

1. Semester: Design Research Lab				10 ECTS
1	Goals of learning and qualification In the scope of the multi-tier seminar (preliminary lab as an introduction, followed by a lab with three parts), students will gain greater knowledge of scientific work at the interface between design processes and their analytical evaluation, as well as methods of communicating the obtained findings.			
2	Course Seminary with lectures and presentations	Presence Prelab: 24 h 3 We * 8 h / We Lab: 96 h 12 We * 8 h / We	Self-study 36 h 144 h	Planned size of group 18 Students
3	Topics, Content In this module the students systematically analyze knowledge production in design and develop appropriate formats to communicate the findings of their research. In the process, various scientific research methods and alternative concepts for illustration and visualization will be developed, put to the test in laboratory conditions and presented. The Preliminary Laboratory (2-3 weeks) provides access to the program. This involves a general introduction to the various positions in design research and the working practices and methods of scientific work. Selected examples of design research will be analyzed and reflected on in seminars. --- The Laboratory (12 weeks) is made up of three thematic building blocks of similar size: 1.: Design as Research 2.: Design as Education 3.: Design as Projection Academic Writing --- About 1.: Design as Research This building block is dedicated to the analysis of design as a process of synthesizing practices. To this end, fundamental <u>types of knowledge</u> (cybernetics, ethnography, sociology, empiricism, etc.) will be introduced and their connections with selected design projects subsequently analyzed. Following an introduction to the historical, theoretical and methodical foundations, the seminar will focus on the investigation of <u>sites of knowledge production in design</u>, based on historical and contemporary examples. Ultimately, the focus is on <u>processes of knowledge production</u> in design: experimentation, historicization, field study, the integration of design in production, etc. --- About 2.: Design as Education This building block focuses on analyses of the importance of design in education and knowledge architecture/information design.			

	One of the core themes is the study of <u>collective institutions</u> that were able to channel the avant-garde tendencies in design education and methodology of their time institutionally into the realization of concrete concepts, and thereby facilitated their breakthrough. The <u>meaning of space</u> as a “third pedagogue” presents a further subject for analysis. Based on innovative historical approaches in the region (H.A. Francke, F.W. v. Erdmannsdorff, J.H. Basedow), the focus is on the study of modern pedagogical spatial concepts. In addition, <u>tools of education, communication and representation</u> will be investigated, as will the status of the user between production, use and design. The relocation of education and design from the analogue to the digital world establishes the <u>code as standard</u>. Digital technologies are evolving as tools for universal structuring and as a result, traditional processes in education must be re-formatted. --- About 3.: Design as Projection In this building block, the projective properties of design will be examined as well as their <u>strategies of anticipation and materialization</u> in order to change society. It will be discussed how architecture and design practices participate in knowledge production, societal transformations as well as in larger anthropogenic processes affecting ecologies and societies. This includes a reflection on the politics and collateral effects of these practices and strategies in a multi-scalar perspective, for example regarding (un)care, externalization, (de)colonization environmental justice, toxicity, reconciliation or landscape transformation. The course invites students to trace how design practice and research may continue to reproduce dissociative knowledge patterns or may seek to develop awareness and reflexivity in regards to these planetary concerns. Through reading, discussion, individual or group research as well as excursions, we will be looking at a broad and diverse range of physical objects, spatial and discursive interventions.
4	Format of teaching: Individual and group work
5	Prerequisites for participation Admission according to Examination- and Study Regulations
6	Type of exam: Design concept/ paper
7	Prerequisites for awarding ECTS: Successful participation.
8	Module grade's share in final grade: 20%
9	Teachers Regina Bittner, Vera Lauf, Elke Beyer
10	Literature The literature will be specified by instructors at the beginning of the course. Further Reading Suggestions: Anni Albers On Weaving Mineola/New York 1993, Tactile Sensibility p62-65, Designing as Visual Organization 71-80 Laszlo Moholy Nagy The New Vision Fundaments of Bauhaus Design Painting, Sculpture and Architecture Mineola New York 1975 Laszlo Moholy- Nagy From Material to Architecture Berlin 2001 (Reprint) p 20-68 Hannes Meyer, eds. by Claude Schnaidt, Bauten Projekte, Schriften, Buildings, Projects and Writings. Verlag Hatje 1965 p 90-96 Texts: Building 1928, The New World 1926 Bruce Archer Design as a discipline In: Design studies Vol 1 No 1 July 1979

Abraham A. Moles Products: Their Functional and Structural Complexity In: Ulm 6 Journal of Hochschule für Gestaltung 1962 Tomas Maldonado and Gui Bonsiepe Science and Design In:Ulm 10/11 Journal of Hochschule für Gestaltung 1964 Victor Papanek Design for the real world. New York 1971 (first published) H. Kumar Vyas Design History: An Alternative Approach. In: Design Issues. Volume 22 Number 4 Autumn 2006 Aldo van Eyck Miracles of Moderation Zurich 1976 Alison and Peter Smithson Ordinariness and Light Cambridge MIT Press 1970,p 39-60 Amos Rapaport House Form Culture New York 1969 chapter 3 socio cultural factors and house form p 46- 82 John Turner The Squatter Settlement. An Architecture that works In: Architectural Design 1968 Arjun Appadurai Introduction. Commodities and the politics of value In: Arjun Appadurai (eds) The Social Life of things. Commodities in cultural perspective. Cambridge 1988 Tim Ingold Bringing Things to Life- Creative Entanglements in a world Materials. Working Paper 15 University of Aberdeen July 2010 Pierre Bourdieu The Berber House In: Julian Thomas eds. Interpretative Archeology. A Reader London New York 2000 p 493-509 Daniel Miller Materiality. An Introduction Emma Shjecliff Amy Twigger Holroyd Making with Others.Working with textile craft groups as a means of research In: Studies in Material Thinking 5/2016 Vol 14 Kristina Lindström and Asa Stahl Inviting to co-articulations of issues in designerly public engagement Nicola Wood Chris Rust Grace Horn A Tacit Understanding: The Designers Role in Capturing and Passing on Skilled Knowledge of Master Craftsmen In International Journal of Design Vol 3 No 3 2009 Albena Yaneva The Making of a building. A pragmatist approach to architecture Bern 2009 Introduction p 23-35, Chapter 3, p 113-136 Michael Polany, The Tacit Dimension, Chicago 2009, pp 3-25 Tim Ingold, Making- Anthropology, Archaeology, Art and Architecture, Routledge, 2013; Ch1: Knowing from the Inside; Ch2: Materials of Life Martin Heidegger (transl.: A. Hofstadter): Poetry, Language, Thought, New York, 1975; Ch4: Building Dwelling Thinking Rudolf Laban: Choreutics 1966 Introduction pp3-9 David Kahneman: Thinking, Fast and Slow, Penguin, 2012; Part 1: Two Systems Richard Sennett: The Craftsman, Penguin, 2009; Ch 2 Oliver A. I. Botar: Sensing the Future: Moholy Nagy, Media and the Arts, Zurich, 2014; pp. 16-39 Donald Schoen... Designing as Reflective Conversation with the Materials of a Design Situation; New York, 1992 Richard Sennett: The Open City; http://www.richardsennett.com/documentdownload.axd?documentresourceid=2, Christopher Alexander: A Pattern Language, New York, 1977 Hannah Arendt: What Freedom and Revolution Really Mean; lithub, https://lithub.com/never-before-published-hannah-arendt-on-what-freedom-and-revolution-really-mean/, Zugriff 16.10.2020 Blume, E.; Felix, M.; Knapstein, G.; Nichols, C.: Black Mountain College, Spector, 2015; pp. 98 - 109 Oppenheimer Dean, A.; Hursley, T.: Rural Studio Samuel Mockbee and an Architecture of Decency; New York, 2002 Evans, R.: Translations from Drawing to Building, London, 1997 Fuller, B.: Your Private Sky; Zurich, 1999: pp. 126-141 Daniel Defoe: An Essay Upon Projects, new edition (Tredition), Hamburg, 2013 Marcel Mauss: Techniques of the Body, 1935 Jonathan Swift: Gulliver's Travels Sir Francis Bacon: The New Atlantis, new edition CreateSpace, 2010 Thomas Albert Sebeok: "You Know My Method": A Juxtaposition of Charles S. Peirce and Sherlock Holmes Krause, Joachim: The Miracle of Jena in: WorldArchitecture, IssueNo20, Nov1992 Josiah McElheny Hrsg.: Glass! Love!! Perpetual Motion!!!: A Paul Scheerbart Reader, Chicago, 2014 Heynen, Hilde. "Space as Receptor, Instrument or Stage: Notes on the InteractionBetween Spatial and Social Constellations." International Planning Studies 18, no. 3-4 (November 2013): 342-57. Sailer, Kerstin. "Through the Lens of Social Activities-Understanding Space." In Raummaschine. Exploring Manifold Spaces , edited by Sabine Hansmann and Finn Geipel, 118-22. Berlin: Jovis Verlag, 2019
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1. Semester: Theory and Methods				5 ECTS
1	Goals of learning and qualification The participants acquire an overview and foundational and broader knowledge of design research, knowledge types and the methods of various scientific disciplines. In addition, the participants should be able to confidently apply the techniques and rules of scientific work and to subsequently deploy these in the framework of their Master's thesis.			
2	Course Seminary, lectures	Presence Lectures: 30 h 15 We * 2 h / We Seminary: 30 h 15 We * 2 h / We	Self-study 90 h	Planned size of group 18 Students
3	Topics, Content The module of Theory und Methods (15 Weeks) consists of a lecture series and accompanying seminars. It offers an overview of the history of modern design research in the 20th century; here, discourses, projects and concepts of research through design will be introduced and explored in depth in seminars and reading assignments. Further, it deals with the practical approach to preparing a research project with the necessary tools, techniques, software applications and work procedures. In a final examination the participants are then required to demonstrate argumentatively one of the approaches put forward in the context of the scientific discourse on research through design.			
4	Format of teaching: Individual and group work			
5	Prerequisites for participation Admission according to Examination- and Study Regulations			
6	Type of exam: Term paper			
7	Prerequisites for awarding ECTS: Successful participation in 80% of the lectures minimum			
8	Module grade's share in final grade: 10%			
9	Teachers Gernot Weckherlin, Michael Hohl			
10	Literature The literature will be specified by instructors at the beginning of the course. Reading Suggestions Morris, William (1890): News from Nowhere, or an Epoch of Rest. Alexander Street Press, Boston. Lambourne, Lionel (1980): Utopian Craftsmen. The Arts and Crafts Movement from the Cotswolds to Chicago. Astragal Books, London. Lethaby, William R. (1922): Form in Civilization. Oxford University Press, London.			

	Blakesley, Rosalind P. (2006): The Arts and Crafts Movement. Phaidon, London. Otto Wagner (1988) (Introduction and translation by Harry F. Mallgrave): Modern Architecture. A Guidebook for his Students to this Field of Art. Getty Center for the History of Art and the Humanities, Santa Monica CA. Muthesius, Hermann (1994) (transl. and introduction of first ed. 1902 by Stanford Anderson): Style Architecture and Building-Art. Getty Center for the History of Art and the Humanities, Santa Monica CA. Burckhardt, Lucius (1987): The Werkbund. Hyperion Press, London. Schwartz, Frederic J. (1996). The Werkbund: Design Theory and Mass Culture Before the First World War. New Haven (Conn.). Karl-Ernst-Osthaus-Museum Hagen und Kaiser-Wilhelm-Museum Krefeld (1997): Das Schöne und der Alltag – Deutsches Museum für Kunst in Handel und Gewerbe. Ausstellungskatalog, Pandora Snoeck-Ducaju & Zoon, Gent. [in German] Bergdoll, Barry; Massey, Jonathan, eds. (2018): Marcel Breuer. Building Global Institutions. Lars Müller Publishers, Zürich. Alexander, Christopher: Notes on the Synthesis of Form (1977) Harvard Univ. Press Cambridge (Mass.). Alexander, Christopher; Silverstein Murray; Ishikawa, Sara (1977): A Pattern Language. Towns, Buildings, Constructions. Oxford Univ. Press, New York. Anderson, Stanford (1984): "Architectural Design as a System of Research Programs", Design Studies 5, pp. 148–150. Popper, Karl R.; Kegan, Paul (1963): Conjectures and Refutations. The Growth of Scientific Knowledge. Routledge London. Kuhn, Thomas S. (1962): The Structure of Scientific Revolutions. University of Chicago Press, Chicago. Lakatos, Imre (1978): The Methodology of Scientific Research Programs. (edited by John Worrall and Gregory Currie), Cambridge University Press, Cambridge. Feyerabend, Paul (1975): Against Method, Verso, London. Rittel, Horst W. J.; Webber, Melvin M. (1973): "Dilemmas in a General Theory of Planning", Policy Sciences 4, pp. 155–169. Schön, Donald A. (1983): The Reflective Practitioner. How Professionals Think in Action. New York: Basic Books. --- Booth, Colomb and Williams (2008), "The Craft of Research", University of Chicago Press Downton, Peter (2003), "Design Research", "Design Research", RMIT Press Gauntlett, David (2007), "Creative explorations: new approaches to identities and audiences", Routledge Murray, Rowena, (2007), "How to write a thesis", Open University Press Potter, Stephen (2006), "Doing postgraduate research", Open University Press Wisker, Gina (2008), "The postgraduate research handbook: succeed with your MA, MPhil, EdD and PhD", Palgrave
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1. Semester: Master Talk / Research Colloquium I				5 ECTS
1	Goals of learning and qualification The students acquire knowledge about the range of scientific subjects, knowledge types and methods of analysis from the spectrum of the course of study. In the discursive character of the colloquium, the participants learn the techniques and skills of scientific discourse and gain practice in the representation and defense of the findings of their own research.			
2	Course Master Talk, Colloquium Research Colloquium Seminary	Presence Lecture, Colloquium: 30 h 15 We * 2 h / We Seminary: 30 h 15 We * 2 h / We	Self-study 90 h	Planned size of group 18 Students
3	Topics, Content In the Master Talk, guest lecturers present their research approaches and theories. In subsequent or specially arranged colloquiums, the discussion will focus on the scientific questions of invited guests and the interim findings of student projects from the modules 'Preliminary Lab'/'Design Research Lab'. The Research Colloquium Seminary provides the students with the essential academic skills in research and writing. The overall aim is to build up trust in their own capacities of handling academic texts by familiarizing them with the associated scholarly processes, as well as to train their capability to engage critically with a subject. This includes practicing: (1) basic reading comprehension skills; (2) advanced research skills and the different strategies and steps in the writing process; (3) different categories of texts in preparation for a thesis, such as summaries and literature reviews; (4) basic formal aspects, such as excerpts and correct citation. The literature will be specified by instructors at the beginning of the course.			
4	Format of teaching: Lecture, Colloquium; Seminary			
5	Prerequisites for participation Admission according to Examination- and Study Regulations			
6	Type of exam: Research paper			
7	Prerequisites for awarding ECTS: Successful participation in 80% of the lectures minimum			
8	Module grade's share in final grade: 10%			
9	Teachers Elke Beyer, Imad Gebrael, N.N.			

1. Semester: Proposal				5 ECTS
1	Goals of learning and qualification The participants apply the knowledge gained in the preceding 15 term weeks and the acquired methods and skills in the framework of an instructed, six-week fact-finding phase on a self-chosen subject. They develop an exposé to test its viability and present this for debate in the framework of a final presentation. They acquire further experience in the application of scientific working methods for the subsequent development of their master's thesis.			
2	Course Seminary	Presence Proj. work: 48 h 6 We * 8 h / We	Self-study 102 h	Planned size of group 18 Students
3	Topics, Content The Proposal (6 weeks) follows on from the first semester's 15-week period of lectures and seminars. In this module, forms of projective work will be developed based on a self-chosen subject. In the process, the participants are called upon to draw up a reflexive protocol that captures and argues the process of projection. The projective work takes place in a range of formats, scenarios, buildings, performances, designs, installations, or temporary actions. The exposition lies between the first and second semester and serves as preparation for the master's thesis/exposé.			
4	Format of teaching Individual work			
5	Prerequisites for participation Admission according to Examination- and Study Regulations			
6	Type of exam: Presentation			
7	Prerequisites for awarding ECTS: Successful participation			
8	Module grade's share in final grade: 10%			
9	Teachers Regina Bittner, Vera Lauf, Elke Beyer, Lía Duarte Rodriguez, N.N.			

1. Semester: COOP Module				5 ECTS
1	Goals of learning and qualification In the COOP Module, the participants identify the contemporary research priority of the respective research groups and understand approaches for their own further work. In the seminar sessions they select such approaches to the presented field of research that directly appeal to their own interests. In practical terms, students and lecturers develop personal contacts with the universities, which establish a discourse that extends beyond the given framework.			
2	Course Seminary with lectures and presentations	Presence Elective: 60 h 6 x 10 h / Block seminars	Self-study 90 h	Planned size of group 18 Students
3	Topics, Content The COOP Module consists of block sessions and elective workshops (50 % of the module grade), in which researchers based at the partner institutions present their research fields and introduce contemporary issues from their context to the students. After attending the workshops, students choose one elective to prepare an elective final paper or design concept, such as a detailed study of one thematic aspect in ca. 3,000 words, supervised by the workshop instructors (50 % of the module grade). The block sessions allow an exploration of a broader range of research fields and approaches also in preparation of the ‘Proposal’ module and potential thesis project supervision by members at the partner institutions. Examples of workshops: Workshop The Making of History. On storytelling, memory and ethnographic inquiry Workshop Displaying Political and Cultural Concerns in Exhibitions Workshop Strolling, sensing, and assembling: Spatial storytelling of everyday maintenance Workshop Material Futures — Design from Atoms to Atmospheres			
4	Format of teaching: Individual and group work			
5	Prerequisites for participation Admission according to Examination- and Study Regulations			
6	Type of exam: Design concept/paper			
7	Prerequisites for awarding ECTS: Successful participation			
8	Module grade’s share in final grade: 10%			
9	Teachers Angelika Seppi, Rebekka Ladewig, Lìa Duarte Rodriguez, Lea Weise, Anita Kaspar, Fynn M. Heyse, Bastian Beyer, Iva Resetar, N.N.			
10	Literatur The literature will be specified by instructors at the beginning of the course.			

2. Semester: Master Talk / Research Colloquium II				5 ECTS
1	Goals of learning and qualification Continuing the module of the 1st semester, the students acquire advanced knowledge about the range of scientific subjects, knowledge types and methods of analysis from the spectrum of the course of study. In the discursive character of the colloquium, the participants learn the techniques and skills of scientific discourse and gain practice in the representation and defense of the findings of their own research.			
2	Course Master Talk, Colloquium Research Colloquium Seminary	Presence Lecture, Colloquium: 30 h 15 We * 2 h / We Seminary: 30 h 15 We * 2 h / We	Self-study 90 h	Planned size of group 18 Students
3	Topics, Content In the Master Talk, guest researchers present their research approaches and theories. In subsequent or specially arranged colloquiums, the discussion will focus on the scientific questions of invited guests and the interim findings of student projects from the master's thesis. The Research Colloquium Seminary provides the students with the essential academic skills in research and writing. The overall aim is to build up trust in their own capacities of handling academic texts by familiarizing them with the associated scholarly processes, as well as to train their capability to engage critically with a subject. This includes practicing: (1) basic reading comprehension skills; (2) advanced research skills and the different strategies and steps in the writing process; (3) different categories of texts in preparation for a thesis, such as summaries and literature reviews; (4) basic formal aspects, such as excerpts and correct citation.			
4	Format of teaching: Lecture, Colloquium; Seminary			
5	Prerequisites for participation Admission according to Examination- and Study Regulations			
6	Type of exam: Research paper			
7	Prerequisites for awarding ECTS: Successful participation in 80% of the lectures minimum			
8	Module grade's share in final grade: 10%			
9	Teachers Elke Beyer, N.N.			

2. Semester: Master Thesis / Master Colloquium				25 ECTS
1	Goals of learning and qualification The goal of the Master's thesis is to successfully acquire the ability to independently develop a scientific question within a given time frame, apply scientific knowledge, gain an overview of technically complex coherencies, establish application and research references and practice methodological critique. This also includes proficiency in interdisciplinary work and essential social competencies.			
2	Course Supervision: single or in small groups Colloquium: public	Presence Thesis: 12 h 12 We * 1 h / We Colloquium: 8 h	Self-study 730 h	Planned size of group 18 Students
3	Topics, Content The students choose the topics of the Master's thesis freely from the spectrum of Pre-Lab/ Lab and elective courses.			
4	Format of teaching Individual work or groups of two (max)			
5	Teilnahmevoraussetzungen Admission according to Exam Regulations			
6	Type of exam: Term paper, Colloquium, Presentation			
7	Prerequisites for awarding ECTS: Successful participation			
8	Grade of module's share in final grade: 30%			
9	Teachers N.N.			

Optional additional module

Research practices				10 to 30 ECTS
1	Goals of learning and qualification			
2	Course Research Practice: single or in small groups	Presence 16 weeks * 2h /We = 32h [20 ECTS] Duration at least 8 weeks, 4 weeks equal 5 credits	Self-study 568 h	Planned size of group. 1-4 Students
3	Topics, Content The students choose the topics of their research practice freely from the spectrum of Laboratory on Design Research, Theory and Methods, Master Talk / Research Colloquium, COOP Module, and Proposal.			
4	Format of teaching Individual work or groups of up to four (max)			
5	Teilnahmevoraussetzungen Admission according to Exam Regulations			
6	Type of exam: Design concept/ paper			
7	Prerequisites for awarding ECTS: Successful participation			
8	Grade of module's share in final grade: 0%			
9	Teachers N.N.			