

Course Outline & Study Guide

Faculty	Engineering		
Department	Architecture		
Course Title	Diploma Project		
Course Type	Elective		
Instructor's Name	Nadia Charalambous		
ECTS	24		
Course Code		Semester	Y2/S1
Prerequisites	All core courses	Required	
Level of Studies	Master		
Language of Instruction και Examination	English		
Teaching Methodology	Distance <input checked="" type="checkbox"/>	Hybrid <input type="checkbox"/>	
Evaluation	Project (90%) Presentation (10%)		
This study guide has been developed by the instructor of the course and it has been approved by the program coordinator	Name of instructor: Nadia Charalambous Name of Program Coordinator: Nadia Charalambous and Panayiotis Zaphiris		

<p><i>Brief Course Summary & Course Purpose</i></p>	<p>This course is a final milestone for the MA Design for Social Innovation. It's an elective course as students can choose the alternative final milestone route is the Master's Thesis. This course has as a prerequisite attendance and completion of a Summer School in Cyprus during the summer prior taking this course. The difference being that the Master's Thesis is a more theoretical approach to research in relation to Design for Social Innovation while the Summer School and Diploma Project takes a more practical approach. Both routes meet and align to the overall programme requirements albeit having a different emphasis on the balance between research and practice.</p> <p>The purpose of the Diploma Project module is for students to build and expand on the competences and skills they have gained throughout the programme through developing a major social innovation design project, what we call the capstone project. They will get to develop a brief for the project that is based on their individual interests as developed and supported at the Summer School taking place in Cyprus. The course will take the students through the process of developing a brief, background knowledge through applying a variety of research methods, following a user-centred design approach of iterating and prototyping to finally evaluating the social innovation project and critically analyse their findings to produce a final solution to the social innovation challenge selected.</p>
<p><i>Course Content (list of subjects to be delivered per week)</i></p>	<p>In consultation with the course coordinator, each student develops a design project proposal based on their own interests which is uploaded during the first session of the semester. The project proposal is influenced by the summer school course. The course coordinator is</p>

	<p>responsible for matching the students to suitable supervisors from the academic faculty of the programme. During the semester, the students will meet on a frequent basis with supervisors and agree on a structure and timeline for conducting the Diploma Project.</p> <p>The Diploma Project Guidelines document should be read and understood by supervisors and students as it contains essential information about what is expected to be included as well as practical guidelines on formatting and structure. Overall, the final design project should be a significant and original contribution to the field of design for social innovation and collaborative practices and demonstrate the student's readiness to enter the professional world or pursue further research in the field. It should also have the potential to create positive social impact and foster systemic change.</p> <p>Activities that usually take place during the semester consist of design reviews, tutorials, gathering data, analysing data, design and communication. At the end of the semester, students submit their project for evaluation by two assessors and are required to present their diploma project in a viva-style setting.</p>
<p><i>Learning Outcomes (please develop the learning outcomes of the course considering the EQF guide as indicated in the next column)</i></p>	<p>The learning outcomes for the Diploma Project align with the European Qualification Framework (EQF) guide for Level 7. Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate ability to address a social challenge with the goal of creating positive social impact. This could involve designing a new product, service, or system that addresses a specific social problem, or improving an existing one. • Apply knowledge to employ a collaborative approach and demonstrate the student's ability to collaborate effectively with a range of stakeholders, including community members, organizations, and experts from different fields. This could involve co-creation, and other collaborative practices. • Apply design thinking methodologies and demonstrate the student's ability to apply design thinking methodologies to social innovation. This could involve user research, prototyping, testing, and iteration, among other methods. • Engage with ethical and social considerations considering ethical and social considerations, such as sustainability, equity, and social justice. The student should demonstrate a critical awareness of these issues and their implications for design practice. • Communicate effectively demonstrating the student's ability to communicate their ideas and findings effectively through written, oral, and visual means. • Demonstrate the understanding of the ways the project may foster systemic change by addressing root causes of social issues, rather than just treating symptoms. This requires a deep understanding of the broader systems in which social issues are embedded and a commitment to changing those systems.

Keywords

Design thinking, Social innovation, Critical thinking. Collaborative design practices

Teaching Schedule: synchronous teaching & learning, organized in seven 2-week sessions or according to the needs of each student

<i>Number of Lectures (Sessions)</i>	Total: 7	Face to Face:	Distance: 7
--------------------------------------	----------	---------------	-------------

Evaluation Schedule:
 Supervisors engage in a series of synchronous meetings with students that are more effective when an agenda and/or work is sent in advance of each meeting by the student. Students learn by identifying and engaging with problems of their interests, taking the main responsibility within the research/design process. They direct their own lines of inquiry — which often means identifying their own problems — and identify appropriate methods and resources with which to address or resolve them with the help of resources and supervisor’s guidance. The supervisors act as a ‘walking resource’, guiding the students’ problem-solving without undermining the students’ autonomy, which is crucial in active learning approaches. Teaching and learning are thus integrated such that supervisors and students become ‘partners in the learning process’.

During this process there will be 2 interim presentations to evaluate the development of the design project

[1x research project (90%); 1x thesis presentation (10%)]

Teaching and Learning Tools

Google Education Platform

Contact Information (office Hours, method of contact etc)

Best way to get in touch with the instructor is via the dsi.education email (ncharalambous@dsi.education), a second way is through posting in the google classroom environment or via the chat on hangouts. Special online “office hours” can be set up for group or individual mentoring if needed through google hangout/chat.

Study Guide

	Supervisors engage in a series of synchronous meetings with students that are more effective when an agenda and/or work is sent in advance of each meeting by the student
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------