched to an external partner at the beginning of the course.

	A special role will be played, in parallel with the group work, by the collective definition of a shared format for presenting all design outcomes of the course at the faculty's end-of-semester show in June (GOG). Additionally: interventions by external experts and eventually excursions.
Obbligo di frequenza	highly recommended
Obiettivi formativi specifici e risultati di apprendimento attesi	Knowledge and understanding Students will have developed their own individual project practice and will be able to: - design, implement and manage projects - develop creative solutions and processes - involve stakeholders and actors in projects, identify their needs, conflicts and potentials and work productively with them - working with and leading multidisciplinary teams - working with different experts, companies, organisations, groups and people - designing the aesthetic dimension of projects or collaborating in design - developing prototypes or delegating their development - developing interventions and events or delegating their development - test and evaluate prototypes, interventions, events or their individual elements, or delegate their testing/testing and evaluation. Applying knowledge and understanding Students will be able to - develop projects and practices suitable for addressing complex challenges. - make tangible ideas, reports and projects, such as sketches, visualisations, mock-ups, models, prototypes, interventions and prototype events Making judgements Students will be able to: - take responsibility for the development and management of

	projects and activities - judging independently and critically: concepts and drafts Communication skills Students will be able to: - communicate convincingly in different ways and with different audiences - present projects convincingly - argue creative and strategic decisions - communicate productively within the team - lead creative processes and teams Learning skills Students will be able to: - working independently to learn according to different situations and in a personal way through experimentation and planning - working independently to learn according to different situations and in a per
Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)	
Modalità di esame	The final exam will consist of a public presentation of the group project developed during the course, that will be required to include all the aspects of the project development process, including initial and contextual research, collaboration with the partner(s), critical analysis and positioning, participatory and inclusive methodologies, communication and storytelling strategies, prototyping tools. Before taking the exam, the students will be required to produce and file: - A project documentation in the form of a booklet - A project documentation in the form of a faculty portfolio entry - An exhibition during the faculty semester show (GOG). Assessment for NON-ATTENDING STUDENTS will be based on the presentation of the project developed by the students. Along with the project outcome, non-attending students need to be able to

	thoroughly present the design and research process that lead to it, including understanding of the local context, collaboration with local actors and design decisions taken. Also non attending students need to produce and file the documents and exhibition mentioned above.
Criteri di valutazione	Student performance in this course will be evaluated based on a combination of individual and group work, emphasising both process and outcomes. The assessment criteria are as follows: Project Work: Students will develop one or more design projects that reflect their understanding of the course's central themes, particularly their ability to understand the city as a context for eco-social transformation. The project will be evaluated based on creativity, conceptual depth, and the ability to propose innovative solutions.Regular feedback sessions will track progress, and final submissions will be presented at the end of the course.Research and Critical Analysis: Students will be required to conduct research that critically engages with contemporary socio-ecological challenges at multiple scales, from local to global, and reflects on how design can contribute to viable socio-ecological transformations. This component will be assessed through written reports and presentations. Participation and Collaboration: Active participation in discussions, workshops, and collaborative activities with peers and the DesignResearch course is essential. Assessment will focus on the student's contribution to the collective learning process, including teamwork, constructive feedback, and engagement with different perspectives. Reflection and Documentation: Students are expected to maintain a reflective journal or portfolio documenting their design process, challenges encountered, and personal insights. This will be assessed for depth of reflection and engagement with course topics. A final documentation must be submitted (as portfolio webpage and booklet) which must communicate the project

starting from its development process.

The final evaluation of the design projects and research will also take in account the following criteria:

1. Eco-Social agency / Impacts and potentials for positive eco-social change

2. Qualities of the designed artefacts / Aesthetic and technical qualities, and in how far these qualities foster the eco-social agency. How they build upon 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 / Understanding of the given situation, relevant actors and the potential for positive change. Critical analysis, synthesis, reflectionand evaluation. Understanding of iterative development and future perspectives.

4. Relations, processes and organisation / Understanding and managing relations and processes with the project team, collaborators, partners, stakeholders and otheractors. 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. Defence of your proposition and your response to critics.

Bibliografia obbligatoria	• David Graeber (2012) Of Flying Cars and the Declining Rate of Profit, The Buffler (find it in PDF on the course Teams folder or here)
Bibliografia facoltativa	
Altre informazioni	
Obiettivi di Sviluppo Sostenibile (SDGs)	Parità di genere, Ridurre le disuguaglianze, Pace e giustizia, Utilizzo responsabile delle risorse, Città e comunità sostenibili

Modulo del corso

Titolo della parte costituente del corso	Design 2
Codice insegnamento	96123A
Settore Scientifico-Disciplinare	CEAR-08/D
Lingua	Inglese
Docenti	dr. Jacopo Ammendola, Jacopo.Ammendola@unibz.it https://www.unibz.it/en/home/research/competence-centre-economic-ecological-social-sustainability/team/person/49014 dr. Matteo Pra Mio, Matteo.PraMio@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37367
Assistente	
Semestre	Secondo semestre
CFU	12
Docente responsabile	
Ore didattica frontale	60 CIS+60 OSS
Ore di laboratorio	0
Ore di studio individuale	0
Ore di ricevimento previste	60 CIS+60 OSS
Sintesi contenuti	In Project 2 students develop projects in small teams with external partners from "the real world", which they choose themselves in a format called Partner Forum. In a dialogue with their partners and the project leaders, they go through the process from project definition to prototyping. Project 2 is led by a team of teachers: design practitioners, covering the areas Objects–Spaces-Services and Communication–Interaction–Services (C–I–S), who collaborate closely with the teacher of the course in Design Research Related to Project 2. They provide input, facilitate learning experiences and coach students. Both students and teachers foster transdisciplinary dialogue and actions, among others by involving teachers of the

	courses of the areas Observe, Analyse & Apply and of Make & Intervene.

