

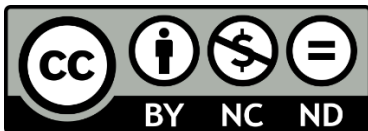


Short Learning Program of Art, Design & sustainability with special focus on environment and climate change

2021-1-ES01-KA220-HED-000032193

CURRICULUM

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List of Abbreviations

SDGs: Sustainable development goals
 ECTS: European Credit Transfer System
 EU: European Union
 EUC: European University Cyprus
 MYD: MyDocumenta (Documenta SL)
 S&CC: sustainability and climate change
 SEPIE: Servicio Español para la Internacionalización de la Educación
 SLP: short learning program
 UAb: Universidade Aberta
 UN: United Nations

Module 1

Sustainability & Climate change: historical perspective and their relationship with Arts

Lesson 1

Name: *Sustainability and SDGs: Historical background and concepts*

Lesson duration: 26 hours

Learning outcomes	<ul style="list-style-type: none"> ● To understand the concept of sustainability and identify its various dimensions ● To understand the concept of Circular Economy and its link with sustainability ● To understand how different sustainability policies and visions emerge in different places ● To understand the concept of the United Nations (UN) Sustainable Development Goals (SDGs) and the link with different dimensions of sustainability ● To become aware of sustainable solutions and recommendations
Competences	<ul style="list-style-type: none"> ● Recognize the importance of sustainability ● The ability to apply sustainability policies and practices in different places and contexts ● Recognize the urgency of Sustainable Development Goals (SDGs) ● The ability to get involved in sustainability actions in daily life and work and realize the best solutions to make sustainable changes
Topics <i>[Some optional topics or even all can be chosen based on the teacher's decision]</i>	<ul style="list-style-type: none"> ● Sustainability concepts and Circular Economy ● Sustainable Development Goals (SDGs)

<p>Aim of lesson</p> <p><i>[What course/module goals or outcomes will this lesson address?]</i></p>	<ul style="list-style-type: none"> ● To introduce the historical background and the concept of sustainability and its link with daily actions ● To understand the concept of Circular Economy and sustainability policies—to support economic, social, and environmentally sustainable relations at different levels. ● To introduce the concept of SDGs and their application ● To identify sustainability solutions to achieve a sustainable future
<p>Essential questions</p> <p><i>[What question(s) will the participants be able to answer by the end of the lesson?]</i></p>	<ul style="list-style-type: none"> ● What are sustainability and its main dimensions? ● What is the concept of Circular Economy? ● What is the relationship between Circular Economy and Sustainability? ● What factors influence the implementation of sustainability policies at different levels? ● What are UN Sustainable Development Goals, their application, and their links with sustainability dimensions? ● How can the concept of sustainability and SDGs be linked to daily routines and work activities? ● How can we participate actively in sustainability actions in our communities?
<p>Anticipatory sets/hooks</p> <p><i>[How will you introduce the material and capture their attention?]</i></p>	<p>Using different types of innovative and interactive educational materials (slides, interactive videos with questions) as well as involving the students in individual and group activities by using different examples and experiences from daily life.</p>
<p>Assumed prior knowledge</p> <p><i>[What is the necessary prior knowledge before starting the lesson?]</i></p>	<p>No prior knowledge is required.</p>
<p>Resources</p>	<p>Educational Materials</p> <ul style="list-style-type: none"> ● Text ● Slides

[What resources can be made available to the participants to support their active learning?

What learning materials are best suited (obligatory/ optional) to complement the learning process? (e.g., handouts; worksheets; PowerPoint presentation; videos, scientific articles; documented examples, others)]

- Videos

Tools

-

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- ~~Nesom, S., MacKillop, E. (2021). What matters in the implementation of sustainable development policies? Findings from the Well-Being of Future Generations (Wales) Act, 2015. *Journal of Environmental Policy and Planning*, 23(4), 432–445. <https://doi.org/10.1080/1523908X.2020.1858768>~~
- Walker, A. M., Opferkuch, K., Roos Lindgreen, E., Raggi, A., Simboli, A., Vermeulen, W. J. V., Caeiro, S., Salomone, R. (2021). What is the relation between Circular Economy and Sustainability? Answers from Frontrunner Companies engaged with Circular Economy practices. *Circular Economy and Sustainability*, 731–758. <https://doi.org/10.1007/s43615-021-00064-7>
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- UNDP SDGs booklet: <https://www.undp.org/publications/sustainable-development-goals-booklet>

Audio-visual resources

Sustainability

ARDES. Short Learning Program of “Art & Design & sustainability with special focus on environment and climate change. Ref: 2021-1-ES01-KA220-HED-000032193.

	<ul style="list-style-type: none"> ● ACCIONA. (2016). What is sustainability. Video available on: https://youtu.be/FbAjxkGvDNs ● ACCIONA. (2015). Sustainability in everyday life. Video available on: https://youtu.be/kZlrIQDf1nQ <p>Circular Economy</p> <ul style="list-style-type: none"> ● European Environment Agency. (2017). Circular Economy. Video available on: https://www.youtube.com/watch?v=_9mHi93n2AI ● Sustainability Illustrated. (2020). Circular Economy: definition & examples- Sustainability Environment. (2020). Video available on: https://www.youtube.com/watch?v=X6HDCubgxRk <p>SDGs</p> <ul style="list-style-type: none"> ● CAFOD (Catholic Agency for Overseas Development). (2016). The Sustainable Development Goals (SDGs)- Action towards 2030? Video available on: https://youtu.be/9-xdy1Jr2eg 		
Learning activities (hours)	Contact hours	Independent work	Group work
	8	14	4
<p>Assessment</p> <p><i>[what criteria will be used to assess student performance?</i></p> <p><i>what evidence will be collected to demonstrate achievement?</i></p> <p><i>how will students reflect and self-assess their learning?]</i></p>	<ul style="list-style-type: none"> ● Participation in forum discussions. ● Completing the individual activities. ● Participation in group activities. 		

