<table>
<tr><td colspan="4">1. Semester: Design Research Lab</td><td>10 ECTS</td></tr>
<tr><td>1</td><td colspan="4">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.</td></tr>
<tr><td>2</td><td>Course

Seminary with lectures and presentations</td><td>Presence

Prelab: 24 h
3 We * 8 h / We

Lab: 96 h
12 We * 8 h / We</td><td>Self-study

36 h

144 h</td><td>Planned size of group

18 Students</td></tr>
<tr><td>3</td><td colspan="4">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 an entry to the program. It 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

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 types of knowledge (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 sites of knowledge production in design, based on historical and contemporary examples.

Ultimately, the focus is on processes of knowledge production in design: experimentation, historicization, field study, the integration of design in production, etc.

About 2.: Design as Education

The Bauhaus as part of a broad and international school reform movement that initiated a paradigm shift in art and design education is taken as starting point. Based on the controversial and manifold narratives surrounding the transcultural pedagogical legacy of the Bauhaus, the course comprises the study of different creative learning experiments, radical pedagogies, progressive education institutions and learning environments, that are reflected in their historical contexts and theoretical framings. Thus, this building block of the module is</td></tr>
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	structured along methods and tools, institutions and spaces of design learning. It explores what types of knowledge, values and norms are reproduced in design and architecture education, and what alternatives are developed through critical postcolonial, feminist, and ecological approaches in design schools and non-academic learning experiments. We will discuss collective learning practices, community-based, and ecological approaches to design and architecture education, while considering places of learning as microcosms in which broader processes of societal transformation and democratic participation can be rehearsed, negotiated, and experienced. --- About 3.: Design as Projection In this building block, the projective properties of design will be examined as well as their strategies of anticipation and materialization 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.

<table>
<tr><th colspan="4">1. Semester: Theory and Methods</th><th>5 ECTS</th></tr>
<tr><td>1</td><td colspan="4">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.</td></tr>
<tr><td>2</td><td>Course
Seminary, lectures</td><td>Presence
Lectures: 30 h
15 We * 2 h / We
Seminary: 30 h
15 We * 2 h / We</td><td>Self-study
90 h</td><td>Planned size of group
18 Students</td></tr>
<tr><td>3</td><td colspan="4">Topics, Content
The module of Theory und Methods (15 Weeks) consists of a lecture series and accompanying seminaries.
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.</td></tr>
<tr><td>4</td><td colspan="4">Format of teaching: Individual and group work</td></tr>
<tr><td>5</td><td colspan="4">Prerequisites for participation
Admission according to Examination- and Study Regulations</td></tr>
<tr><td>6</td><td colspan="4">Type of exam: Term paper</td></tr>
<tr><td>7</td><td colspan="4">Prerequisites for awarding ECTS:
Successful participation in 80% of the lectures minimum</td></tr>
<tr><td>8</td><td colspan="4">Module grade´s share in final grade: 10%</td></tr>
<tr><td>9</td><td colspan="4">Teachers
Gernot Weckherlin, Michael Hohl</td></tr>
<tr><td>10</td><td colspan="4">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.</td></tr>
</table>

	Muthesius, Hermann (1994) (transl. and introduction of first ed. 1902 by Stanford Anderson): Style Architecture and Building-Art. Getty Center fort he 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 (71977) Harvard Univ. Press Cambridge (Mass.). Alexander, Christopher; Silverstein Murray; Ishikawa, Sara (19 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

<table>
<tr><td colspan="4">1. Semester: Master Talk / Research Colloquium I</td><td>5 ECTS</td></tr>
<tr><td>1</td><td colspan="4">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.</td></tr>
<tr><td>2</td><td>Course

Master Talk, Colloquium

Research Colloquium Seminary</td><td>Presence

Lecture, Colloquium: 30 h
15 We * 2 h / We

Seminary: 30 h
15 We * 2 h / We</td><td>Self-study

90 h</td><td>Planned size of group

18 Students</td></tr>
<tr><td>3</td><td colspan="4">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.</td></tr>
<tr><td>4</td><td colspan="4">Format of teaching: Lecture, Colloquium; Seminary</td></tr>
<tr><td>5</td><td colspan="4">Prerequisites for participation

Admission according to Examination- and Study Regulations</td></tr>
<tr><td>6</td><td colspan="4">Type of exam: Research paper</td></tr>
<tr><td>7</td><td colspan="4">Prerequisites for awarding ECTS:

Successful participation in 80% of the lectures minimum</td></tr>
<tr><td>8</td><td colspan="4">Module grade´s share in final grade: 10%</td></tr>
<tr><td>9</td><td colspan="4">Teachers

Elke Beyer, Imad Gebrael, N.N.</td></tr>
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<table>
<tr><td colspan="4">1. Semester: Proposal</td><td>5 ECTS</td></tr>
<tr><td>1</td><td colspan="4">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.</td></tr>
<tr><td>2</td><td>Course

Seminary</td><td>Presence

Proj. work: 48 h
6 We * 8 h / We</td><td>Self-study

102 h</td><td>Planned
size of group

18 Students</td></tr>
<tr><td>3</td><td colspan="4">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.</td></tr>
<tr><td>4</td><td colspan="4">Format of teaching Individual work</td></tr>
<tr><td>5</td><td colspan="4">Prerequisites for participation

Admission according to Examination- and Study Regulations</td></tr>
<tr><td>6</td><td colspan="4">Type of exam: Presentation</td></tr>
<tr><td>7</td><td colspan="4">Prerequisites for awarding ECTS:

Successful participation</td></tr>
<tr><td>8</td><td colspan="4">Module grade´s share in final grade: 10%</td></tr>
<tr><td>9</td><td colspan="4">Teachers

Regina Bittner, Vera Lauf, Elke Beyer, Michael Hohl, Lía Duarte Rodriguez, N.N.</td></tr>
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<table>
<tr><th colspan="4">1. Semester: COOP Module</th><th>5 ECTS</th></tr>
<tr><td>1</td><td colspan="4">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.</td></tr>
<tr><td>2</td><td>Course
Seminary with lectures and presentations</td><td>Presence
Elective: 60 h
6 x 10 h / Block seminars</td><td>Self-study
90 h</td><td>Planned size of group
18 Students</td></tr>
<tr><td>3</td><td colspan="4">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</td></tr>
<tr><td>4</td><td colspan="4">Format of teaching: Individual and group work</td></tr>
<tr><td>5</td><td colspan="4">Prerequisites for participation
Admission according to Examination- and Study Regulations</td></tr>
<tr><td>6</td><td colspan="4">Type of exam: Design concept/paper</td></tr>
<tr><td>7</td><td colspan="4">Prerequisites for awarding ECTS:
Successful participation</td></tr>
<tr><td>8</td><td colspan="4">Module grade´s share in final grade: 10%</td></tr>
<tr><td>9</td><td colspan="4">Teachers
Angelika Seppi, Rebekka Ladewig, Lìa Duarte Rodriguez, Lea Weise, Anita Kaspar, Fynn M. Heyse, Bastian Beyer, Iva Resetar, N.N.</td></tr>
<tr><td>10</td><td colspan="4">Literatur
The literature will be specified by instructors at the beginning of the course.</td></tr>
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<table>
<tr><th colspan="4">2. Semester: Master Talk / Research Colloquium II</th><th>5 ECTS</th></tr>
<tr><td>1</td><td colspan="4">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.</td></tr>
<tr><td>2</td><td>Course
Master Talk, Colloquium

Research Colloquium Seminary</td><td>Presence
Lecture, Colloquium: 30 h
15 We * 2 h / We
Seminary: 30 h
15 We * 2 h / We</td><td>Self-study
90 h</td><td>Planned size of group
18 Students</td></tr>
<tr><td>3</td><td colspan="4">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.</td></tr>
<tr><td>4</td><td colspan="4">Format of teaching: Lecture, Colloquium; Seminary</td></tr>
<tr><td>5</td><td colspan="4">Prerequisites for participation
Admission according to Examination- and Study Regulations</td></tr>
<tr><td>6</td><td colspan="4">Type of exam: Research paper</td></tr>
<tr><td>7</td><td colspan="4">Prerequisites for awarding ECTS:
Successful participation in 80% of the lectures minimum</td></tr>
<tr><td>8</td><td colspan="4">Module grade´s share in final grade: 10%</td></tr>
<tr><td>9</td><td colspan="4">Teachers
Elke Beyer, N.N.</td></tr>
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<table>
<tr><td colspan="4">2. Semester: Master Thesis / Master Colloquium</td><td>25 ECTS</td></tr>
<tr><td>1</td><td colspan="4">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.</td></tr>
<tr><td>2</td><td>Course

Supervision: single or in small groups

Colloquium: public</td><td>Presence

Thesis: 12 h
12 We * 1 h / We

Colloquium: 8 h</td><td>Self-study

730 h</td><td>Planned size of group

18 Students</td></tr>
<tr><td>3</td><td colspan="4">Topics, Content
The students choose the topics of the Master’s thesis freely from the spectrum of Pre-Lab/ Lab and elective courses.</td></tr>
<tr><td>4</td><td colspan="4">Format of teaching Individual work or groups of two (max)</td></tr>
<tr><td>5</td><td colspan="4">Teilnahmevoraussetzungen
Admission according to Exam Regulations</td></tr>
<tr><td>6</td><td colspan="4">Type of exam: Term paper, Colloquium, Presentation</td></tr>
<tr><td>7</td><td colspan="4">Prerequisites for awarding ECTS:
Successful participation</td></tr>
<tr><td>8</td><td colspan="4">Grade of module´s share in final grade: 30%</td></tr>
<tr><td>9</td><td colspan="4">Teachers
N.N.</td></tr>
</table>

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.			