The project leader in Objects–Spaces–Services supports the development of each student's project and practices, in particular, related to the design of objects, spaces and related services bringing in best practices from socially, politically and environmentally engaged design.

The project leader in Communication–Interaction–Services supports the development of each student's project and practices, in particular, related to visual and media communication, as well as to interaction and service design bringing in best practices from socially, politically and environmentally engaged design. |
| Argomenti dell'insegnamento | |
| Modalità di insegnamento | The teaching format will be tailored to a set of objectives:

1. Creating the conditions for a stimulating, engaging and critical learning environment.

Through a series of explorations and 'exposures' grounded in open dialogue and hands-on experiments students will be encouraged to confront design practices in an holistic, historical, geographically and politically contextualised critical perspective, thinking beyond the mere materialisation of designs. Inputs and prompts will take the form of compact 'in-depth' modules tackling specific themes under an ethical, ecological and feminist lens.

2. Stimulating the deepening and unfolding of critical-caring, -thinking and -making skills and practices.

This is realised on one hand through tailored coaching on students' projects where personalised inputs, critical reflections, constructive feedforward/feedback and practical support/counceling is shared, and on the other hand through the exposure-to and exchange-with a network of inspiring local and international designers, projects |

	and movements on the forefront of activist transformative design. 3. Nurturing spaces for spontaneous sprouting. Through a sensitive and attentive attitude, unexpected themes, questions and energies that emerge spontaneously during the semester will be ch anneled in formats, actions or spaces for collective enrichment.
Bibliografia obbligatoria	• David Graeber (2012) Of Flying Cars and the Declining Rate of Profit, The Buffler (find it in PDF on the course Teams folder or here)
Bibliografia facoltativa	*Overall inspiration:* • Jared Diamond (1997). Guns, Germs, and Steel: The Fates of Human Societies. W. W. Norton. • Masanobu Fukuoka (1985). The One-Straw Revolution: An Introduction to Natural Farming. Bantam Books. • Kate Corwford (2024). Atlas of AI. Yale University Press. *Perspectives on learning and creating world views:* • bell hooks (1994). Teaching to transgress: Education as the practice of freedom. Routledge. • Paulo Freire (2005). Pedagogy of the oppressed. 30th Anniversary edition. Continuum. • Ivan Illich (1972). Deschooling Society. Harper and Row. *Manuals, methodologies, epistemologies:* • Trapese Collective (2007). DIY: A handbook for changing our world. Pluto Press. • Colleen Reid, Lorraine Greaves and Sandra Kirby (2017). Experience Research Social Change: Critical Methods, Third Edition. University of Toronto Press. • Paul K. Feyerabend (1975). Against Method: Outline of an Anarchistic Theory of Knowledge. New Left Books.

Modulo del corso

Titolo della parte costituente del corso	Design Research related to project 2

Codice insegnamento	96123B
Settore Scientifico-Disciplinare	CEAR-08/D
Lingua	Inglese
Docenti	prof. Sónia Amélia Cabral Matos, Sonia.CabralMatos@unibz.it https://www.unibz.it/en/faculties/design-art/academic-staff/person/48172
Assistente	
Semestre	Secondo semestre
CFU	3
Docente responsabile	
Ore didattica frontale	30
Ore di laboratorio	0
Ore di studio individuale	0
Ore di ricevimento previste	9
Sintesi contenuti	In the second semester students develop projects in small teams with external partners from "the real world", informed and strengthened by Design Research related to Project 2. The teacher works in close collaboration with the project leaders of Project 2. Design Research related to Project 2 explores research-driven artefacts as a means through which designers can more actively involve research participants in processes of eco-social transformation. With a strong focus on futuring techniques, in this course, students are encouraged to construct and generate novel research approaches based upon an interweaving of established research tools and methods and novel design and socially-driven actions. Teaching sessions will help students select relevant research approaches to gather information and knowledge regarding the context of their project while helping them frame a given context and develop research questions and design briefs that involve others through participation and co-creation.
Argomenti dell'insegnamento	• Probing qualitative and design-led research for eco-socialtransformation. • Exploring the role of artefacts in research. • Participatory and co-design approaches, methods, tools, andprocesses.

	• Developing generative praxis and reflexive skills as a designinitiator, facilitator, researcher, and practitioner.
Modalità di insegnamento	Lectures, seminars, workshops, exercises, group projects, external visits, and colloquia. During workshops and exercises students will be given time to develop and apply research approaches, methods, and tools to their team projects. Testing tools and discussion of their application in projects will be made on location (where appropriate) and in the atelier.
Bibliografia obbligatoria	• Koskinen, I.; Zimmerman, J.; Binder, T.; Redström, J. andWensveen, S. (2011). Design Research Through Practice.From the Lab, Field, and Showroom. Amsterdam: MorganKaufmann/Elsevier. • Sanders, E. B. N., and Stappers, P. J. (2012). ConvivialToolbox. Generative research for the front end of design.Amsterdam: BIS Publishers. • Groß, B. et al. (2024) Designing Futures speculation, critique,innovation¿: a guide to exploring visualizing and negotiatingfuture scenarios. 1. Auflage. London: Laurence KingPublishing.
Bibliografia facoltativa	