Module 1

Sustainability & Climate Change within historical and contemporary contexts

Lesson 2

Name: *Historical context of the relationship between art and sustainability; pioneers of eco-art and activism; activism's digital formats*

Lesson duration: *13 hours*

Learning outcomes	<ul style="list-style-type: none"> ● To place the origins of activism and the work of the pioneers of eco-art within a historical context ● To identify the motivations, methods and actions deployed by early artists
Competences	<ul style="list-style-type: none"> ● Ability to critically analyze and contextualize eco-art and activist projects ● Ability to use strategies developed by pioneer eco-artists to produce new eco-artworks ● Use solid historic foundations from previous projects and actions when building new activist artworks
Topics	<ul style="list-style-type: none"> ● Historical context of the relationship between art and sustainability ● Activism's digital formats
Aim of lesson <i>[What course/module goals or outcomes will this design address?]</i>	<ul style="list-style-type: none"> ● To provide an adequate historical background for activist and eco-art practices ● To highlight early forms of activism, digital and otherwise, related to sustainability and climate change ● To provide a framework of what environmental art is and what it is not ● To present and discuss the themes, materials, and aesthetics of eco-art
Essential questions <i>[What question(s) will the participants be</i>	<ul style="list-style-type: none"> ● What are the relevant aspects, in terms of the activism/art relationship, brought about by May 68?

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<p><i>able to answer by the end of the lesson?]</i></p>	<ul style="list-style-type: none"> ● What characteristics of artistic practice that may be relevant to sustainability issues can be identified in Situationist International? ● Is there a relationship between eco-art and land-art? ● What is <i>tactical media</i>? ● Look for specific examples of 20th century <i>memes</i>, <i>remix</i>, <i>subvertising</i> and <i>culture jamming</i> art projects related to sustainability and frame them as an activist practice ● What strategies have been proposed by early eco-art pioneers and how are they related to environmental issues and eco-approaches?
<p>Anticipatory sets/hooks</p> <p><i>[How will you introduce the material and capture their attention?]</i></p>	<ul style="list-style-type: none"> ● Use <i>memes</i>, <i>culture jamming</i>, <i>subvertising</i> and other digital art-forms to highlight the simplicity that activism can assume ● Use guided-practice to create some examples and analyze them collectively ● Re-enact actions, performances, and other practices of known pioneers to offer a lived experience of eco-art aesthetics
<p>Assumed prior knowledge</p> <p><i>[What is the necessary prior knowledge before starting the lesson?]</i></p>	<p>Prior knowledge of arts and/or design practice is assumed.</p> <p>Prior (basic) knowledge of sustainability is desirable.</p>
<p>Resources</p> <p><i>[What resources can be made available to the participants to support their active learning?</i></p> <p><i>What learning materials are best suited (obligatory/ optional) to complement the learning process? (e.g., handouts; worksheets; PowerPoint presentation; videos,</i></p>	<p>Educational Materials</p> <ul style="list-style-type: none"> ● Texts ● Presentations ● Videos <p>Tools</p> <ul style="list-style-type: none"> ● https://padlet.com/ ● https://app.diagrams.net ● https://www.canva.com/ ● https://discord.com/ ● https://web.hypothes.is/

scientific articles;
documented
examples, others]]

- <https://jamboard.google.com/>
- <https://miro.com/>
- <https://www.lucidchart.com/pages/>
- <https://ww.izito.ws/search>
- <https://insightmaker.com/tag/Rich-Picture>
- <https://office.live.com/start/visio.aspx>
- <https://www.pinterest.com/>
- <https://milanote.com/>
- <https://www.blogger.com/>

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<https://doi.org/10.1525/9780520954236-007>
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	<p>Audio-visual resources</p> <ul style="list-style-type: none"> ● syrus marcus Ware. (2020). Ancestors: Do you read us? Dispatches from the future. Video available on: https://youtu.be/BZTCARfPz0U ● Artist Network. Available on: https://www.artistnetwork.org/ ● Exposing climate change disinformation and corporate greenwashing on social media during COP26. Video available on: https://eco-bot.net/ ● The McDonalds Video Game. Available on: http://www.molleindustria.org/mcdonalds/ ● Plastic Air - Digital Design, Data Driven Design - An interactive experience for Google Arts & Culture explores the environmental impact of airborne microplastics. Available on: https://www.pentagram.com/work/plastic-air/story ● Excellent videos. (2019). Thai environmental protection creative advertising (If the world is a small house). Video available on: https://youtu.be/1XOEwOCVITc ● UN Environment Programme. (2018). #CleanSeas Break-Up PSA: "It's not me, it's you". Video available on: https://youtu.be/-DEc16dEMns ● Sustainable Memes. https://www.pinterest.pt/shopsalvos/sustainable-memes/ ● The Art Assignment. (2019). Art we lauched into space: Video available on: https://www.youtube.com/watch?v=4mmlKLmF99A 		
<p>Learning activities (hours)</p>	<p>Contact Hours</p>	<p>Independent work</p>	<p>Group work</p>
	<p>5</p>	<p>5</p>	<p>3</p>
<p>Assessment</p> <p><i>[what criteria will be used to assess student performance?</i></p> <p><i>what evidence will be collected to demonstrate achievement?</i></p>	<p>Rubric creation</p> <ul style="list-style-type: none"> ● Participation in discussions. ● Participation in group activities. ● Quality/effectiveness of delivered projects and artwork. <ul style="list-style-type: none"> ○ Resourcefulness & creativity in replicated actions ○ Materials research (depth of visual experimentation with various media) ○ Research through the practices of others (depth of research in databases, networks or relevant books and articles and 		

how will students reflect and self-assess their learning?]

- Documentation of visual practices (extend of references to artists, preferences, personal views on their work and self-reflection)
- Final visual action and field study (depth and quality of visual documentation of own work)

Evidence/deliverables

- Reflexive art diary
- Presentations
- Projects (group or individual)

Module 1

Sustainability & Climate change: historical perspective and their relationship with Arts

Lesson 3

Name: *Sustainability Assessment and Ecological Footprint*

Lesson duration: 13 hours

Learning outcomes	<ul style="list-style-type: none"> ● To get insight into various sustainability assessment tools and their application in different places ● To understand the concept of Ecological Footprint Accounting ● To recognize the link between the Ecological Footprint, sustainability, and Sustainable Development Goals (SDGs) ● To understand the concept of Life Cycle Analysis (LCA) and its application
Competences	<ul style="list-style-type: none"> ● To recognize the concept of sustainability assessment ● The ability to critically analyze the personal Ecological Footprint and contextualize the results in the context of daily life ● The ability to assess personal role and behavior towards reducing the Ecological Footprint of the personal activities/behaviors ● The ability to assess an environmental load of a product, process, or activity throughout its life cycle
Topics	<ul style="list-style-type: none"> ● Sustainability Assessment and Ecological Footprint ● Life Cycle Analysis/ Assessment
Aim of lesson <i>[What course/module goals or outcomes will this design address?]</i>	<ul style="list-style-type: none"> ● To learn about sustainability assessment tools and their application in different places to implement sustainability in daily life and work ● To learn how to assess the impact of personal activities on the planet and recognize the possible solutions to reduce the EF of the activities ● To learn about the concept of Life Cycle Analysis/Assessment (LCA) as a tool to assess an environmental load of a product, process, or activity throughout its life cycle.
Essential questions <i>[What question(s) will the participants be</i>	<ul style="list-style-type: none"> ● What are the sustainability assessment tools and their importance? ● What is the concept of Ecological Footprint?

<p><i>able to answer by the end of the lesson?]</i></p>	<ul style="list-style-type: none"> ● How can you assess the Ecological Footprint of your activities/behaviors? ● What is the concept of Life Cycle Analysis/Assessment? ● How can an environmental load of a product, process, or activity be assessed throughout its life cycle?
<p>Anticipatory sets/hooks</p> <p><i>[How will you introduce the material and capture their attention?]</i></p>	<p>Using the Ecological Footprint Calculator to practically guide the students on how to find creative solutions to reduce the Ecological Footprint of their activities and artworks.</p>
<p>Assumed prior knowledge</p> <p><i>[What is the necessary prior knowledge before starting the lesson?]</i></p>	<p>Prior (basic) knowledge in sustainability is desirable.</p>
<p>Resources</p> <p><i>[What resources can be made available to the participants to support their active learning?</i></p> <p><i>What learning materials are best suited (obligatory/ optional) to complement the learning process? (e.g., handouts; worksheets; PowerPoint presentation; videos, scientific articles; documented examples, others)]</i></p>	<p>Educational Materials</p> <ul style="list-style-type: none"> ● Text ● Slides ● Videos ● Tools <p>Tools</p> <p>Ecological Footprint Calculator: https://www.footprintcalculator.org/home/en</p> <p>References</p> <ul style="list-style-type: none"> ● Nessa, B., Urbel-Piirsalua, E., Anderbergd, S., Olssona, L. (2007). Categorising tools for sustainability assessment. Ecological Indicators, 60, 498 – 508. https://doi.org/10.1016/j.ecolind.2008.09.014 ● Galli, A., Patrizi, N., Bacelar-Nicolau, P., Caeiro, S., Malandrakis, G., Moreno Pires, S., Niccolucci, V., Nicolau, M., Papadopoulou, A., Mapar, M., Pulselli, F.M., Theodosiou, N., Zachos, D. (2020). EUSTEPs Students’ teaching module. Unit 4: “Ecological Footprint

Introduction” (Slides). <https://www.eusteps.eu/wp-content/uploads/2020/10/Unit-4-Ecological-Footprint-Introduction.1.pdf>

- McManus, M. C., & Taylor, C. M. (2015). The changing nature of life cycle assessment. *Biomass and Bioenergy*, 82, 13–26. <https://doi.org/10.1016/j.biombioe.2015.04.024>

Audio-visual resources

Sustainability assessment tools

- Kirkels, A. (2019). Assessment tools for Sustainability. Eindhoven University of Technology. Video available on: <https://www.youtube.com/watch?v=tIUqFVzWajs>

Ecological Footprint

- Moovly (2015). Ecological Footprint Explained. Video available on: <https://youtu.be/fACkb2u1ULY>
- Sustainability Illustrated (2013). Ecological Footprint: Do we fit on our planet?”. Video available on: https://youtu.be/g_aguo7V0Q4

Life Cycle Analysis (LCA)

- SPARK-sx. (2017). The principles of Life Cycle Assessment (LCA). Video available on: <https://www.youtube.com/watch?v=r0ucT1KRiO4>
- CascadesFinePapers (2011). Life Cycle Assessment. Video available on: <https://www.youtube.com/watch?v=KrJUpSiCOoU>
- Ecochain (2021). Life Cycle Assessment (LCA) For Beginners. Video available on: https://www.youtube.com/watch?v=2s8wqa_lvoQ

Learning activities (hours)	Contact hours	Independent work	Group work
	4	4	5
Assessment <i>[what criteria will be used to assess student performance? what evidence will be collected to demonstrate achievement?</i>	<ul style="list-style-type: none"> ● Participation in forum discussions. ● Completing individual activities. ● Participation in group activities. 		

Module 2

Art and Design for communicating Sustainability & CC

Lesson 1

Name: *Art for communicating Sustainability and Climate Change (CC)*

Lesson duration: 26 hours

<p>Learning outcomes</p>	<ul style="list-style-type: none"> ● Understand how to design and arts can be used to promote a sustainable way of designing ● Demonstrate an understanding of sustainable design standards and project design guidelines ● Understand the concept of transition design and resilience thinking design for a sustainable society. ● Successfully select material categories taking into account the concept of digital design, that adjust to market offerings and manufacturing processes. ● Explore the visual work of other designers/artists who are dealing with sustainability and climate change and create new ideas that promote sustainability. ● Design visuals that communicate the concepts of sustainability and climate change, through studio-based projects.
<p>Competences</p>	<ul style="list-style-type: none"> ● Effective visual communication of sustainability and climate change through art and design. ● To be able to present their design for sustainability to the group and receive tutor feedback. ● The ability to collectively design and implement interventions, transitions, and transformative governance strategies toward sustainability by applying Transition design and Resilience Thinking design. ● To create designs, artworks and sculptures that are made of eco-friendly materials. ● To create visuals and 3D structures that will serve as ideas for scientific prototypes, applying real technology and transforming

	<p>them into functional creations that contribute to the concept of sustainability and climate change.</p>
<p>Topics</p>	<ul style="list-style-type: none"> ● Communicating Sustainability and CC through arts and design ● Sustainability and CC through the visual communication and animation industry
<p>Aim of Lesson</p> <p><i>[What course/module goals or outcomes will this design address?]</i></p>	<ul style="list-style-type: none"> ● To provide the knowledge for the understanding and use of design as a strategic tool to articulate and promote innovation ● To provide insight into designing processes for sustainability and CC ● To promote student engagement through the creation of eco-friendly artworks ● To develop critical thinking and find new innovative ways to communicate the notion of caring about the environment
<p>Essential questions</p> <p><i>[What question(s) will the participants be able to answer by the end of the lesson?]</i></p>	<ul style="list-style-type: none"> ● Why is it crucial to communicate through Art and Design issues of Sustainability & CC? ● Which materials and tools should be used in an eco-friendly way of designing? ● Can design and art be utilized to act as a beacon of inspiration to scientists and other fields? ● What is the importance of experimenting with new materials? ● What is the role of recycled materials in eco-friendly design? ● How can rich pictures be used to achieve the various projects?
<p>Anticipatory sets/hooks</p> <p><i>[How will you use the material and capture their attention?]</i></p>	<p>Use of various forms of innovative and interactive educational material (slides, interactive videos with questions) as well as student participation in individual and group activities using various examples and experiences from successful design for the Sustainability & cc projects.</p> <ul style="list-style-type: none"> ● Are all art materials appropriate to be used for art projects? ● Which design forms do you consider to be harmful to the environment? ● How important is collaborative work and how important is it to understand real science in order to create an artwork that communicates eco- friendly messages?
<p>Assumed prior knowledge</p> <p><i>[What is the necessary prior knowledge efore starting the lesson?]</i></p>	<p>Basic knowledge in design in visual communication</p>

Resources

[What resources can be made available to the participants to support their active learning?

What learning materials are best suited (obligatory/ optional) to complement the learning process? (e.g., handouts; worksheets; PowerPoint presentation; videos; scientific articles; documented examples, others)]

Educational Materials

- Text
- Presentation Slides
- Videos

Tools

- <https://vimeo.com/>
- <https://behance.net/>
- <https://app.diagrams.net>
- <https://insightmaker.com/tag/Rich-Picture>
- <https://www.pinterest.com/>
- <https://milanote.com/>
- <https://www.blogger.com/>

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<https://books.google.pt/books?id=d4D1k53TN84C&lpg=PP1&pg=P1#v=onepage&q&f=false>
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https://dl.acm.org/doi/abs/10.1145/3173225.3173261?casa_token=ggIU6D540AAAAA:WebLQV43llpLW_VrSf4b-



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- Irwin, Terry, Cameron Tonkinwise, and Gideon Kossoff. (2022). "Transition design: An educational framework for advancing the study and design of sustainable transitions." Cuadernos del Centro de Estudios en Diseño y Comunicación. Ensayos 105. 31-72. <https://dspace.palermo.edu/ojs/index.php/cdc/article/view/4188>
- Bergman, D. (2013). Sustainable Design: A Critical Guide. Princeton Architectural Press <https://www.amazon.co.uk/Sustainable-Design-Architects-Environmental-Architecture/dp/1568989415>

Audio-visual resources

- Quest Plays (2019) Behind the Scenes: Shaun The Sheep Making Process 3DS. Video available on: <https://www.youtube.com/watch?v=B2ofutpavb0>
- Science Filmmaking Tips - Rob and Jonas (2018) How to make stop motion videos. Video available on: https://www.youtube.com/watch?v=_ppedXZHhE0
- Michael Parks (2012) Making an armature: Video available on: <https://www.youtube.com/watch?v=uimF41CrMXM>

Learning activities (hours)	Independent work	Group work	Guided practice
	8	14	4

<p>Assessment</p> <p><i>[what criteria will be used to assess student performance?</i></p> <p><i>what evidence will be collected to demonstrate achievement?</i></p> <p><i>how will students reflect and self-assess their learning?]</i></p>	<ul style="list-style-type: none"> ● Participation in forum discussions. ● Completing the individual activities. ● Participation in group activities.
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Module 2

How art can contribute to facilitate dialogue, communicate sustainability and climate change and foster learning

Lesson 2

Name: *Art practice and design projects for communicating sustainability through transformative social, cultural and environmental action*

Lesson duration: 26 hours

Learning outcomes	<ul style="list-style-type: none"> ● To get acquainted with artists and movements that have addressed environmental issues in their work ● To understand the differences between the anthropocene and the eco-scene ● To identify practices, approaches, and strategies that artists use to confront nature, the environment, climate change and ecology. ● To understand the environmental impact of different media, materials and techniques used in art and design ● To adequately determine the sustainability of art and design projects and practices ● To maximize communication impact through collaborative and participatory practices
Competences	<ul style="list-style-type: none"> ● Ability to create sustainable and environmentally friendly artistic projects ● Effective communication of sustainability and climate change through art and design ● Ability to evaluate ethical dilemmas as they arise through contemporary visual art practices. ● Ability to utilize transdisciplinary and inclusive approaches and strategies in contemporary art practices supported by research in the fields of ecology and eco-art practices
Topics	<ul style="list-style-type: none"> ● Communicating sustainability through sustainable practices, media and materials (artivism and media: ensuring coherence between messages, media and targets; the medium is the message: assessing media and materials sustainability; recycling, upcycling, and hacking as creative practices)

	<ul style="list-style-type: none"> ● New materialism and ecocentrism: approaches to an integrative Nature (optional) (integrating Nature and Culture: the climate crisis on a human scale; Posthuman Ontologies; Ecofeminism as a political ecology; Art and design through biotechnology) ● Digital Activism (digital media and networks; collaborative practices; participatory practices) ● Degrowing modernity for a convivial pluriverse (optional) (Degrowing actions vs Apocalyptic discourses; Open-source technology and Reverse innovation; Emancipatory processes through art and design Situated practices; Living Lab networks)
<p>Aim of lesson</p> <p><i>[What course/module goals or outcomes will this design address?]</i></p>	<ul style="list-style-type: none"> ● To analyze current environmental problems and their interpretation through contemporary visual practices. ● To understand the transdisciplinary approach brought by activism and the academy to the analysis of cultural heritage, natural and man-made environments ● To understand the difference between ecocentric as opposed to the anthropo-centric approach ● To familiarize students with artistic practices that <ul style="list-style-type: none"> ○ enhance sensitivity and awareness of the environment, ○ stimulate critical thinking and analysis of art and design techniques and media, and their intrinsic sustainability factors ○ provide positive examples to the creation of students' own eco projects and artworks ○ illustrate the relevance of collaborative and participatory practices in activism
<p>Essential questions</p> <p><i>[What question(s) will the participants be able to answer by the end of the lesson?]</i></p>	<ul style="list-style-type: none"> ● Should an artist or a designer use any materials or media for properly and coherently communicating sustainability and climate change (S&CC)? ● In an art or design project for S&CC, why should the materials and media used to be as important as the message? ● What is the importance of working in a collaborative way? ● What is the difference between collaboration and participation in an art or design project in S&CC? ● What is the difference between the anthropocentric and the ecocentric approach towards the environment? ● What practices and approaches have artists used and are using in contemporary eco-art practices to engage with the environment?

<p>Anticipatory sets/hooks</p> <p><i>[How will you introduce the material and capture their attention?]</i></p>	<ul style="list-style-type: none"> ● Are NFTs a good way to communicate S&CC? Why? ● Is all technology suitable or unsuitable for communicating S&CC? ● Are traditional art forms and design approaches more sustainable than new media and technology-based approaches? Provide examples. ● Advantages and disadvantages of collaborative and participatory work? ● What can we do to reduce the impact of digital cultural production?
<p>Assumed prior knowledge</p> <p><i>[What is the necessary prior knowledge before starting the lesson?]</i></p>	<p>Prior knowledge in arts and/or design practice is assumed.</p> <p>Prior (basic) knowledge of sustainability is desirable.</p>
<p>Resources</p> <p><i>[What resources can be made available to the participants to support their active learning?]</i></p> <p><i>What learning materials are best suited (obligatory/ optional) to complement the learning process? (e.g., handouts; worksheets; PowerPoint presentation; videos, scientific articles; documented examples, others)]</i></p>	<p>Educational Materials</p> <ul style="list-style-type: none"> ● Texts ● Presentations ● Videos <p>Tools</p> <ul style="list-style-type: none"> ● https://padlet.com/ ● https://app.diagrams.net ● https://www.canva.com/ ● https://discord.com/ ● https://web.hypothes.is/ ● https://jamboard.google.com/ ● https://miro.com/ ● https://www.lucidchart.com/pages/ ● https://ww.izito.ws/search ● https://insightmaker.com/tag/Rich-Picture ● https://office.live.com/start/visio.aspx

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<http://digital.casalini.it/10.3916/C57-2018-01>
- Dragičević Šešić, M., Brkić, A., Matejić, J. (2015). Mobilizing urban neighbourhoods: artivism, identity, and cultural sustainability. In *Culture and sustainability in European cities: imagining Europolis*. Routledge, pp. 193-205. ISBN 978-1-138-77841-2.
<https://research.gold.ac.uk/id/eprint/19986/>
- Fabian, L., Reestorff, C. M. (2015). Mediatization and the transformations of cultural activism. *Conjunctions. Transdisciplinary Journal of Cultural Participation*, 2(1), 1-20
- Marques, A., Veiga, P. A. (2019). Digital Artivism and Collaborative Artistic Practice: Usage in a School Environment as a Citizenship Development Tool. In *Proceedings of Artech 2019, the 9th International Conference on Digital and Interactive Arts*, ACM Digital Library. 1-10. <https://doi.org/10.1145/3359852.3359863>
- Weintraub, L. (2019). What's next?: Eco materialism and contemporary art. *Intellect*.
- Hadjipapa, S. (2022, June). EMERGENCY, INFLUENCE AND PRACTICE: CULTURE AND THE GREEN AGENDA Reflections on the webinar and conference. Retrieved November 9, 2022, from <https://drive.google.com/file/d/1Wb1NsDZ7ideUnPsFQAGDEcBiJK5un7Wk/view>
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https://www.researchgate.net/publication/318536171_Preparing_for_the_Ecocene_Envisioning_futures_for_environmental_and_sustainability_education
- Miles, M. (2014). *Eco-Aesthetics: Art, Literature and Architecture in a Period of Climate Change*. London/NY: Bloomsbury

Audio-visual resources

- Sarah Urist Green. (2019). How Climate Changes Art. Video available on: <https://youtu.be/dvQocRS3RdE>



	<ul style="list-style-type: none"> ● Razcel Jan Salvarita. (2018). Artivism: Effecting Environmental Consciousness through Art. Video available on: :https://www.youtube.com/watch?v=41zYjBsOtx8 ● The Daily Prosper. (2018). Awareness and Digital Art: Using Technology to Foster Sustainability. Video available on: https://www.youtube.com/watch?v=c6IEikTqxY4 ● Thijs Biersteker. (2016). Plastic Reflectic interactive installation for plastic soup foundation. Video available on: https://www.youtube.com/watch?v= G8gWRMS-o ● TEDMED. (2020). Bringing facts to life through ecological art. Video available on: https://www.youtube.com/watch?v=siTg_L5zzz4 ● Tate. (2019). Artist Dale Harding-Environment is Part of Who You Are. Video available on: https://www.youtube.com/watch?v=-EA77G9UKIc 		
Learning activities (hours)	Contact Hours	Independent work	Group work
	10	6	10
<p>Assessment</p> <p><i>[what criteria will be used to assess student performance?</i></p> <p><i>What evidence will be collected to demonstrate achievement?</i></p> <p><i>how will students reflect and self-assess their learning?]</i></p>	<p>Rubric creation</p> <ul style="list-style-type: none"> ● Participation in discussions. ● Participation in group activities. ● Quality/effectiveness of delivered projects and artwork. <ul style="list-style-type: none"> ○ Resourcefulness & creativity in replicated actions ○ Materials research (depth of visual experimentation with various media) ○ Research through the practices of others (depth of research in databases, networks, or relevant books and articles and ○ Documentation of visual practices (extend of references to artists, preferences, personal views on their work and self-reflection) ○ Final visual action and field study (depth and quality of visual documentation of own work) <p>Evidence/deliverables</p> <ul style="list-style-type: none"> ● Reflexive art diary ● Presentations ● Projects (group or individual) 		

Module 3

Digital tools for the interactive engagement of audiences with Art and Design

Lesson 1

Name: Handling data and big data through creative digital tools

Lesson duration: 13 hours

Learning outcomes	<ul style="list-style-type: none"> ● To become conversant with the terminology and the core concepts behind big data and applications ● To understand the main theoretical approaches in handling the data visually ● To understand the main methodologies in handling the data visually ● To become aware of the challenge that lies in data interpretation
Competences	<ul style="list-style-type: none"> ● The ability to recognize the importance that visualization plays in data analytics and so in understanding the world ● The ability to critically discuss information visualizations in light of current theories and research ● The ability to use data-driven insights to formulate communication strategies and implement valuable initiatives ● The ability to craft visual presentations of data for effective communication
Topics	<ul style="list-style-type: none"> ● Data and Big data (soil, water, weather, etc.) interpretation and visualization tools, techniques and methodologies
Aim of lesson <i>[What course/module goals or outcomes will this design address?]</i>	<ul style="list-style-type: none"> ● To explore theoretical, practical, ethical and aesthetic perspectives on information visualization ● To develop familiarity with a wide variety of visual representations, with particular emphasis on environmental issues; and show how they facilitate collaborative work ● To introduce some key examples of data visualization projects on environmental issues ● To become aware of the communication power of visualizations that offer a swift, intuitive, and simpler way of conveying critical concepts universally

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<p>Essential questions</p> <p><i>[What question(s) will the participants be able to answer by the end of the lesson?]</i></p>	<ul style="list-style-type: none"> ● What are ways in which scientists or artists can make data easier for the general public to understand? ● How can visual design convey large amounts of structured and unstructured information across cultures? ● Which is the power of visual design to reach out to places in our subconscious without the mediation of language? ● How does data visualization explain the complex and multifaceted phenomena that rule our world? ● Are we ready to question the impersonality of a merely technical approach to data and to begin designing ways to connect numbers to what they really stand for: knowledge, behaviours, people? ● How can we search for multiple data sources, both quantitative and qualitative, and then combine them into a single elaborate visual narrative? ● Can data, with its unique power to abstract the world, help us to understand it according to relevant factors? ● Could we reclaim a personal approach to how data is captured, analyzed and displayed?
<p>Anticipatory sets/hooks</p> <p><i>[How will you introduce the material and capture their attention?]</i></p>	<p>Using different types of innovative and interactive educational materials (slides, interactive videos with questions) as well as involving the students in individual and group activities by using different examples and experiences from daily life.</p>
<p>Assumed prior knowledge</p> <p><i>[What is the necessary prior knowledge before starting the lesson?]</i></p>	<p>No prior knowledge is required.</p>
<p>Resources</p> <p><i>[What resources can be made available to the</i></p>	<p>Educational Materials</p> <ul style="list-style-type: none"> ● Text ● Slides

participants to support their active learning?

What learning materials are best suited (obligatory/ optional) to complement the learning process? (e.g., handouts; worksheets; PowerPoint presentation; videos, scientific articles; documented examples, others)]

- Videos

Tools

- Domestic Data Streamers. <https://domesticstreamers.com/>
<https://domesticstreamers.com/type/research/>
- Iconoclasistas.
<https://iconoclasistas.net/> <https://iconoclasistas.net/recursos/>

Databases

- NASA. Global Climate Change. Vital signs of the Planet.
<https://climate.nasa.gov/>
- The World Bank. Climate Change Data.
<https://data.worldbank.org/topic/19>

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https://haralick.org/DV/Handbook_of_Data_Visualization.pdf
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https://link.springer.com/content/pdf/10.1007%2F978-3-540-73257-0_21.pdf
- Segel, E., Jeffrey H. (2010). Narrative Visualization: Telling Stories with Data. IEEE Trans. on Visualization and Computer Graphics 16(6). <http://vis.stanford.edu/files/2010-Narrative-InfoVis.pdf>
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<http://giorgialupi.com/data-humanism-my-manifesto-for-a-new-data-wold>

Audio-visual resources

	<ul style="list-style-type: none"> ● PBS Digital Studios. (2013). The Art of Data Visualization. Off Book. Video available on: https://www.youtube.com/watch?v=AdSZJzb-aX8 ● TEDxBerkeley. (2018). Data science for the environment. Dan Hammer. Video available on: https://www.youtube.com/watch?v=ph439t-kTIE ● BSC CNS. (2015). Big data and climate change. Video available on: https://www.youtube.com/watch?v=xajNochi7tM ● Nathalie Miebach. (2011). Art made of storms. Video available on: https://www.youtube.com/watch?v=MbhNaj88uL4 ● CCCB exhibition. (2014). Big Bang Data. Barcelona. Video available on: https://www.cccb.org/en/multimedia/videos/big-bang-data-virtual-view/210325 		
Learning activities (hours)	Contact hours	Independent work	Group work
	4	3	6
Assessment <i>[what criteria will be used to assess student performance?</i> <i>what evidence will be collected to demonstrate achievement?</i> <i>how will students reflect and self-assess their learning?]</i>	<ul style="list-style-type: none"> ● Participation in forum discussions. ● Completing individual activities. ● Participation in group activities. 		

Module 3

Digital tools for the interactive engagement of audiences with Art and Design

Lesson 2

Name: Creative digital tools for live communication and interaction

Lesson duration: 13 hours

Learning outcomes	<ul style="list-style-type: none"> ● To explore different live interaction technologies and the specificities of each one. ● To understand the basic principles of live interaction: communication, languages, formats, inputs and outputs. ● To understand, explore and practice the main methodologies in handling the live interaction. ● To become aware and experiment some principles of audience engagement: needs, motivation, participation, experience, co-construction of meaning.
Competences	<ul style="list-style-type: none"> ● Know different live interaction tools and know how to use them. ● Distinguish between linear and non-linear narratives and understand their different fields of application. ● Understand the needs of specific target groups and the possibilities offered by live interaction to address them. ● Know how to plan and build interactive live strategies and implement valuable initiatives ● Managing and conducting small/simple live interaction experiences.
Topics	<ul style="list-style-type: none"> ● Live interaction tools
Aim of lesson	<ul style="list-style-type: none"> ● To understand and explore the potentialities of live interaction in different fields: artistic, social, etc. ● To develop familiarity with various live interaction tools.

<p><i>[What course/module goals or outcomes will this design address?]</i></p>	<ul style="list-style-type: none"> ● Development and implementation of short live interaction experiences designed by the students. ● Exploration of different languages and their combination to generate new narratives and collective meaning-making.
<p>Essential questions</p> <p><i>[What question(s) will the participants be able to answer by the end of the lesson?]</i></p>	<ul style="list-style-type: none"> ● What is Live interaction? ● What are its main concepts? ● What are its fields of application? ● What are its objectives? ● What are linear and non-linear narratives? ● How is a live interaction experience created? ● What is a target group? ● What is audience engagement? ● How can live interaction be used in relation to different user groups, with different needs and objectives?
<p>Anticipatory sets/hooks</p> <p><i>[How will you introduce the material and capture their attention?]</i></p>	<p>Short live interaction experiences will be presented and performed live in which the students will act as an actively participating audience.</p>
<p>Assumed prior knowledge</p> <p><i>[What is the necessary prior knowledge before starting the lesson?]</i></p>	<p>None</p>
<p>Resources</p> <p><i>[What resources can be made available to the</i></p>	<p>Educational Materials</p> <p>2 to 4 Short live interactive experiences.</p> <ul style="list-style-type: none"> ● Videos <ul style="list-style-type: none"> ○ video tutorials ○ videos of live interactive experiences

participants to support their active learning?

- Slides
- Videoconferences

What learning materials are best suited (obligatory/ optional) to complement the learning process? (e.g., handouts; worksheets; PowerPoint presentation; videos, scientific articles; documented examples, others)]

Tools

- <http://www.improvisa.es>
- <https://www.kalliopesuite.com/>
- Service Design toolkit
<https://servicedesigntoolkit.org/downloads.html>
- Design for digital well-being. Elevating the voices of young people through co-design. Smart Design
<https://smartdesignworldwide.com/projects/meta/>
- Templates Library to team collaboration. Miro
<https://miro.com/templates/>
- Coulton, Paul [et al]. (2018). The Little Book of Design Fiction for the Internet of Things. Lancaster University
<https://www.researchgate.net/publication/323259370>

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- EPICALAB. Espacio de aprendizaje multidisciplinar alrededor de las artes escénicas. (2018). <https://epicalab.com/es/>

Audio-visual resources

- Localish. (2020). Wonderspaces: Largest Interactive Art Museum in Philadelphia. My Go-To. Video available on: <https://www.youtube.com/watch?v=MvniFaMRte0>
- Sónar+D CCCB. (2020). Carles Viarnès & Alba G. Corral. 360º AV Show. Video available on: <https://www.youtube.com/watch?v=EMO45Y0Jazs>
- Vitamin Studio. (2021). Reel. Video available on: <https://www.youtube.com/watch?v=0SMaBOPFo3A>
- EPICALAB. Espacio de aprendizaje multidisciplinar alrededor de las artes escénicas. (2017). La memoria del espacio. Video available on:

