

Research – Development – Innovation Syllabus

1. General Informations	Course title: Social Design Synergies				
	Course coordinator(s) / lecturer(s): Janka Csernák Contact details: csernak.janka@mome.hu , +36305089087				
	Level and Code: B-KF-401-IK- 232402-01	Position in the Curriculum:	Recommended semester:	Credits: 5	Teaching hours: 48-60 Student workload: 48-60
	Related codes: M-KF-301-IK- 232402-01 M-KF-E-101-IK- 232402-01	Type: lecture/ seminar/practice / <u>combined</u>	Is it open to sign-up as an elective? <u>Invitation only</u>	Specific pre-conditions to sign-up as an elective: no	
Interlinkages / prerequisites, parallel units:					
2. Targeting	<p>Aims and principles of the course: (in accordance with the subject description)</p> <p>The course is an international collaboration between the Tallinn ECA, KASK, HOGENT and MOME, supported by the Erasmus BIP (Blended Intensive programme) framework. Students are required to work in interdisciplinary groups, using design thinking and social design methodologies in practice and its application in different contexts.</p> <p>The course focuses on how civil engagement can be advanced in urban climate activism, increasing climate-conscious behaviour and addressing climate anxiety among youth groups. In partnership with a local NGO in Budapest, we are addressing a field-based issue through a case study.</p> <p>During the course, the following structure will be adhered: at the beginning of the semester, a series of online lectures and keynotes will be broadcasted to all international students on topics of social design and participatory design, rehabilitation and storytelling. Students are assigned to interdisciplinary, international teams and asked frame, research and ideate around the assignment. During the intense in-person working week in Budapest at the end of April, students will complete a field-based inquiry where they learn practice-based research methods, and through the insights gained they'll create design concepts in response to the challenge presented by the NGO.</p> <p>The aim is to develop adaptable solutions and concepts that can be used in other areas of the country through tenders or with the help of additional partners, e.g. in social enterprises, social cooperatives, foundations, municipalities, public education institutions.</p>				
	<p>Intended learning outcomes / professional and transitive competencies: (in accordance with the subject description)</p> <p>Knowledge: Participants, with a critical view of the broad social context, responds creatively, entrepreneurially and innovatively to social and policy challenges.</p> <p>Skills: The participants understand design thinking and social design basics, the fundamentals of groupwork and interdisciplinary workflow, learn to delegate and manage an international partnership and working with NGOs.</p> <p>Attitudes/attributes: Participants reflect critically in connection with others, the context and society to develop into a resilient professional.</p> <p>Autonomy and Responsibility: Based on their professional identity, participants cooperate actively and constructively in an (interprofessional) team and with external partners. The</p>				

	<p>participants communicate sensitively-responsively, making creative use of (current) means of communication</p>
3. Itinerary	<p>Course content (topics and themes): social design, climate response, sustainable design, mental health, storytelling, inclusion, human-centered design, teamwork, visual communication, presentation skills</p>
	<p>RDI methods and tools used in the course: Social design, design research (desk research, future probing, Business Model Canvas), marketing and communication skills, social work skills, community development</p>
	<p>Specificity of the learning process:</p>
	<p>Teaching method:</p> <p>Activating lecture (online pre-course), other: learning path (online pre-course)</p>
	<p>Schedule: 5 February- 15 April: e-learning in a timerframe fitting to all participant institutions, schedules (TBD), week-long fieldwork in Budapest at the end of April.</p> <p>Tasks and assignments (with student notional workload): participation in e-learning and remote groupwork (3 occassions), fieldwork in Budapest, presentation and documentation</p> <p>Learning environment: e-learning, fieldwork</p>
4. Evaluation	<p>Assessment: Self-evaluation and cooperative assessment between all teachers</p> <p>Assignments: groupwork participation, fieldwork participation, presentation and documentation</p> <p>Assessment method: 100% integrated evaluation: observation of student functioning, design, presentation.</p> <p>Assessment criteria: Students are required to participate in e-learning, online groupwork, fieldwork, presentation and documentation actively.</p>
	<p>Calculation of grade: (weights of the achievements, assignments; ranges of rates or points)</p> <p>activity, attendance, weekly statuses - 10%</p> <p>research thoroughness - 10%</p> <p>concept quality - 20%</p> <p>quality (plausibility?) of the future world and persona envisaged - 30%</p> <p>quality of video produced - 30%</p> <p>Evaluation: 91-100%: excellent 81-90%: good</p>

	71-80%: medium 61-70%: fair
	Prior learning recognition (based on application): not required
	Recommended readings: Further readings, documents, sources:
	Additional information:
	Schedule and venue for personal consultation: