HSLU **Lucerne University of Applied Sciences and Arts**

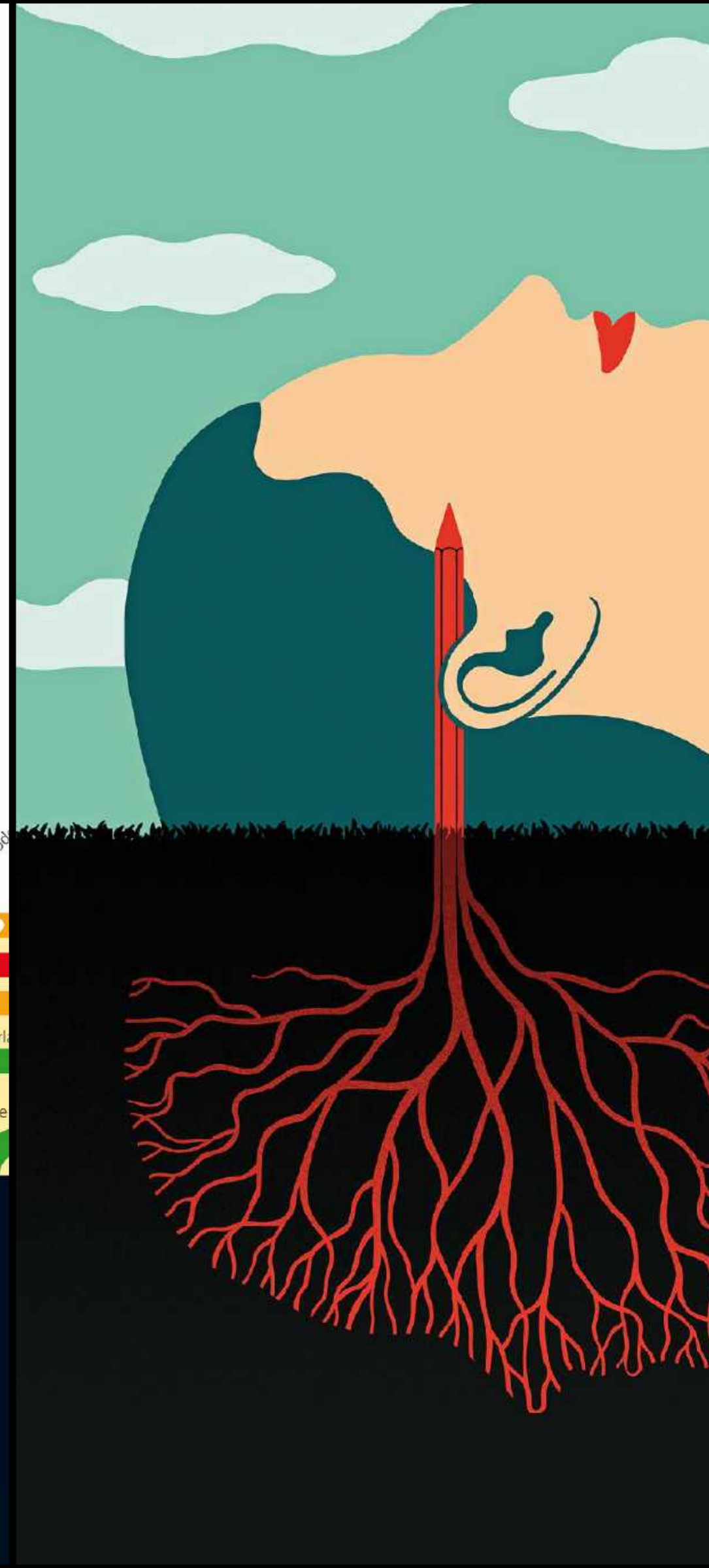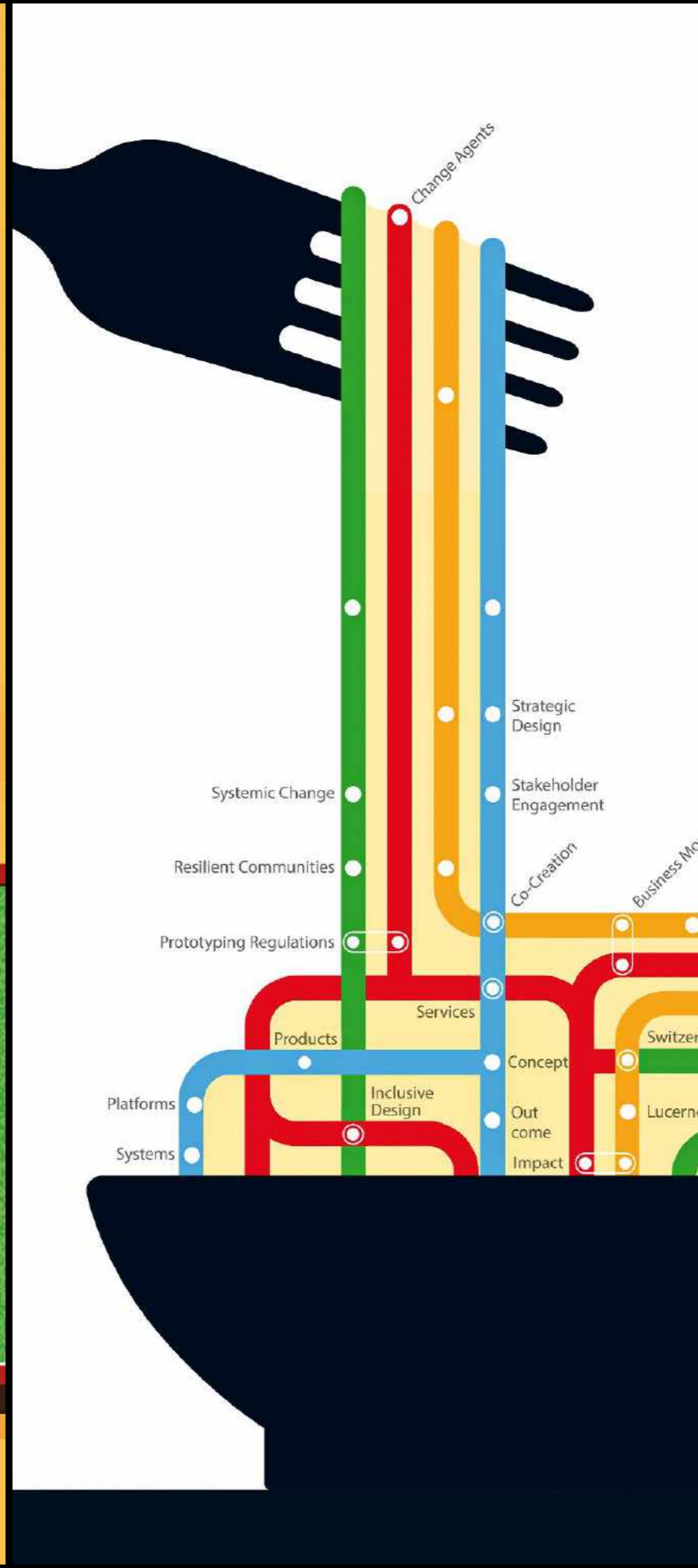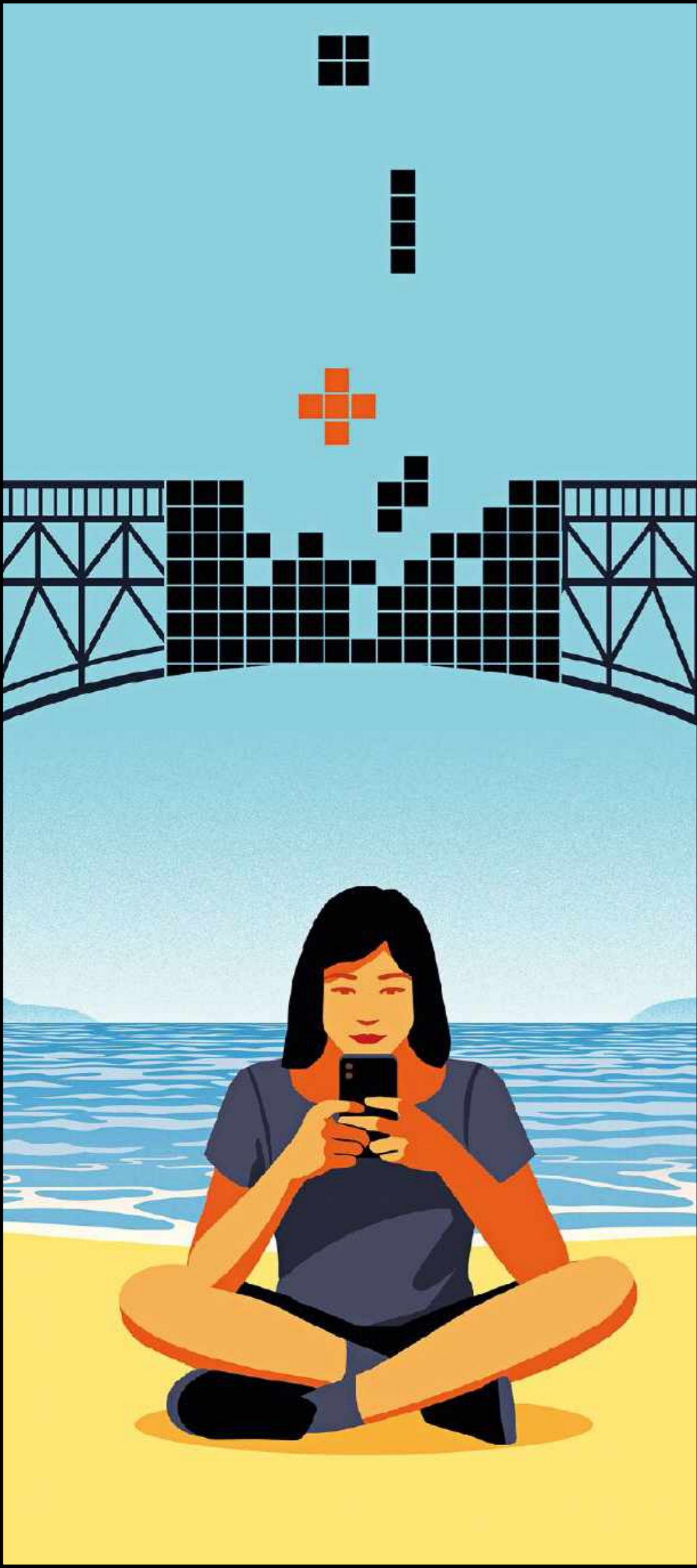# Welcome

Master Design

Integrated, multidisciplinary Graduate Program in Design with four MA specialisations: Design, Digital Ideation, Eco-Social Design and Service Design.

