

Onderwijsaanbod

Het onderwijsaanbod is de *briefing* aan het projectteam voor het schrijven van het lesaanbod.
Dit onderwijsaanbod is terug te vinden op MyWdKA en in de studiegids.

Social Practices

NEW EARTH

Local Changemakers



Vakcode:

Studielast uren:

Jaar: 3, 2018 - 2019

Kwartaal: 9/10

Briefing projectteam

Dit onderwijsaanbod is door de vakstudie of *practice* vastgesteld. Op basis van dit document ontwikkel je met het projectteam van dit kwartaal een gezamenlijk lesaanbod. In het lesaanbod wordt per week beschreven wie welke lesinhoud behandelt en wanneer getoetst en herkanst wordt.

Inleiding

- Inhoud (Content)

While mainstream economic, political and social systems are being challenged worldwide, we can see small scale initiatives starting projects that contribute to a more equitable and sustainable future. In this project we partner with such an (Rotterdam based) organization that experiments with alternative economic and sustainable models. Students will research exciting new ways of producing/consuming in relation to environmental, social and economic contexts. They will be asked to translate this research into a concrete piece of work that provokes change.

- inzicht (wat maakt dit project relevant voor latere beroepsuitoefening?)

By working together with a local partner, students learn to develop a professional attitude, how to collaborate and how to adapt? They also learn the importance and potential of alternative local economic systems in a globally operating city. They learn to surface deeper rooted systemic errors and thus to come up with more relevant sustainable solutions. As a result, they learn that in the professional field, sustainability requires long-term thinking and approaching an issue from different perspectives.

- visie (urgentie van het onderwerp)

A sustainable lifestyle seems to be in reach for the world's elite only. New Earth takes a critical approach to sustainable paradigms like eco design or the circular economy. In search for a 'new earth' we research fair, small scale and local alternatives in the wake of capitalism, climate change and fossil resource depletion.

Goals

(Wat wil het team bereiken met dit kwartaal?)

Students are challenged to develop their embedded and systemic research skills in the field in which our partner operates. They'll use this research and deepen the reframing method as base for developing a new, interdisciplinary project that can make people face current societal challenges with a smile on their face.

Students are challenged to engage with the partner organization and its stakeholders in an interactive way. During the whole design process, students try out design research methods such as embedded research, probing, co-design and apply the outcomes in their projects.

Get introduced to **knowledge** of:

- **Sustainability theory and concepts:** Brundtland, Cradle to Cradle, Sustainism, Circular design, Biomimicry
- **Alternative Economics:** Circular Economy, Blue Economy, Doughnut economics, Civic economy, Commons
- **Sustainable Design methods:** Bio-inspired design, Eco-design, Circular Design

Deepening **skills** of:

- **Embedded research:** Researching by placing oneself in the real situation and in interaction with others in order to bypass institutional abstractions or one's own prejudices.
- **Systems analysis:** Unravel political, economic, social, ecological or other relevant systems that are the context of the project partner.
- **Reframing:** Get to different perspectives on wicked issues with a lot of stakeholders involved

Get introduced to the **skill** of

- **Interaction:** Being proactive and able to make and test your project on site in early stages of the research and design process.

Developing an **attitude** of:

- **Curiosity:** indomitable urge to discover how things work and why.
- **Engagement:** personally involved and engaging in the discourse on societal issues.

- **Criticality:** Daring to ask questions and doubt your own assumptions, looking at issues from different perspectives.
- **Empathy:** Being able to identify with the position of others in relation to world issues.

Positie kwartaal

(Wat is de positie van dit kwartaal?)

- te ontwikkelen kennis en vaardigheden in relatie met voorgaande en toekomstige kennis en vaardigheden
 - In P1 students get introduced to three different practices. Within social practices they get introduced to social design practices, **embedded research** skills & the **attitude of courage**. In P2 students have chosen to explore two of the three practices in more depth.
 - Within P2 social practices they will get introduced to **systemic research** and **reframing**. They will also discover what issue(s) within the social practices suit them best.
 - P3 is the first real exploration of the issue 'New Earth' and is attached to a real and **local partner**, with whom the WdKA works long term. Students will work further on the findings of students of the previous year, and leave their own results for the next group. They will get introduced to **theoretical basics attached to the theme of New Earth, deepen the previous learned skills** (embedded research, systemic analysis and reframing) and will get introduced to the skill of **interaction; learning by doing in the field**.
 - After P3, during the minor New Earth, **theoretical and international** aspects will be elaborated and students will get introduced to the skill of **making public**. Students will then have the opportunity to bring in their own subjects, as a preparation for graduation.
- wat maakt dit relevant voor de student en de latere beroepsuitoefening?

By working together with a local partner on sustainable design solutions, students develop a professional and collaborative attitude. They will learn to dive into the complexity of real life sustainability challenges, with which they will continue to be confronted in their future practice.

Toetsing

Doelen		
Creative Ability		
Leerdoelen	Beoordelingscriteria	
The student is able to come up with, make, test and realize a social design project in interaction with a relevant context (real people, audiences, stakeholders) and with the use of powers of imagination, creation and expression.	A concrete piece of art / design (an app, a cultural program, a hack, a product design, a material, a fashion line, an installation, a video, an intervention, a book, etc.) shows that the student is able to come up with, make, test and realize a social design project in interaction with a relevant context.	
Communicative ability		
Leerdoelen	Beoordelingscriteria	
Students can <ul style="list-style-type: none"> - Interact with relevant audiences - Document outcomes of embedded research, - Visualize existing and reframed systems - Present their projects in a professional way: visually, written and verbally	A written and visual research document proves that the student is able to test and document design research and system analysis methods. A verbal and visual presentation of the final piece of work during an event where the project partner is present shows the professional, communicative skills of the student.	
Collaborative ability		
Leerdoelen	Beoordelingscriteria	
Students are able to collaborate with other disciplines in or outside WdKA Students are able to work with an external partner in a professional way and, if relevant, link this partner to other stakeholders (of expertise, power and/or use)	The final piece of design / art reflects the students understanding of the external partner, its stakeholders and the system in which they operate. The research document shows that the student is able to work and experiment together with colleagues from different disciplines, as well as with the partner and its stakeholders.	
Beroeps gerelateerde kennis en vaardigheden (BoKS)		
Kennis	Vaardigheden	Attitudes
<ul style="list-style-type: none"> • <u>Sustainability (Brundtland):</u> In this minor students will learn about sustainability and related concepts and to question them and their 	<ul style="list-style-type: none"> • <u>Embedded research:</u> Researching by placing oneself in the real situation and use ways/tools to interact with others (i.e. 	<ul style="list-style-type: none"> • <u>Curiosity:</u> indomitable urge to discover how things work and why • <u>Engaged:</u> Personally involved and engaging in

<ul style="list-style-type: none"> underlying assumptions. • <u>Alternative Economics (Circular Economy, Blue Economy, Cradle to Cradle, Doughnut economics)</u>: Students will learn about alternative economics that stray away from the linear systems of the previous industrial revolutions. • <u>Sustainable Design (Bio-inspired design, Eco-design, Circular Design)</u>: Students will learn about the alternative design methods for sustainable design. They can take these as starting points or inspiration for their own design process. 	<p>cultural probes, embodiment, co-design and research methods from anthropology) in order to get new information, bypass institutional abstractions or someone's own prejudices.</p> <ul style="list-style-type: none"> • <u>Systems analysis</u>: Unravel political, economic, social, ecological or other relevant systems that are the bigger context for the complex and societal challenges that the partner organisation is working with. Being able to visualize the way existing systems function and to use interests and languages of different stakeholders. • <u>Reframing</u>: Method based on frame-innovation (Kees Dorst) that enables you to get to different perspectives on wicked issues with a lot of stakeholders involved, which can lead to stunning breakthroughs. • <u>Interaction</u>: Critical making as an inquiry situated in real life, with relevant audiences. Being proactive and able to make and test your project on site in early stages of the design process. 	<p>the discourse on societal issues</p> <ul style="list-style-type: none"> • <u>Critical</u>: Daring to ask questions and doubt your own assumptions, looking at issues from different perspectives • <u>Empathic</u>: Aware of, sensitive and being able to identify with the position of others in relation to world issues
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Referenties en vakliteratuur

Depending on their topic within 'New Earth', students will study at least two books on this list and at least two in depth books, articles, documentaries or MOOCs of their own finding. They will share and debate findings with the whole group of students. Not all literature is prescribed in advance, relevant literature depends on research, need and motivation of students. Together, the group will span the whole list & more:

sustainability

- Radical Matter, rethinking materials for a sustainable future, Kate Franklin & Caroline Till, Thames and Hudsons 2018
- Gunter Pauli, The blue economy, 10 years, 100 innovations, 100 million Jobs, Academic Foundation 2016
- William Meyers, BIODESIGN, Nature, Science, Creativity, Museum of Modern Art 2014
- McDonough, William, Michael Braungart, and Bill Clinton, The upcycle: Beyond sustainability: designing for abundance, Tantor Media Inc 2013
- Donella H. Meadows, Thinking in Systems: a primer, Chelsea Green Publishing Co 2008
- Michael Braungart & William McDonough, Cradle to cradle, afval = voedsel, Scriptum 2007

economy / society / power

- Kate Raworth, Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist, Cornerstone 2017
- John Thackara, How to thrive in the next economy, Mit Press Ltd
- Jan Rotmans, In het oog van de orkaan, nederland in Transitie, Aneas 2012

social art & design

- Kees Dorst, Frame innovation, create new thinking by design, The MIT Press, 2015
- Anne van der Zwaag, Looks good, feels good, is good: how social design changes our world, Uitgeverij Lecturis BV 2014
- The sustainist Design Guide, Michael Schwarz & Diana Krabbendam, BIS PUBLISHERS 2013

Projects

- Afrikaanderwijk Coöperatie by Jeanne van Heeswijk, Rotterdam
- Living Labs such as Makers Unite by The Beach, Amsterdam
- Makoko Floating school by NLE architects, Netherlands/Nigeria
- Net-works, by INTERFACE carpets, London/Philippines
- De Ceuvel by Space&Matter in Amsterdam
- Blue City 010 by several circular entrepreneurs in Rotterdam.
- Popup House by Multiple Studio (FR),
- Next Nature Network, Koert van Mensvoort e.a.

- The Flax Project & The Flax Chair, Christien Meindertsma
- Mycelium Project & Krown Project, Eric Klarenbeek
- The Incredible Shrinking Man & Zero Footprint Campus, Arne Hendriks
- Human Power Plant, Melle Smets
- Fairphone, Bas van Abel