

Syllabus

Course Description

Course Title	Moderation & Participation
Course Code	96113
Course Title Additional	
Scientific-Disciplinary Sector	M-PSI/05
Language	English
Degree Course	Master in Eco-Social Design
Other Degree Courses (Loaned)	
Lecturers	Dr. Sabina Frei, Sabina.Frei@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29908
Teaching Assistant	
Semester	First semester
Course Year/s	1st and 2nd year
CP	6
Teaching Hours	30
Lab Hours	0
Individual Study Hours	0
Planned Office Hours	18
Contents Summary	<p>Based on their interests and focus, students select courses in areas Observe, Analyse & Apply and Make & Intervene, to which the course in Moderation and Participation belongs.</p> <p>The course Moderation and Participation tackles concepts, methods, instruments, practices and strategies of moderation and of the facilitation of participation.</p> <p>A part of the teaching in Moderation and Participation consists in the discussion of the ongoing projects from the perspective of the field. Another part is seminars and lectures. Among other, the course should enable students to integrate participatory processes</p>

	in the development of their projects and practices, with a transdisciplinary approach.
Course Topics	<p>Participation in the social sciences: theoretical discourses and practical implications (phase models of participation, participation as democratic vs consumerist practice, fields of participation)</p> <p>Participation as a way of "designing the social" along the central question: Who is currently (not) involved?</p> <p>Critical reflection: Participation as "an instrument of domination"?</p> <p>Participation concepts and formats are presented, analyzed and discussed in detail (objectives, target groups, degree of participation, suitability for different process phases and group sizes ...).</p> <p>Critical reflection: How can we distinguish genuine participation from tokenistic practices and mere facilitation?</p> <p>Different moderation tools for different target groups and contents are explained, analysed and tested: basic distinction between community, large-group, team and small-group facilitation in the context of participatory processes on the one hand and the moderation of public events on the other.</p>
Keywords	Participation; Moderation; Facilitation; Critical Reflection
Recommended Prerequisites	none
Propaedeutic Courses	none
Teaching Format	Frontal lectures will be interwoven with exercises and connected to the students' project work, thereby also integrating the annual theme
Mandatory Attendance	highly recommended
Specific Educational Objectives and Learning Outcomes	<p>Knowledge and understanding</p> <p>Students of the Master in Eco-social Design course will have developed their own individual project practice and will be able to:</p> <ul style="list-style-type: none"> - involve stakeholders and actors in projects, identify their needs, conflicts and potentials and work productively with them <p>Applying knowledge and understanding</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - respond to the needs and requirements of a given habitat, group or situation, based on observation, listening and dialogue <p>Making judgments</p>

	<p>Students will be able to:</p> <ul style="list-style-type: none"> - judging independently and critically: a) requirements, needs and potential of an environment, and of a group or community, b) the effects of a project within an environment, group or community <p>Communication skills</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - organising and/or moderating discussions and creative processes among project stakeholders <p>Learning skills</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - organising learning processes
Specific Educational Objectives and Learning Outcomes (additional info.)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • take into account the social aspects that characterize a territory, a community and a group of people; • facilitate and promote the participation of different social actors; • work with, organize and manage a project-team; • develop an individual way of thinking, leading to critical judgements and self-assessments; • 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 social actors involved in a participatory project • set up participatory and decision making processes • discuss and work with facilitators and experts in participation; <p>Knowledge will be acquired in the following fields:</p> <ul style="list-style-type: none"> • Fundamentals of public participation and the interplay between different dimensions of democracy • Core elements of (and differences between) moderation and facilitation • Skills for facilitating negotiation and decision making processes between different social actors
Assessment	<p>Project work and oral: students have to design a participatory process related to a (current or past or possible future) project work with reference to the content of the classroom lectures and</p>

	<p>the required readings and discuss it during the oral exam.</p> <p>Assessment for non-attending students: In addition to the assessment requirements applicable to attending students, non-attending students will be examined orally on the content of the course and the required readings as part of the oral exam.</p>
Evaluation Criteria	<p>Completeness and coherence of the participatory process concept</p> <p>Clarity in the presentation and proper use of moderation/facilitation tools</p> <p>Mastery of course related language</p> <p>Ability to critically reflect the concept of participation with reference to the required readings.</p>
Required Readings	<p>Arnstein, Sherry R. (1969). A Ladder of Citizen Participation. Journal of the American Planning Association. Vol. 35, No. 4, pp. 216-224.</p> <p>Bratteteig, T., Wagner, I. (2014). Disentangling Participation. Power and Decision-making in Participatory Design. Cham: Springer International Publishing AG.</p> <p>Creighton, J. (2005). The Public Participation Handbook: Making Better Decisions Through Citizen Involvement. Hoboken: John Wiley & Sons, Inc.</p>
Supplementary Readings	<p>“Art of Hosting” Handbuch (2014). Download:https://aoh-spes-schlierbach.weebly.com/uploads/3/1/0/4/31043665/handbuch_aoh_schlierbach</p> <p>Bächtiger, A. (2018). The Oxford handbook of deliberative democracy (Oxford handbooks). Oxford New York: Oxford University Press.</p> <p>Many voices one song: Shared power with sociocracy. (2018). Amherst, MA Sociocracy For All.</p> <p>Sandfort, J., & Quick, K. (2017). Deliberative technology: A holistic lens for interpreting resources and dynamics in deliberation. Journal of Public Deliberation, 13(1), Journal of public deliberation, 2017, Vol.13 (1).</p>
Further Information	
Sustainable Development Goals (SDGs)	<p>Good health and well-being, Gender equality, Partnerships for the goals, Sustainable cities and communities, Peace, justice and strong institutions, Reduced inequalities</p>