We offer ambitious Designers an intense, multifaceted full or part-time study program to develop a strong design position oriented towards diverse professional fields in research and industry.
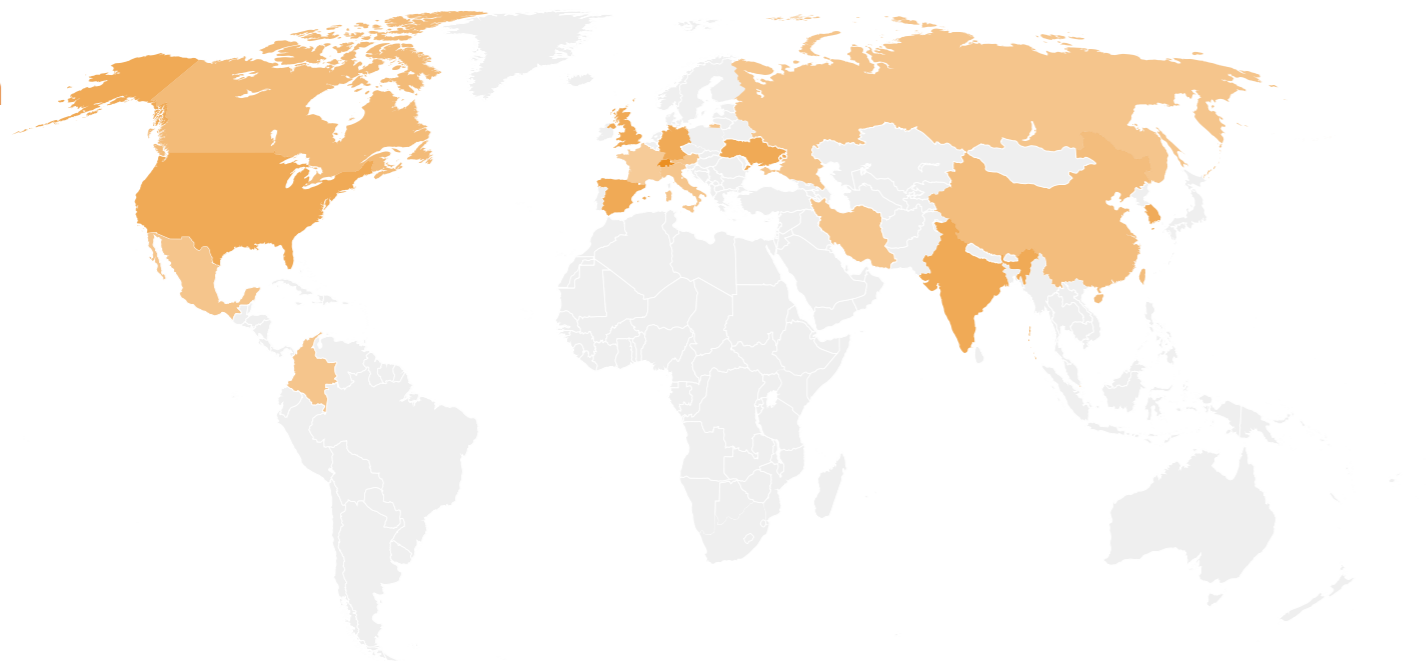
USP

- Unique design degree program in an multidisciplinary setting
- Exploratory and research driven - dedicated to excellence in design
- Solving wicked problems: exploring unknown & future challenges to open up new business opportunities
- Low student-teacher ratio of 1:6
- Excellent workshops - translating concepts into prototypes
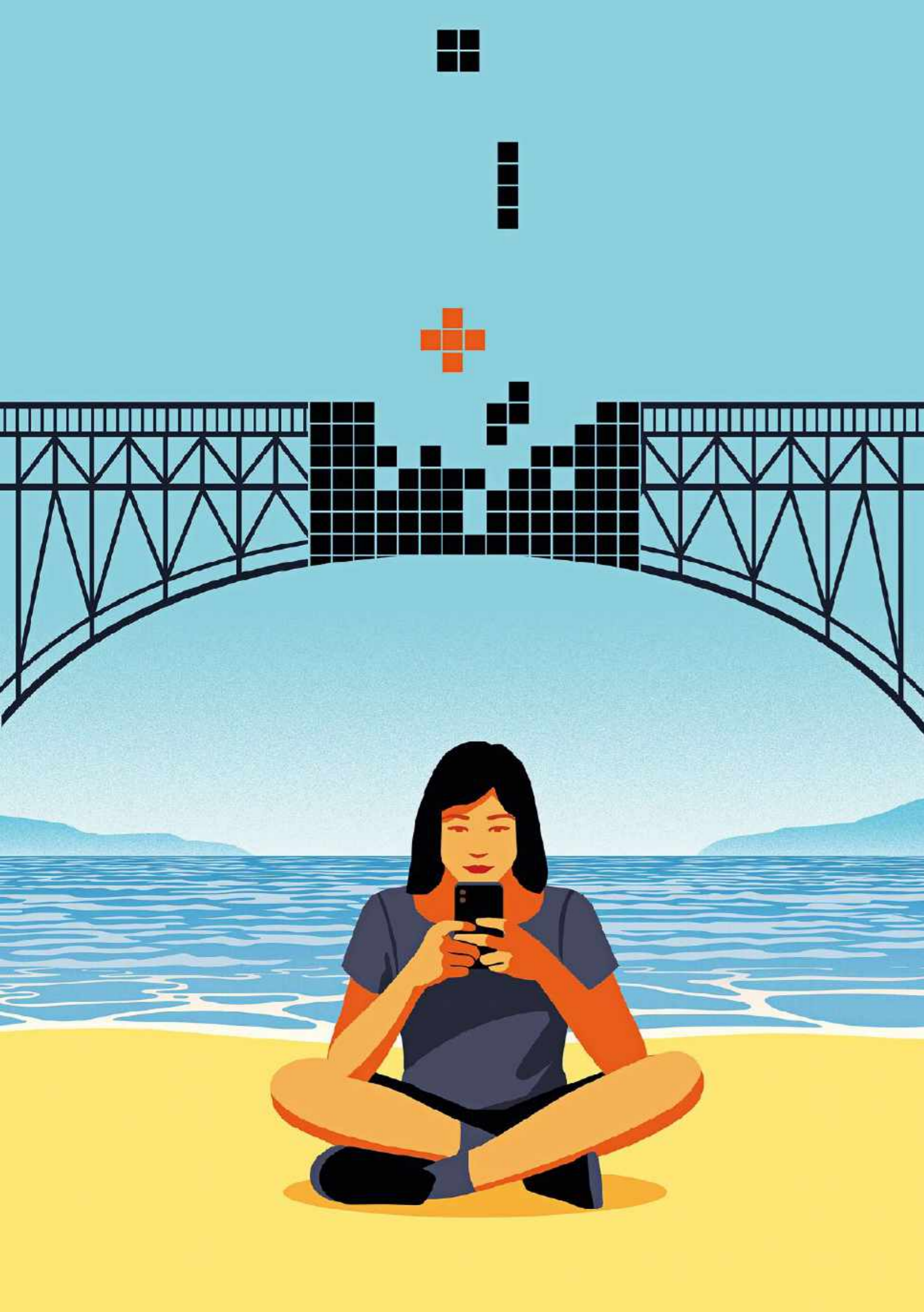
Parttimers

1/3

Students from

Head MA Design

Jan–Christoph Zoels

Students

75

www.hslu.ch/master-design

Master Design

We champion the next generation of change agents who reimagine material culture.

Master Design

Design is first and foremost in the transformation of our society towards a caring, healthy, vibrant community that sustainably enables a bright future worth living for all of us.

"Design is more than just a few tricks to the eye. It's a few tricks to the brain."

Neville Brody

Master Design

People-product relations and material flows are at the centre of our design interventions that address today's complex challenges.

We foster a process-oriented perspective that reflects meaning and values. Symbols, signs, objects and materials are our playing field. Through collaborative and practice-based design approaches, we harness the power of change through design.

MA lead
Isabel Rosa Müggler Zumstein

Students

USP

- Focus on excellence in design and sustainable entrepreneurship
- Create an individual body of work through design exploration
- Develop a strategic, personal profile by complementing individual skills in combination with competences in related fields
- Unique design degree program in an interdisciplinary setting together with other 3 master programs
- Tailored, individual coaching with diverse professionals to foster self-reflection
- Process-oriented approach to material & making in workshops & labs

Core questions

- How can designers be role models for the responsible use of resources and knowledge, propagating sustainable value creation by creatively rethinking and restructuring the economy?

www.hslu.ch/master-design

Core modules focus on MA Design specific subject matter, methods, and collaboration competencies:

- **Design to Context**
- **Design Value**
- **Exploration in Design**

Students develop a personal, professional position in the core module, including an inside-out and an outside-in perspective. They identify and create their own design strengths and critically position themselves within the design community. They sharpen their view of society by using a relevant outlook for the future.

Over three semesters, an individual design position emerges that conveys visions and, at the same time, is based on a well-founded, strategic, and future-oriented argumentation. This happens against the background of the comparison of practice and theory.

Explorative design methods and processes lead to conceptual and prototypical objects, materials, artifacts, surfaces, etc. Students present design hypotheses and validate these via theoretical references, questions, and prototypical experiences. Coaching, peer-to-peer feedback, workshops, and presentations help in the design iteration.

Master Design

Joel Hügli, MAD 2022
Matratzen ReDesign

Stakeholder map: Matratzen industry
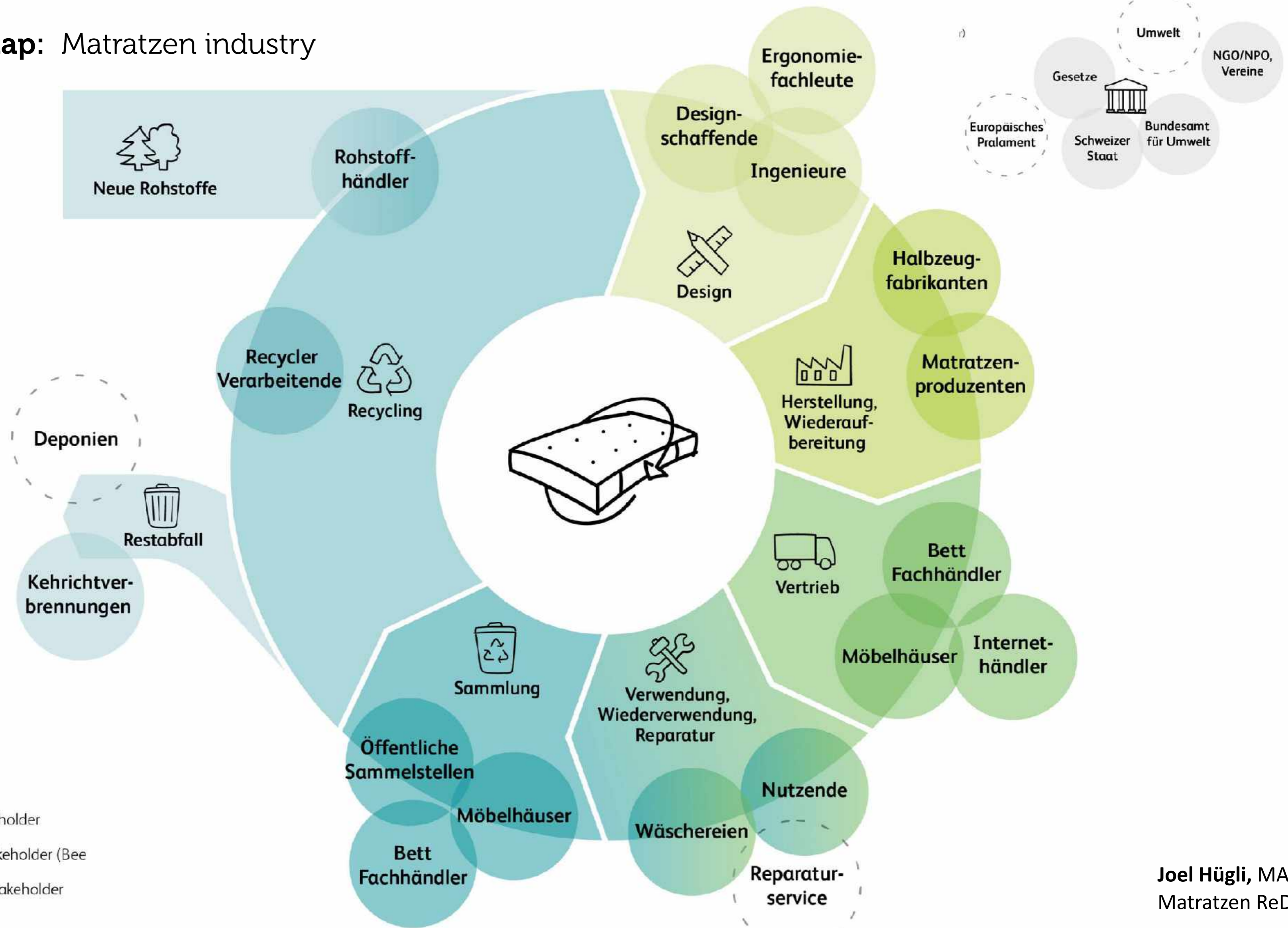
Joel Hügli, MAD 2022
Matratzen ReDesign

Angela Wicki, MAD 2022
Regenerative Bildung
Ein Netzwerk für Lehrpersonen zur Legitimation und Förderung des Unterrichts in und mit der Natur.

IN UND MIT DER NATUR UNTERRICHTEN

BEWEGUNG

«Eine Anregung für gestresste Lehrpersonen, die fast zwangsläufig von Erfolg gekrönt sein wird: Die Natur, insbesondere der Wald, ist ein Eldorado für bewegungsfreudige Kinder. Im Wald kann das Kind besonders viele visuelle, taktile und auditive Sinneserfahrungen machen und seine Motorik auf vielfältigste Weise einsetzen.»
Largo (2012)

BEDÜRFNISSE

«Natur ist für Kinder so essenziell wie gute Ernährung. Sie ist ihr angestammter Entwicklungsraum. Hier stoßen die Kinder auf vier für ihre Entwicklung unverhandelbare Quellen: Freiheit, Unmittelbarkeit, Widerstandsfähigkeit, Bezogenheit.»
Renz-Polster & Hüther (2013)

KOMPETENZEN

«Umweltbezogene Bildung führt zu einer Verbesserung der Leistungen der Schüler:innen in den Bereichen Sozialkunde, Naturwissenschaften, Sprachwissenschaften und Mathematik, verbessert die Ergebnisse standardisierter Tests und den Notendurchschnitt und fördert die Fähigkeiten zur Problemlösung, zum kritischen Denken und zur Entscheidungsfindung.»
Louv (2013)

UMWELT

«Naturbezogene Umweltbildung im Freien ist ein wichtiges Instrument zur Förderung umweltfreundlicher Einstellungen und Verhaltensweisen von Kindern sowie ihres Gefühls der Verbundenheit mit der Natur und zur Verfolgung des Ziels, die Auswirkungen des Menschen auf die Umwelt und die natürlichen Ressourcen zu verringern.»
Pirchio et al. (2021)

LERNORTE

«Jedes Schulfach lässt sich draussen unterrichten, denn die Ziele des Lehrplans 21 sind selten an einen bestimmten Lernort geknüpft. Schulhof, Hecke, Park, Garten, Bachufer, Wiese und Wald sind geeignete Lernorte.»
WWF (2020)

NETZWERK REGENERATIVE BILDUNG

Angela Wicki, MAD 2022
Regenerative Bildung
Ein Netzwerk für Lehrpersonen zur
Legitimation und Förderung des
Unterrichts in und mit der Natur.

Source: natuerschuel wildwuchs

Nora Wagner MAD 2022
Selma & Mogli
ein Plädoyer für spielerisch-exploratives Lernen
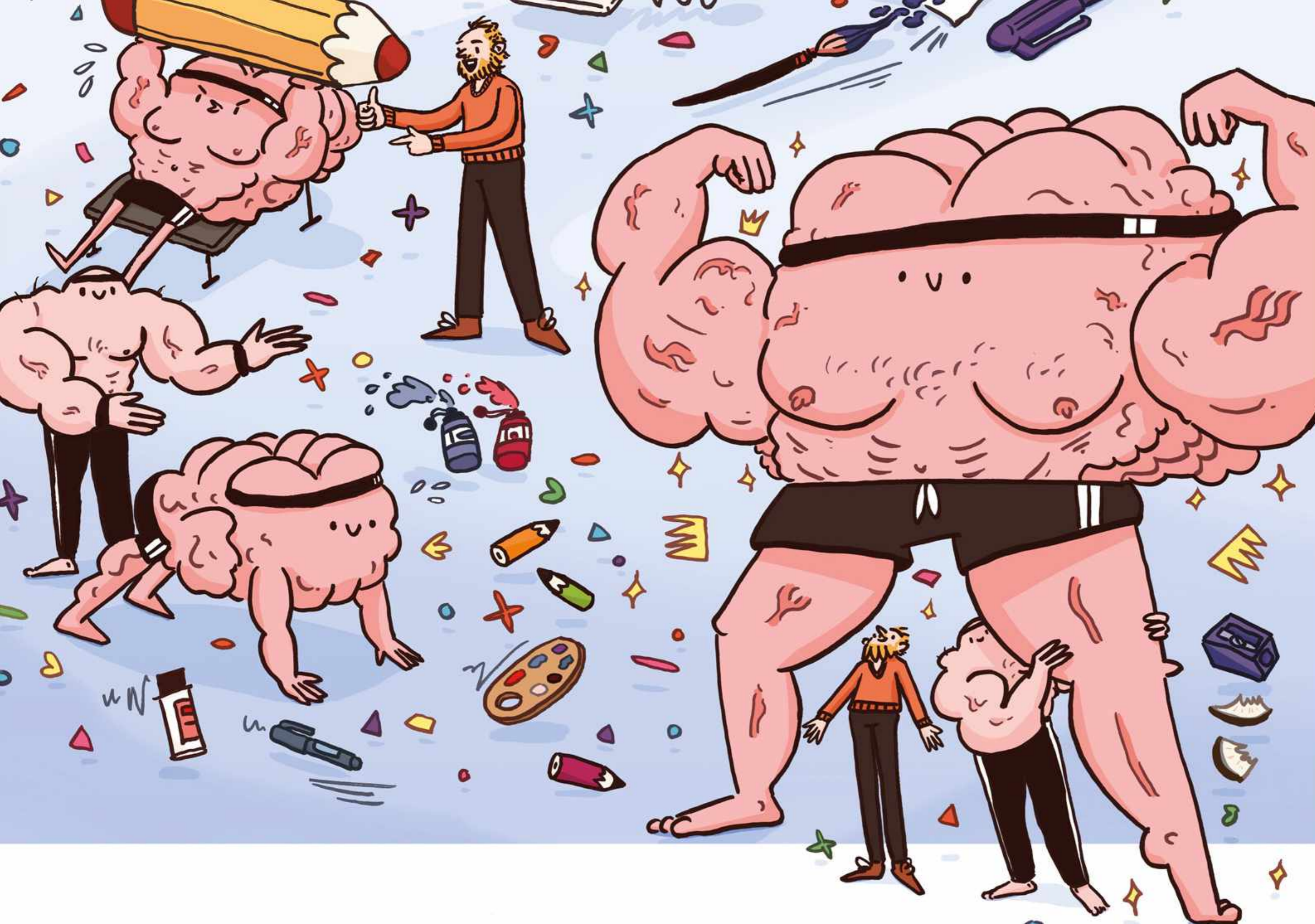
Markus Eberhard, MAD 2021
Improve your design life!
Visual training for creative muscles.

Cornelia Gassler, MAD 2018
Clinker play - design-driven
experiments with machine,
material and spatial effect.
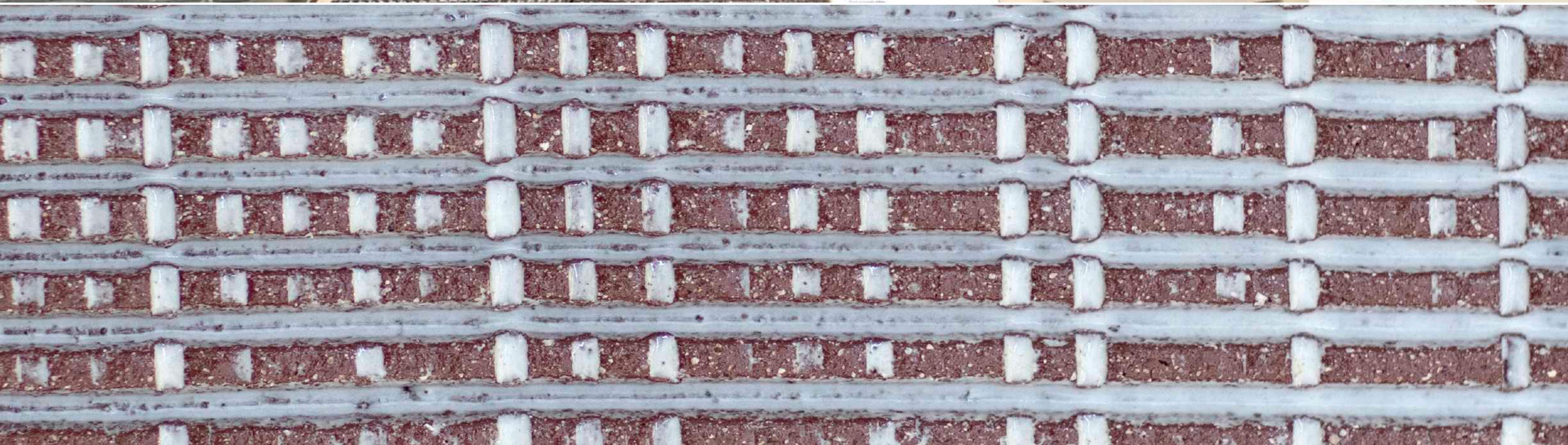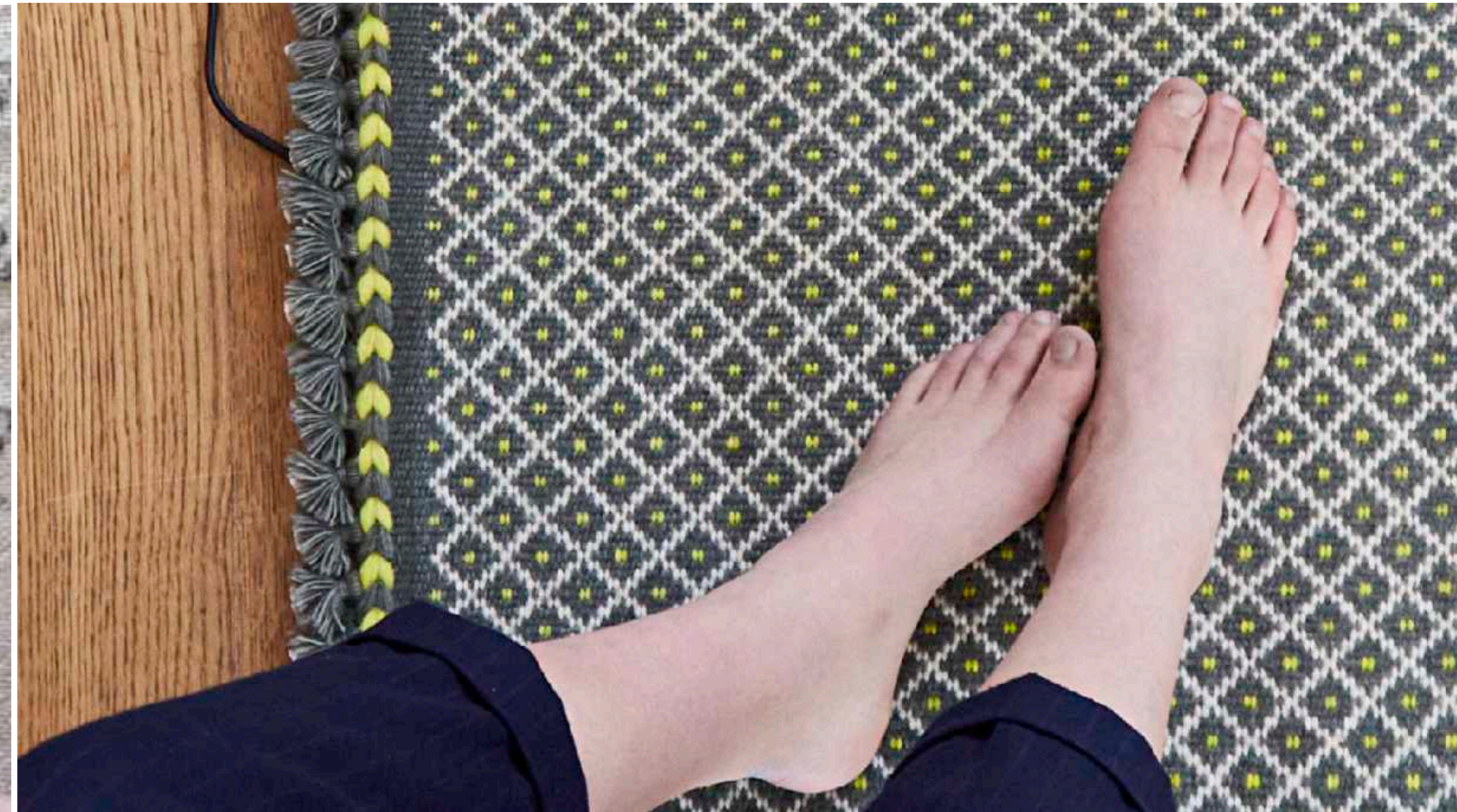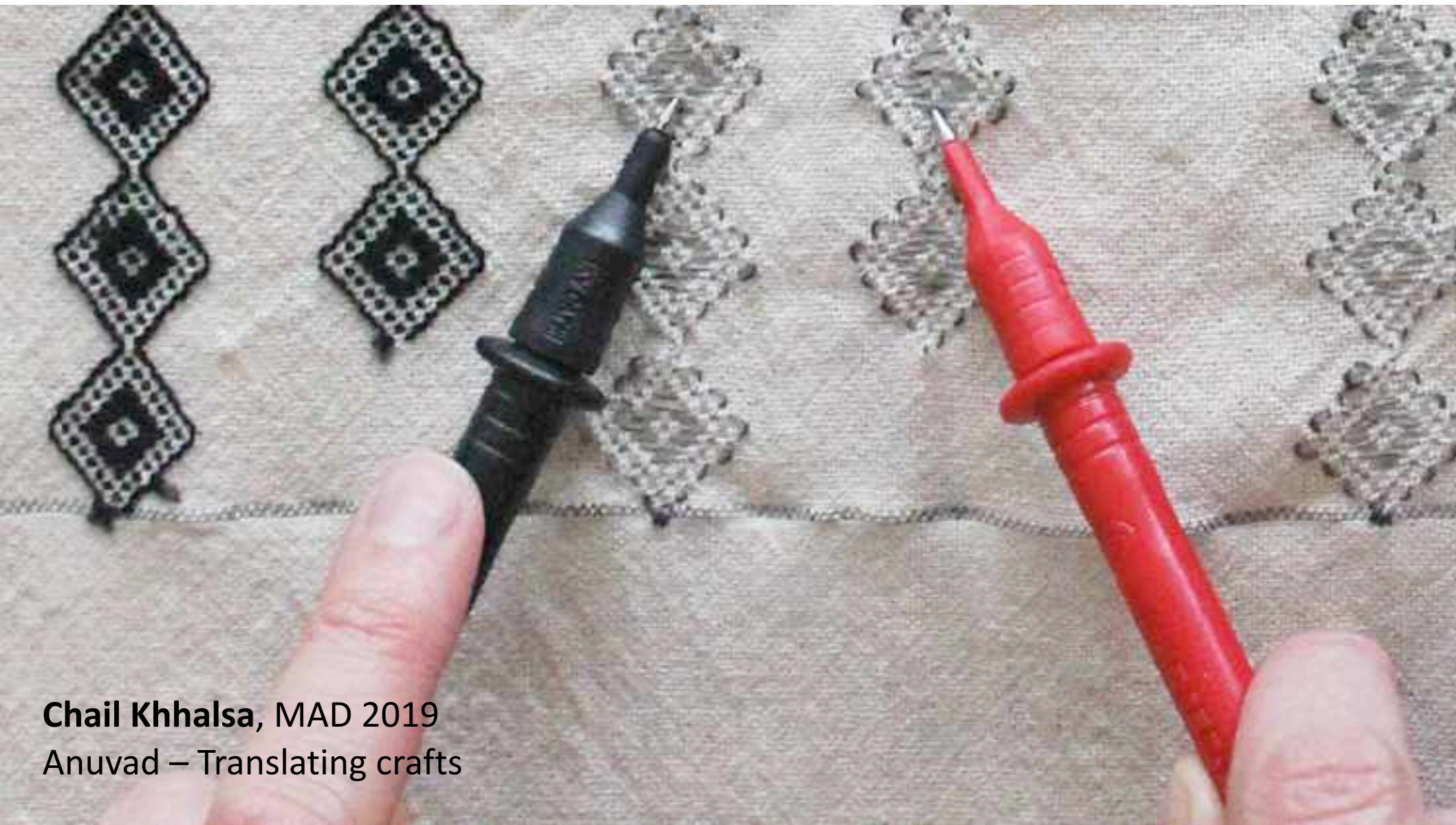
Chail Khhalsa, MAD 2019
Anuvad – Translating crafts

Meri Zirkelbach, MAD 2019
White Wood - Modified raw
material wood
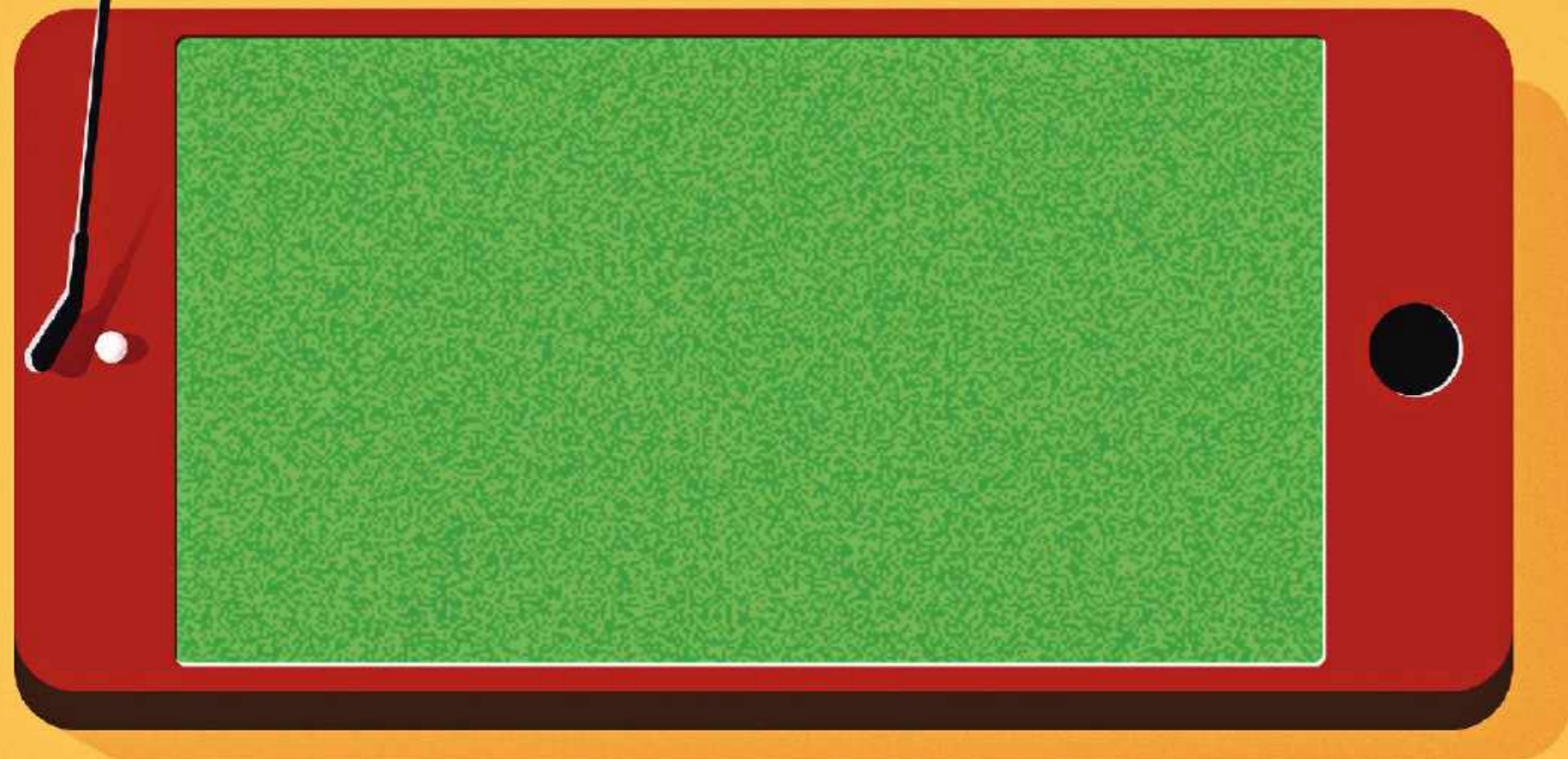
Digital Ideation

We strategically design and implement digital experiences, products and services that are a pleasure to use.

Vision statement

We are training the next generation of people to address and solve the problems of the future in an interdisciplinary way, without fear of combining different application areas.

"Machines take me by surprise with great frequency."
Alan Turing

Digital Ideation

Our goal is to be technically innovative, economically sustainable, socially relevant, and human-centred. Digital transformation creates both technological and design opportunities. Our interdisciplinary degree programme in Computer Science and Design is unique in Switzerland.

Building on the BA/BSc in Digital Ideation, also available for lateral entry students, the programme offers a practice-oriented, collaboration-based curriculum. Develop and implement your project ideas in cooperation with research and development as well as industry partners.

MA lead

Dr. Marcel BF Uhr

USP

- A unique interdisciplinary degree program in Switzerland
- Addresses a broad spectrum of topics in the field of computer science and design
- Explore possibilities in the combination of different fields of work e.g., arts, interaction design, computer science, sustainability, innovation, and user experience

Core questions

- How to integrate more computer science and information technology topics on digitalization and innovation into the curriculum?
- What are the core competencies of Master Digital Ideation graduates to shape the future?
- How to address future challenges with current methods?

www.hslu.ch/master-digital-ideation

Students

Digital Ideation

Core module Digital Ideation focuses on MA specific subject matter, methods, and collaboration competencies. The core module of the Master Digital Ideation is a module that can only be attended by students from the Master Digital Ideation. It includes the following three areas:

- **Computer Science**
- **User Experience**
- **Interaction Design**

In these three areas, current topics of interest and relevance to the students and their theses in the Master Digital Ideation are elaborated and discussed.

Computer Science
- Game Design
- Virtual Reality / Augmented Reality
- Mobile Programming
- Machine Learning
- Information Security
- Unity & C# Programming

User Experience
- UX process models
- Empathy 1 & 2
- User Research
- Hooked - Design that gets you hooked
- CX vs UX

Interaction Design
- Design Methods
- Emotional Design
- Typography
- Animations in Interaction
- Layout & Structure
- Design Patterns

These topics are reviewed from year to year and adapted if necessary. **We are now focusing on more strategic interaction design issues.**

Our goal is to prepare students for the design lead position of the Project Owner, Development lead, and Design lead triad.

Selina Nopper, MA Digital Ideation 2022
Take a Break
Eine Untersuchung von Verhaltensänderungen für einen langfristigen, selbstbestimmten Wandel im Umgang mit der digitalen Zeit.

Laura Aida Zihlmann, MA Digital Ideation 2022
The multiplicity of being
A reflection on our analog and digital self.
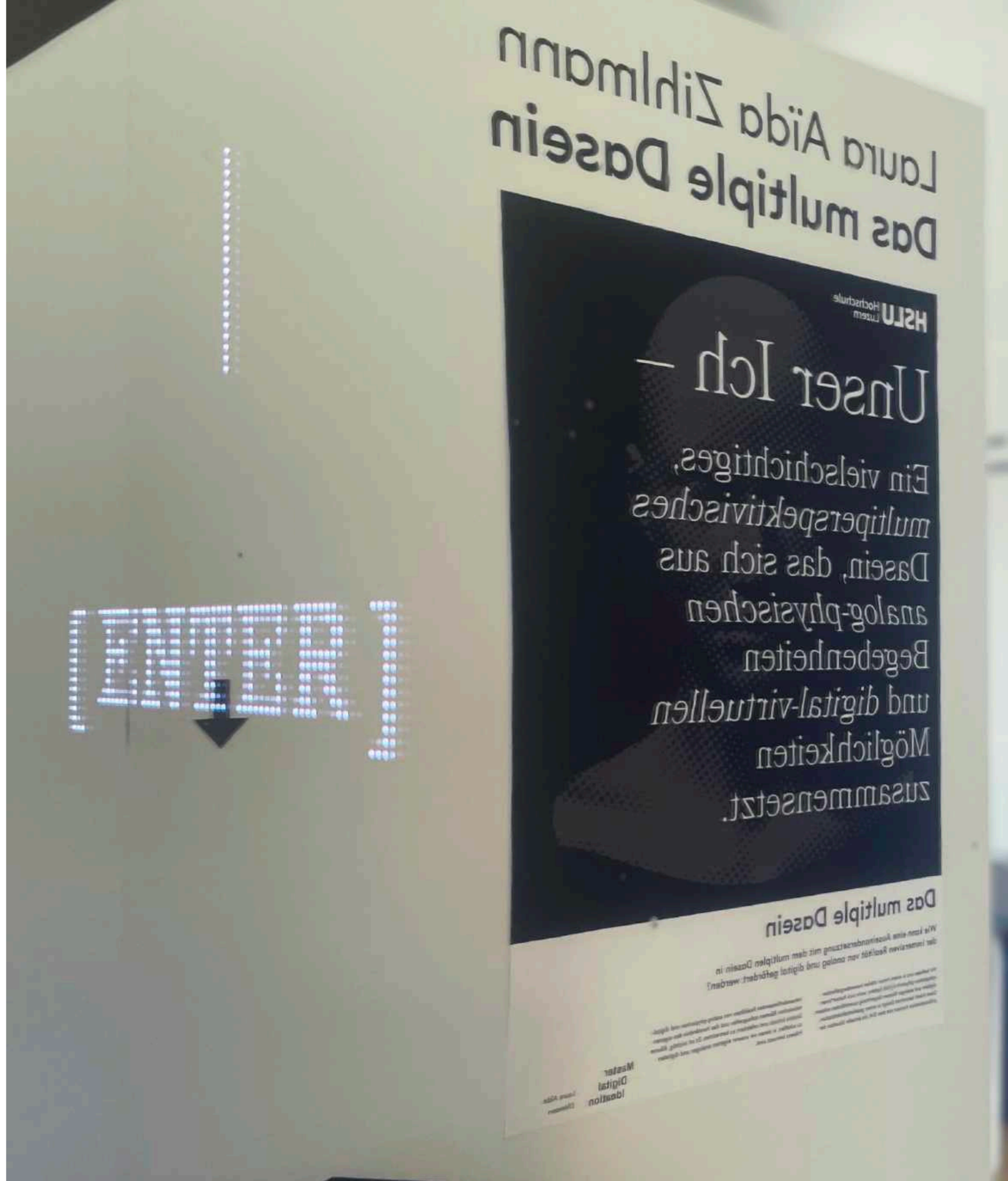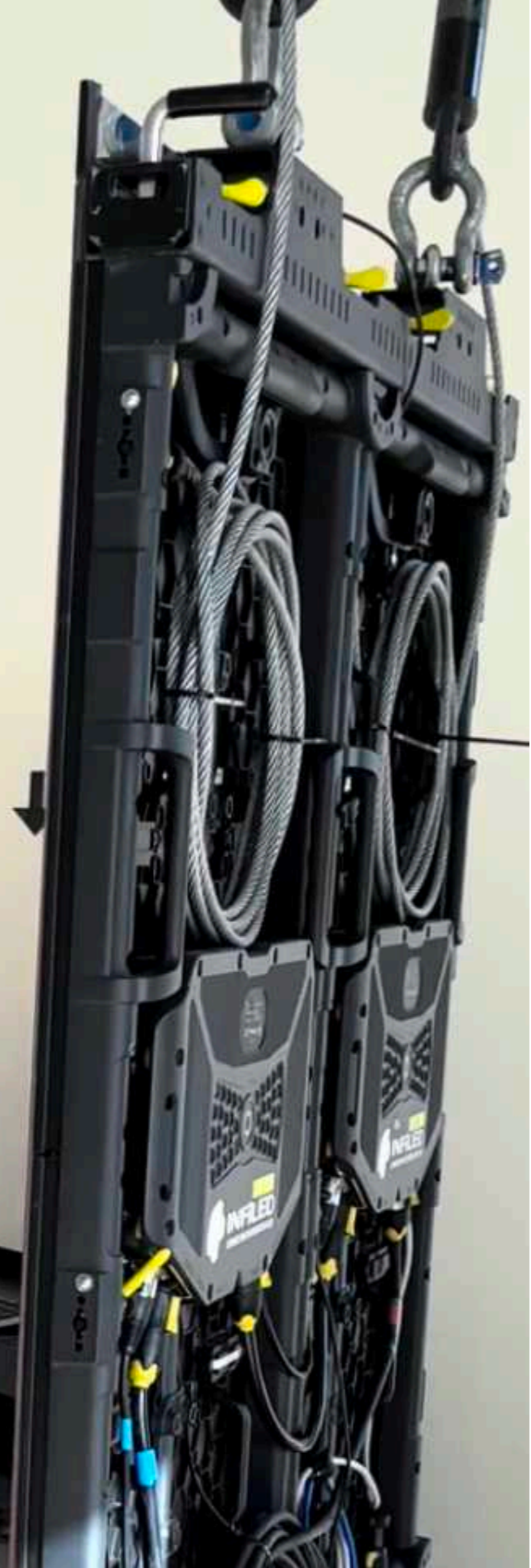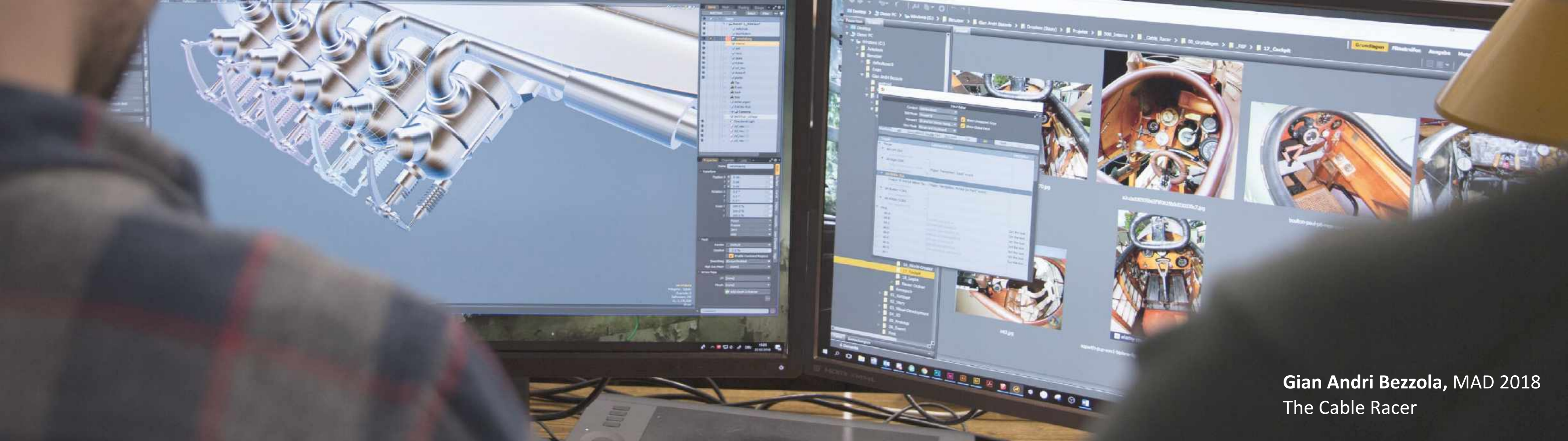
Gian Andri Bezzola, MAD 2018
The Cable Racer