	<p>https://epicalab.com/es/workshops/la-memoria-del-espacio/</p> <ul style="list-style-type: none"> ● EPICALAB. Espacio de aprendizaje multidisciplinar alrededor de las artes escénicas. (2018). Información vs Memoria. Video available on: https://epicalab.com/es/workshops/infomemory/ ● EPICALAB. Espacio de aprendizaje multidisciplinar alrededor de las artes escénicas. (2020). ¿Quién gana la corona? / Bodas de sangre. Video available on: https://epicalab.com/es/workshops/bodas-de-sangre/ ● Da Milano, C. (2018). ¿What's the meaning of audience development nowadays?. Universidad de Deusto. Video available on: https://www.youtube.com/watch?v=Brr9dGg_jkk&t=3s 		
Learning activities (hours)	Contact hours	Independent work	Group work
	3	2	8
Assessment	<p>Students:</p> <ul style="list-style-type: none"> ● are able to identify and use live interaction tools. ● are able to select a live interaction tool for the realization of an activity. ● are able to relate a live interaction experience to the needs of the target audience or to the predefined objective. ● actively participate in group activities and successfully complete the proposed activities and practices. ● are able to offer critical reflections on the concepts and methodologies proposed. 		
<p><i>[what criteria will be used to assess student performance?</i></p> <p><i>what evidence will be collected to demonstrate achievement?</i></p> <p><i>how will students reflect and self-assess their learning?]</i></p>			

Module 3

Digital tools for the interactive engagement of audiences with Art and Design

Lesson 3

Name: Designing user experiences for increased audience engagement

Lesson duration: 26 hours

Learning outcomes	<ul style="list-style-type: none"> • To understand the new art movements based on institutional mediation, performative participation and play and experimental education • To understand the new art methodologies of collective knowledge (such as interactive tours, collaborative workshops, performative conferences or listening experiments), specifically applying the transition design and resilience thinking tools • To understand the needs of audiences and explore the methodologies to identify and analyse them. • Discovering the role and potential of technology in audience engagement • Be aware of the dangers of manipulation through unethical use of technology and ideas of collective participation.
Competences	<ul style="list-style-type: none"> • The ability to interfere in the relations between institutions, art, and audiences • The ability to generate situations of collaboration and horizontality in the usual hierarchical structures • Identify the different stakeholders that enter into a participatory process and their respective roles • To establish a relationship between experience providers and their goals, technology, and audience needs.
Topics	<ul style="list-style-type: none"> • Data Creative technologies and tools for collaboration, co-construction of cultural meanings, fields, and audience engagement.
Aim of lesson <i>[What</i>	<ul style="list-style-type: none"> • To introduce projects based on institutional art mediation • To identify artistic strategies that we can use on a macroscale outside the art world • To understand the principles of UI and UX design • To analyse and understand the roles, needs, and objectives of the stakeholders involved in a participatory experience: institutions, artists, audience.

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<p><i>cours e/ mo du le go als or ou tco me s wi ll thi s desi gn add ress?</i></p>	<ul style="list-style-type: none"> ● To design and develop simple participatory experiences based on art/culture/heritage and targeted to a specific audience. ● To reflect on the ethics of the use of technology
<p>Essential questions</p> <p><i>[What question(s) will the participants be able to answer by the end of the lesson?]</i></p>	<ul style="list-style-type: none"> ● How can art mediation and art performative methodologies help us to design user experiences for increased audience involvement? ● How to move away from standardized institutional approaches to participation and social engagement? ● How to establish a meaningful relationship through technology between the different stakeholders involved in a participatory process? ● Social participation practices. Who wins and who loses? ● Could activism be considered a mechanism of social participation? What are the pros and cons of activism? ● What are the effects of activism? What is its influence on society, on a small and large scale? ● Why is it so difficult to find anything on the internet that goes against activism? ● Is activism used to manipulate citizens into patterns of thought and behaviour? ● How can technology and interaction with users be designed and used to manipulate their opinions, ideas, and attitudes?
<p>Anticipatory sets/hooks</p>	<ul style="list-style-type: none"> ● Using different types of innovative and interactive educational materials (slides, interactive videos with questions) as well as involving the students in individual and group activities by using different examples and experiences from daily life. ● Existing experiences of participatory processes developed in the artistic and cultural field as well as in other fields (social, environmental, etc.) are presented.

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<p><i>[How will you introduce the material and capture their attention?]</i></p>	<ul style="list-style-type: none"> ● A simple participatory experience using technology as a means of interaction and engagement is presented and conducted.
<p>Assumed prior knowledge</p> <p><i>[What is the necessary prior knowledge before starting the lesson?]</i></p>	<p>No prior knowledge is required.</p>
<p>Resources</p> <p><i>[What resources</i></p>	<p>Educational Materials</p> <ul style="list-style-type: none"> ● Text ● Slides ● Videos ● Software <p>Tools</p>

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can be made available to the participants to support their active learning?

What learning materials are best suited (obligatory/optional) to complement the learning process? (e.g., handouts; worksheets; Power

- <https://www.youtube.com/channel/UCF-xVdISXDAWRKC8xp0H2lg/videos>
- <http://undercommoning.org/wp-content/uploads/2015/06/ref-workbook.pdf>
- [Ars Electronica Future Thinking School](#) Future Thinking School Ars Electronica
- <https://ars.electronica.art/planetb/en/> Ars Electronica Festival

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Audio-visual resources

- TateShots. (2018). How Art Became Active. Performance and Protest: Can Art Change Society?. Ep. 5 of 5. Video available on: <https://www.youtube.com/watch?v=XGy9yJN12lo>.

<i>rPoint presentation; videos, scientific articles; documented examples, other s)]</i>	<ul style="list-style-type: none"> ● Museums & Galleries of NSW. (2019). Cultural Mediation in Practice. Video available on: https://www.youtube.com/watch?v=11voVslTxJY 		
Learning activities (hours)	Contact hours 3	Independent work 1	Group work 22
Assessment <i>[what criteria will be used to assess student performance? what evidence</i>	<ul style="list-style-type: none"> ● Participation in forum discussions ● Completing the individual activities ● Participation in group activities 		

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Project website

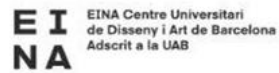
<http://ardesproject.eu>

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