Name

Environmentally Enabled Design – Methods, Materials, Tools, Objects

Classroom ☒
Studio or workshop ☐
External venue ☐
Online ☐

Codes ***B-KH-201-DI-202402-10 M-KH-201-DI-202402-10, M-KH-E-201-DI-202402-10***

Host **Design Intézet**

Basic info

Type	ECTS	Contact hours	Student work	Course type	Semester	Unit
Gyakorlat	**0**	**40**	**-**	**Course week**	**-**	**-**

Recommen-dation

This 5 day-long intensive workshop empowers students to leverage environmental forming factors as a novel approach to design. It is for you if you seek ways to contribute to a more sustainable future as a designer.

Short Description

Environmental forming factors can be understood as the physical, chemical, and biological forces that shape a place, or ecosystem. These might include the lichens that engineer their habitat through their growth and decomposition, relentless solar energy hammering light into asphalt, or the constant evaporation of water from a tree canopy. Over the course of the workshop, students will work in interdisciplinary teams to document, analyze, reproduce, and amplify site-specific forming factors found on the MOME campus. Students will build experiments that translate environmental forming factors into repeatable design actions, and ultimately uncover new methods, materials, tools or objects.

Teachers

Name	Contact information	Short bio	Open hours
Justin Morris-Marano	justin@flourishlab.site	Justin is the founder of Flourish LAB (US), an interdisciplinary studio working on the creative application of environmental and life sciences research.	
Melody Stein	melody@studio-visit.com	Melody is the founder of studio VISIT (US), a creative practice for land-based research, strategy and design.	
Judit Boros	judit.boros@mome.hu https://juditboros.com	Judit is a design strategist and researcher at MOME Innovation Center, interested in the intersection of the designed and the natural world.	
Peter Molnar (supervisor)	molnar.peter@mome.hu www.molnaar.co	Peter is a design strategist, leading the Design Institute of MOME	On-demand www.calendly.com/molnar-peter-mome

Semester schedule

Course scheduling	Daily class appointments
In one block	9 AM – 5 PM

#	Date	Weekly educational content

1	12th February 2024	**What's Abundant Here?** Expert walk featuring Judit Boros A guided tour of the MOME campus with an emphasis on ecosystems, habitats, and recognizing environmental processes in situ. What is Environmentally Enabled Design? Presentation articulating select case study projects. Host Material: Canvas Class-wide introduction to working with a host material to explore environmental forming factors, in this case, cotton canvas. Exploratory Workshop In teams of 3-4, students re-explore the site in order to address the following two questions: From a place of wonder, or unknowing, what is happening here? What are we most curious about? Day 1 Lightning Presentations Each team produces a 5 minute screen presentation that shares what they found and sets up the following inquiries for the next day: What could we do with this? What might it look like to enter into and perhaps leverage this observation or process?
2	13th February 2024	**What Does It Afford?** Gesture x Medium = Outcome → Application Presentation introducing students to an equation-based approach to designing with environmental forming factors. This presentation will also cover the basics of designing with a simplified scientific method and outline two approaches to environmentally enabled design: (1) Replicating ecosystem processes and applying them to a subject. (2) Creating susceptible subjects for ecosystem processes Workshop 1: Designing the Experiment Each team designs an experiment to trial a way of engaging with their chosen forming factor. Experiments are based on the equation explored in the opening presentation as well as an appropriation of the typical hypothesis-based scientific method. Workshop 2: Conducting the Experiment Teams run and document the experiment they developed in workshop 1. Workshop 3: Reflecting on the Experiment Teams reconvene to put together their lightning presentations, emphasizing the equation and the design and execution of their experiment. Unexpected outcomes are encouraged. Almost certainly, what is expected will not happen. Teams are challenged to grapple with this. Day 2 Lightning Presentations 5 min screen presentations per team that address the following questions: What worked, what didn't? What emerged that you didn't expect? What does this afford? What could this become? What else can it do? Does something like this exist? How has it been used before now? Who else needs to be involved?
3	14th February 2024	**What Could It Be?**

		Workshop 1: Refining the Experiment Teams revisit their experiments from the previous day with the intention to refine and repeat it in order to create a tool, process, transformation, material or object. Critically, students will be asked to clearly identify their susceptible subject, environmental forming factor/process, and relationship of the two. Workshop 2: Shifting Experiment to Application Teams are prompted with the question: How do you work with what is actually happening rather than what you planned to have happen? They spend this workshop testing design applications that utilize the findings of their experiments from the previous workshops. Day 3 Lightning Presentations 5 min screen presentations framed around what each team expected, what happened, how they responded. Teams are asked to organize this presentation through the equation structure introduced the day before.
4	15th February 2024	**What Is This For?** Making Environmentally Enabled Design Day 4 is fully structured around directed, collaborative making. Teams are asked to produce the application they proposed in the previous day and then to use the outcome as a progression of their experiment. Day 4 Lightning Presentations These brief presentations function as rehearsals for the Day 5 review. Teams are prompted with the following questions: How are you going to frame this? What is your outcome: what is here, what could it be? Consider the scale at which it functions or could be produced. What great potentials have emerged?
5	16th February 2024	**What's Next?** Each team produces two outputs for the final review Presentation deck: Teams pitch their projects, framing the work around what they uncovered, where else it could be relevant, and what other applications could emerge. Physical experience: Each team leads the class, instructors, and guests on a tour of their project which may mean a visit to a site, the presentation of a physical object, or both.

Requirements and evaluation

Assignments	Evaluation criteria	Deadline	% in evaluation
Participation in class	Attend at least 4 days	–	requirement

Compulsory readings

Recommended readings

Learnings

+ Learn about environmentally enabled design as an emerging approach to manipulating material and uncovering innovation

+ Understand the use-cases for two primary approaches to environmentally enabled design: (1) Replicating ecosystem processes and applying them to a subject. (2) Creating susceptible subjects for ecosystem processes

+Prototype an experimental working method that could be applied across design disciplines and scales

+ Develop a place-based project that is a relational outcome of the environment in which it was formed

+ Refine ability to perform in a team

+ Leverage the unexpected

Exemption

☒ Exemption from attending and completing the course cannot be granted
☐ Exemption may be granted from the acquisition of certain competencies and the fulfilment of tasks
☐ Some tasks can be substituted with other activities,
☐ A full exemption can be granted

Curriculum connections

Unit	Parallel courses	Course proportion in unit
Befoglaló tantárgy címe	[Ez a kurzus]	
	Másik kurzus címe	
	Harmadik kurzus címe	

Course prerequisites	Is it available as an elective?	Prerequisites in case of elective

Misc. information