Service Design
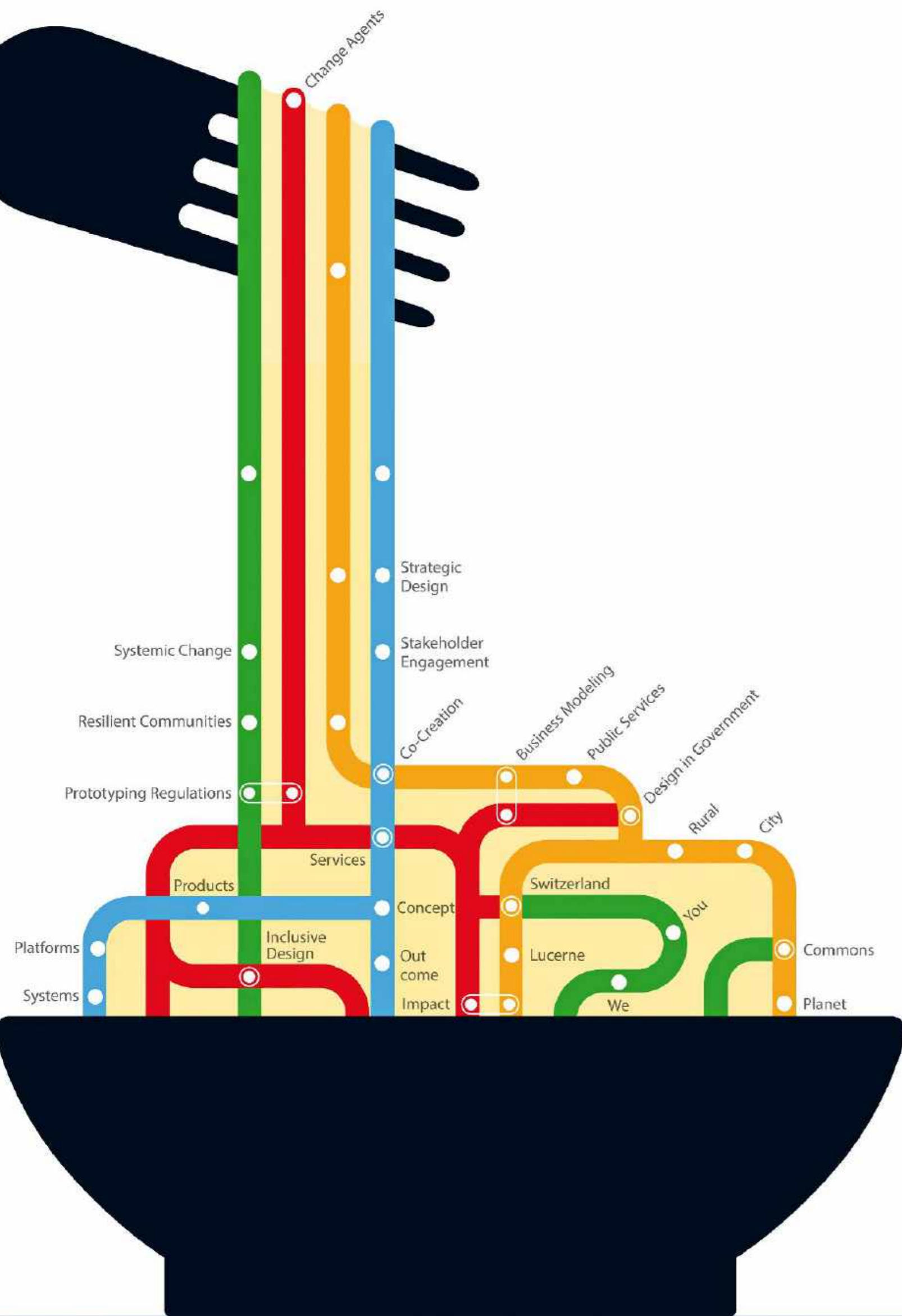
We design services from insight to implementation. Services that work. Relationships that grow.

Service Design

We design complex services based around human-centered design principles to support public and private organizations in their effort to be inclusive, ethical, sustainable, and caring.

"The only important thing about design is how it relates to people."
Victor Papanek

"Design creates culture.
Culture shapes values.
Values determine the future."
Robert L. Peters

Service Design

We understand services to be central to the human experience in everyday life: Services allow people to trust in government, business, and society. They strengthen social cohesion, allow participation and inclusion and mediate between policies, organizations, and individuals.

Our aim is to co-design novel services that enable government, non-profit and private organizations to fulfill their missions and mandates within the framework of Sustainable Development Goals. Because services are embedded in organizations, they function as catalysts for transformative changes by creating new values, integrating organizational systems, and reorienting them around people.

MA lead

Prof Dr. Sabine Junginger

USP

- First Swiss Master program in Service Design

- Prepares students for a leading role in public and private organizations

- Continuously updated through cutting-edge design research and professional practices in contemporary Service Design

- Unique focus on public services in combination with public sector innovation, policy and business modeling

- Bridges Service Design with IX, UX, Information and Communication Design, and Human-Centered Design

- Wide-reaching international network of instructors, professionals and researchers

20

Students

www.hslu.ch/master-service-design

Service Design

Students will inquire into the design of services as a human design practice that shapes how people experience everyday life – whether as citizens, customers, or simply as individual human beings and community members.

Students draw on the knowledge of Service Design theories, methods, processes, and practices to develop their competencies in transdisciplinary and interdisciplinary co-design and co-creation involving user research. They become familiar with the emerging service design landscape in the public sector and the role of service designers on the strategic, organizational, and policy level. The module is organized around three main thematic clusters:

Experiences in the Making

Services are continuously co-created and regenerated by all the people who participate in the design, provision, and use of a specific service. This module identifies the elements that make a service and teaches how values frame the human experience and interaction. We investigate qualitative experiences and how organizational, political, technological, and cultural systems frame our expectations and the fulfillment of service promises.

Designing with People

Services establish relationships between organizations and individuals through service encounters and touchpoints. Service designers may reinforce existing relationships or allow for new ones.

This module focuses on meaningfully engaging and including people in multi-stakeholder contexts. We devise ways to encourage participation and to lead and steer a design project with stakeholders from different backgrounds in interdisciplinary and transdisciplinary co-design and co-creation processes.

Serving Government, Society & Business

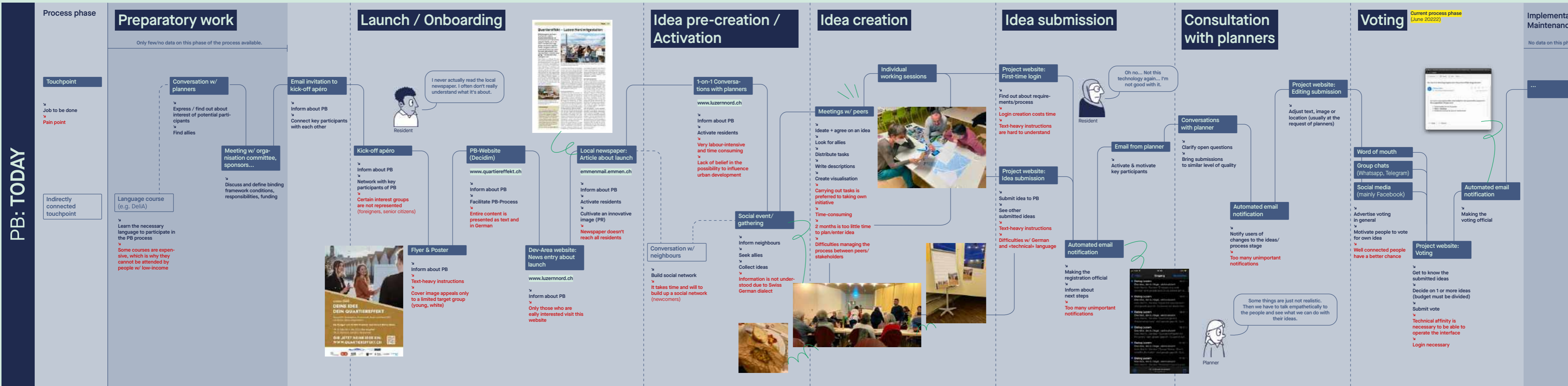Services are at the heart of every human organization. This section teaches students about the social function of service quality and the business models that support sustainable organizations.

Students develop and apply multi-perspective value propositions and explore scaling micro, mezzo, and macro levels. They also explore how service design contributes to policy-making and policy implementation.

Participatory Budgeting

Martin Dusek, MA Service Design 2022
Wunsch-O-Mat & other conversation tools
Interventions for inclusive city planning

Participatory budgeting (PB) is a form of citizen participation in which citizens and other stakeholders are involved in the process of deciding how public money is spent.[1] In LuzernNord, a group of organisations, incl. the municipality of Emmen, the city of Lucerne, neighbourhood associations and local businesses, launched «Quartiereffekt»: The best ideas from the population share CHF 21'000 for their implementation.

PB: TODAY

Process phase

| Preparatory work | Launch / Onboarding | Idea pre-creation / Activation | Idea creation | Idea submission | Consultation with planners | Voting | Implementation / Maintenance |

Current process phase (June 20222)

Only few/no data on this phase of the process available.

No data on this phase.

Touchpoint
- Job to be done
- Pain point

Indirectly connected touchpoint

Preparatory work

Conversation w/ planners
- Express / find out about interest of potential participants
- Find allies

Meeting w/ organisation committee, sponsors…
- Discuss and define binding framework conditions, responsibilities, funding

Language course (e.g. DeIIA)
- Learn the necessary language to participate in the PB process
- Some courses are expensive, which is why they cannot be attended by people w/ low-income

Kick-off apéro
- Inform about PB
- Network with key participants of PB
- Certain interest groups are not represented (foreigners, senior citizens)

Flyer & Poster
- Inform about PB
- Text-heavy instructions
- Cover image appeals only to a limited target group (young, white)

Launch / Onboarding

Email invitation to kick-off apéro
- Inform about PB
- Connect key participants with each other

Resident: I never actually read the local newspaper. I often don't really understand what it's about.

PB-Website (Decidim)
www.quartiereffekt.ch
- Inform about PB
- Facilitate PB-Process
- Entire content is presented as text and in German

Dev-Area website: News entry about launch
www.luzernnord.ch
- Inform about PB
- Only those who are eally interested visit this website

Idea pre-creation / Activation

1-on-1 Conversations with planners
www.luzernnord.ch
- Inform about PB
- Activate residents
- Very labour-intensive and time consuming
- Lack of belief in the possibility to influence urban development

Local newspaper: Article about launch
emmenmail.emmen.ch
- Inform about PB
- Activate residents
- Cultivate an innovative image (PR)
- Newspaper doesn't reach all residents

Conversation w/ neighbours
- Build social network
- It takes time and will to build up a social network (newcomers)

Social event/ gathering
- Inform neighbours
- Seek allies
- Collect ideas
- Information is not understood due to Swiss German dialect

Idea creation

Individual working sessions

Meetings w/ peers
- Ideate + agree on an idea
- Look for allies
- Distribute tasks
- Write descriptions
- Create visualisation
- Carrying out tasks is preferred to taking own initiative
- Time-consuming
- 2 months is too little time to plan/enter idea
- Difficulties managing the process between peers/ stakeholders

Idea submission

Project website: First-time login
- Find out about requirements/process
- Login creation costs time
- Text-heavy instructions are hard to understand

Project website: Idea submission
- Submit idea to PB
- See other submitted ideas
- Text-heavy instructions
- Difficulties w/ German and «technical» language

Automated email notification
- Making the registration official
- Inform about next steps
- Too many unimportant notifications

Consultation with planners

Resident: Oh no… Not this technology again... I'm not good with it.

Email from planner
- Activate & motivate key participants

Conversations with planner
- Clarify open questions
- Bring submissions to similar level of quality

Project website: Editing submission
- Adjust text, image or location (usually at the request of planners)

Automated email notification
- Notify users of changes to the ideas/ process stage
- Too many unimportant notifications

Planner: Some things are just not realistic. Then we have to talk empathetically to the people and see what we can do with their ideas.

Voting

Word of mouth

Group chats (Whatsapp, Telegram)

Social media (mainly Facebook)
- Advertise voting in general
- Motivate people to vote for own idea
- Well connected people have a better chance

Automated email notification
- Making the voting official

Project website: Voting
- Get to know the submitted ideas
- Decide on 1 or more ideas (budget must be divided)
- Submit vote
- Technical affinity is necessary to be able to operate the interface
- Login necessary

Interventions

Interventions: The following suggestions for process improvement are based on the discussions with the local population and urban planners, resp have arisen from my own design process while working it this field.

1 Multiplicators Map

People & Diversity [a]
Who is involved in the conversation and why? Who else could be engaged? How does gender and race effect the conversation?

Process phase: Preparatory work

Multiplicators are people who, thanks to their network—and often also language skills—can mediate between communities and professionals. If planners can build trust with these key people in (cultural) communities, they in turn can facilitate conversations and collaborations that would otherwise hardly be possible.

What problem does it solve?
This method helps to identify already in the planning of a PB which groups of people could be at risk of being excluded. Systematically, missing contacts can be identified and added to the existing network.

Who uses it and how?
Planners can use the framework (above) as a first step to become aware in a working session of which contacts they are missing to achieve their goal. The table (below) is then used to keep track of past and future interactions.

2 Conversations-Tools

Interface & Space [a]
What opens the conversation? How does the invitation set the stage and with what kind of energy?

Process phases: Idea pre-creation / Activation + Idea creation

2a Wunsch-O-Mat

Based on a folding book, the Wunsch-O-Mat invites residents to formulate their own wish with prefabricated sentence fragments. If the participant cannot find anything suitable among the decks of cards, she can easily use the template to write own ideas.

What problem does it solve?
People may find it difficult to talk about their own wishes and views with strangers. The Wish-O-Mat is a playful way to start such a conversation.

Who uses it and how?
Planners can use this tool to enter into a dialogue with local residents (e.g. in a mosque, as in the picture here) about their wishes, hopes and fears regarding a future city.

2b Local Expert Map

An illustrated map of the neighbourhood calls on passers-by to mark places they find good or bad, or which they do not know.

What problem does it solve?
The topic of urban planning can be overwhelming and perceived as something that only concerns experts. By addressing residents as the true experts on the subject through a map of the area they know best, they feel empowered to share their knowledge and views with planners.

Who uses it and how?
The map can be placed (almost) everywhere, which facilitates access to different population groups. The design (teasing title, illustrations) has a provocative effect on the viewers and encourages them to enter into a conversation with the planners and other viewers. It is important that the planners document the changes on the map with notes and possibly photos, otherwise the data will be lost.

2c Wish Bubble

The Wish Bubble can be used to capture wishes in a short time. People are asked to think about what they would want (for their neighbourhood).

What problem does it solve?
People have little time or reason to be interested in urban planning. By going to the places where people naturally spend time and giving them the opportunity to formulate their needs in a given framework in a short time, planners can spark conversations about urban planning.

Who uses it and how?
This method can help planners to talk to residents very quickly and in a low-threshold manner. It is also important here that the interactions are recorded with the help of photos. Tip: If you use a Polaroid camera for this, you have to wait at least 5 minutes for the picture to develop completely, which provides time and space for a conversation. Moreover, the conversation partners have a souvenir of the conversation.

3 Analogue Submission Form

Goal & Agreement [a]
What have the... accomplish... there? How...

Process phase: Idea submission

As an extension to the digital process, the printed form translated into various languages allows an idea to be submitted in an analogue way. The completed form can be sent by return envelope to the planners, where it is then scanned and the data fed into the existing digital system.

What problem does it solve?
Although digital participation opportunities bring great benefits, these touchpoints can also be a deterrent for certain—often older—people.

Who uses it and how?
The form can be filled out by residents on their own. At the same time, it can also help planners to encourage residents during a conversation to become concrete and to reformulate what they have said into an idea for the Participatory Budget.

Farewell Smartphone

Recycle me →

Another year? Yes

C 80 kg CO₂

ECOLABEL
Apple iPhone 13 Pro
09/2021

A
B
C
D
E
F
G

78 kg CO₂

2000×   5 years   5 years

RECYCLE YOUR PHONE

DIE POST

Tim Heeb, MA Service Design 2022
Farewell Smartphone
Extend the service life of smartphones

A CASE FOR TEAMWORK

Marta Angelillis, MA Service Design 2022
A case for teamwork
Tackling waste management issues through community engagement
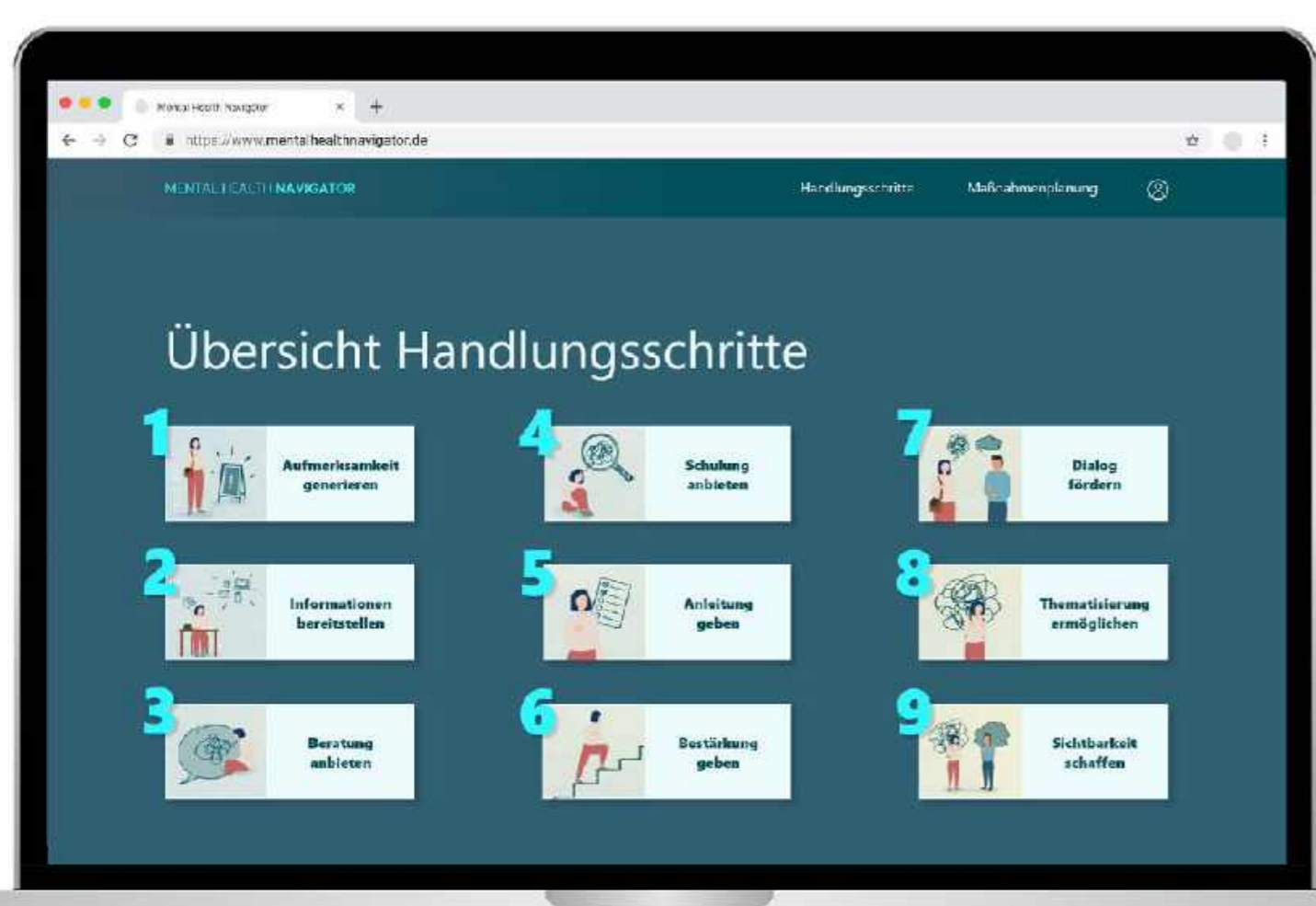
Psychische Gesundheit an der Hochschule

	Akteuere	Formate	Botschaften	Beispiele

Spannungsfeld 4: Stigmatisierung
✗ Studierende nehmen keine Hilfe in Anspruch, aus Angst davor, ausgegrenzt und stigmatisiert zu werden.
✗ Psychische Gesundheit ist in der Gesellschaft wie auch an der Hochschule wenig sichtbar.

Handlungsfeld 4: Sensibilisierung & Inklusion
→ Psychische Krankheiten müssen enttabuisiert und somit entstigmatisiert werden. Psychische Gesundheit muss sichtbar gemacht werden.
→ Herausforderungen psychischer Art und die Inanspruchnahme von Hilfe müssen als normal kommuniziert werden.

- Hochschule / Universität:
- Studierende: Psychische Gesundheit, psychische Krankheiten und Inanspruchnahme von Hilfe offen thematisieren und somit normalisieren

- Events, Veranstaltungen
- Kampagnen, Aktionen

⊗ **Affect:** emotionale Assoziationen machen eine Botschaft sichtbar und einprägsam
⊗ **Salience:** Beratungsstellen, etc. auf ungewöhnliche und prägnante Weise sichtbar zu machen, hilft, die Aufmerksamkeit darauf zu lenken
⊗ **Messenger:** die Botschaften von Experten, also z.B. Beratungspersonen haben eine größere Chance, Hilfsangebote erfolgreich zu bewerben.
⊗ **Norms** ein Normalisieren der Inanspruchnahme von Hilfe und Thematisieren psychischer Gesundheit prägt maßgeblich Normvorstellungen
„es gibt keine Gesundheit ohne psychische Gesundheit"
„psychisch gesund sein, heißt auch mit Symp-

- 10 Schritte für psychische Gesundheit
- Tour de Courage
- Psychische Gesundheit in der Schweiz – Bestandsaufnahme und Handlungsfelder
- We Listen
- Visualising Mental Health
- Seize the Akward

Spannungsfeld 3: Fehlende Teilhabe
✗ Studierende haben nur wenig Möglichkeiten an der Hochschule zum Thema psychische Gesundheit mitzuwirken.
✗ Studierende und ihre Bedürfnisse sind nicht ausreichend in die Gestaltung einer inklusiven Hochschule miteinbezogen.

Handlungsfeld 3: Empowerment & Kommunikation
→ Studierende müssen mithilfe von partizipativen Formaten zum Diskurs zu psychischer Gesundheit sowie der Gestaltung einer inklusiven Hochschule beitragen können.
→ Eine klare, gezielte und auf positive Botschaften fokussierte Kommunikation kann Studierende bei der Inanspruchnahme und Weiterempfehlung von Hilfe bestärken.

- Hochschule / Universität: Plattform und Möglichkeiten zur Interaktion und Teilhabe bieten
- Studierende: Studierendenvereine; Erfahrungsaustausch

- Diskussionspodien, Foren, Workshops, Kurse, Webinare
- Studierendenvereine und -gruppen, Ausstellungen

SCHRITTE

- Studierende werden multimedial und ggf. mehrsprachig auf vorhandene Ressourcen, Möglichkeiten, Angebote, Rechte, Regelungen sowie Beratungs- und Kontaktstellen aufmerksam gemacht. Dies kann sowohl passiv (z. B. mit Printmedien) als auch aktiv (z. B. durch Dozierende) geschehen.
- Studierende werden regelmäßig, multimedial und ggf. mehrsprachig über vorhandene Ressourcen, Möglichkeiten, Angebote, Rechte, Regelungen sowie Beratungs- und Kontaktstellen informiert. Ein niederschwelliger, orts- und zeitunabhängiger sowie anonymer Zugang (z. B. Online) zu Informationen ist hierbei essenziell.
- Studierende nehmen eine Beratung in Anspruch, bzw. sind über Beratungsmöglichkeiten informiert. Eine niederschwellige und ggf. orts- sowie zeitunabhängige und anonyme Kontaktaufnahme ist entscheidend. Ansprechpersonen vor Ort am Campus können ggf. eine Kontaktaufnahme weiter erleichtern.
- Studierende (sowie Dozierende und Mitarbeitende) werden zu Krankheitsbildern, -symptomen und Behandlungsmöglichkeiten psychischer Erkrankungen geschult. Studierende wissen wo sie Hilfe bekommen können und wann sie diese in Anspruch nehmen sollten.
- Studierenden werden Techniken und Möglichkeiten zur Selbsthilfe vermittelt. Sie können sich selbst und anderen zu helfen, sowie in herausfordernden Situationen helfen. Darüber hinaus wird ein gesamtheitliches Gesundheitsverständnis gefördert, welches die psychische und physische Gesundheit gleichstellt.
- Studierende fühlen sich bestärkt (professionelle) Hilfe in Anspruch zu nehmen, bzw. sich selbst und anderen zu helfen, sowie Beratungs- und Kontaktstellen weiter zu empfehlen. Eine klare, gezielte und auf positive Botschaften fokussierte Kommunikation kann dies unterstützen.
- Studierende können mithilfe von partizipativen Formaten zum Diskurs rund um psychische Gesundheit beitragen. Sie fühlen sich bestärkt und ermutigt, bei der Gestaltung einer inklusiven Hochschule beizutragen.
- (Psychische) Herausforderungen im Studienalltag sowie die Inanspruchnahme von Hilfe werden als normal kommuniziert. Psychische Gesundheit wird thematisiert und psychische Erkrankungen somit enttabuisiert sowie entstigmatisiert.
- Psychische Gesundheit wird im Umfeld Hochschule sichtbar gemacht. Studierende sind informiert, geschult und bestärkt, offen und proaktiv damit umzugehen. Sie nehmen diese Erfahrung mit ins Privat- und Berufsleben.

ZEITRAHMEN

- ☽ Semesterbeginn
- ☽ Semestermitte
- ◐ Semesterende
- ● durchgängig

Semesterbeginn (z. B. Erstsemesterveranstaltung)	Informationen jederzeit zugänglich; Erinnerungen punktuell zu Semesterbeginn, -mitte, -ende	Beratung jederzeit zugänglich	Schulung außerhalb der Prüfungszeiten (z. B. Semestermitte)	Anleitungen jederzeit zugänglich			Psychische Gesundheit jederzeit thematisieren / vor allem zu Semesterbeginn und vor Prüfungen	Psychische Gesundheit jederzeit sichtbar

PRIMÄRE TOUCHPOINTS

PRINT	(Post-)Karten, Flyer, Borschüren, Plakate, Give-aways	Karten, Flyer, Broschüren			Karten, Flyer, Broschüren, Merkblätter, Toolkits				
DIGITAL	E-Mail, Social Media, Website, Film, Animation	E-Mail, Website	Beratungs- & Kontaktstellen	Beratungs- & Kontaktstellen	Social Media, Website, App	Social Media	Social Media	Social Media, Film, Animation	Social Media, Film, Animation
VOR ORT	Pinnwand, Screen, Info-Point, Leitsystem	Pinnwand, Screen, Info-Point, Leitsystem	Beratungs- & Kontaktstellen	Beratungs- & Kontaktstellen		Treffpunkt	Briefkasten, Treffpunkt		
INTERAKTION	Informationsveranstaltungen, Campus-Touren, Events, Aktionen, Kampagnen	Informationsveranstaltungen, Campus-Touren, Events		Workshops, Webinare, Kurse	Aktionen	Ausstellungen, Events, Aktionen, Kampagnen	Ausstellungen, Events, Foren, Workshops, Studieredenvereine & -gruppen		

STUDIERENDE

			Beratung aufsuchen	geschult werden		aktiv werden, sich organisieren	„Mund-zu-Mund-Propaganda", Weiterempfehlungen		

Alexandra Gurtner, MAD 2021
(in)visible mind –
Mental health at the University

Herkunftsland

Bevölkerung

Personen mit indirektem Kontakt

Personen mit direktem Kontakt

hilfeleistende Privatpersonen

Zurückgebliebene

Freiwillige

SozialarbeiterInnen

Angestelle z.B. Beratungsstelle

Freunde, Familie

ArbeitgeberInnen

Aufklärung Informationen

Kontakt, Kommunikation

Zusammenarbeit

Verständnis

ethisches Handeln

Rechte

Staat, Kantone, Gemeinde

Kontakt

wenig Kontakt führt zu Frustration und psychischem Leiden

Misstrauen Angst Vermeidung Ignorierung

Unverständnis, Schwierigkeiten in der Kommunikation und der Zusammenarbeit

radikale Meinungen oder Gleichgültigkeit

sekundäre Kriminalisierung

Infrastruktur Räumlichkeiten

EigentümerInnen Nothilfeunterkunft Ibach (Männer) in Luzern

Gegenseitige Vernetzung

eingeschränkte Wirkung

Schlechte Infrastrukturen Platzmangel

Bündnis Solinetz Luzern

Finanzierung

Eingeschränkte Möglichkeiten, um Hilfe zu leisten

Schlechte Verständigung durch kulturelle und soziale Unterschiede

gute Verständigungsmittel und Methoden

Staatlicher Apparat/ Einrichtungen

NGOs und

Präsenz in

2. Objektdesign

abweisende

Übersicht Handlungsschritte

1 Aufmerksamkeit generieren
2 Informationen bereitstellen
3 Beratung anbieten
4 Schulung anbieten
5 Anleitung geben
6 Bestärkung geben
7 Dialog fördern
8 Thematisierung ermöglichen
9 Sichtbarkeit schaffen

Aurelio Todisco, MAD 2020
Lucerne for All –
Paths of Inclusion

Eco-Social Design

We design solutions for the well-being of current and future communities and explore new roles for designers in the eco-social transformation.

"What is the use of a house if you haven't got a tolerable planet to put it on?"
Henry David Thoreau

Eco-Social Design

MA description

We are committed to creating sustainable, equitable, and resilient futures. The self, the commons, and the planet are at the centre of our design interventions to cope with today's systemic challenges. We apply collaborative and practice-based design approaches to address social, environmental, and economic issues.

Eco-Social Designers explore the wicked problems of living within the planet's ecological limits. They navigate complex systems, collaborate with human and non-human actors, and design interventions at different scales – from policymaking to prototyping regulations, community activism, and individual actions.

USP

- Students are empowered to develop their own design practice connecting to prior experiences and training.

- The program provides training in transformative competencies such as system thinking, future literacy, and environmental literacy.

- Students are trained to bridge between social systems, disciplines, and knowledge.

- Students are trained to collaborate with bottom-up initiatives as well as governments.

- Students become familiar with a wide range of transformation strategies and theories of change.

- Students design for more-than-human stakeholder ecologies and innovate for regenerative designs.

- Students acquire a solid base of self-reflection and personal resilience vis-à-vis the enormous societal challenges of our time.

Students

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www.hslu.ch/master-eco-social-design
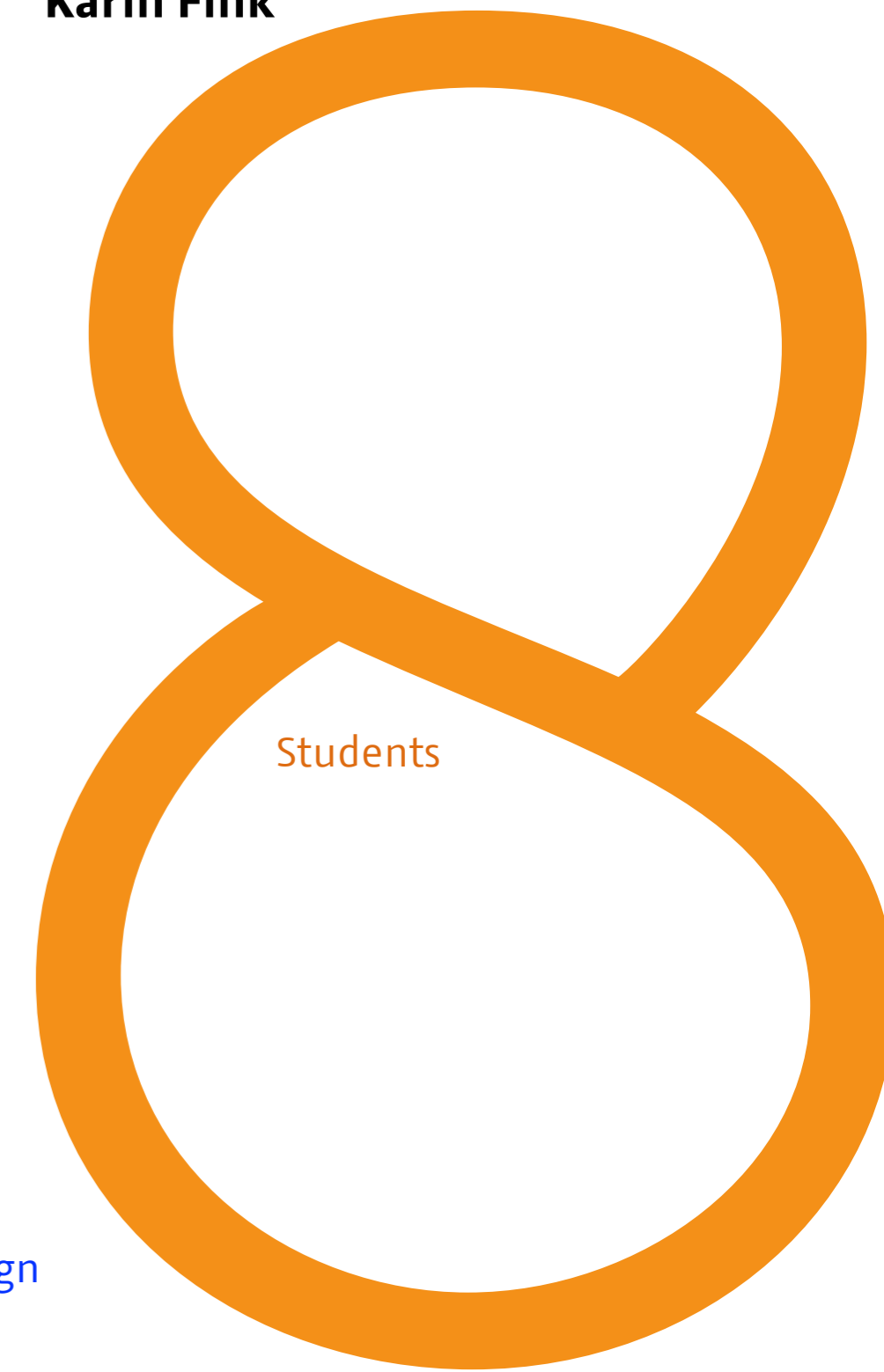
Eco-Social Design

Students will explore Eco-Social Design as an emerging design paradigm that is normatively committed to sustainable development and scientifically grounded in a transdisciplinary approach. They will develop theoretical and practical competencies in interdisciplinary and systemic ways of thinking and working, and get to know frameworks to inform, guide and reflect on corresponding, practical design projects. The module is organized around three main thematic clusters:

The cluster "**self**" focuses on individual habits, routines, practices, and mental infrastructures. In this module, students will engage with the meaning, implications, and potentialities of individual practices in the context of ecosocial transformation. In addition, students will question and develop their own role perceptions and attitudes as ecosocial designers.

In the "**commons**" cluster, students analyze and map dynamics of complex stakeholder systems and explore causes, effects, and ways of dealing with some of the most pressing issues of the 21st century from socio-political and socio-economic perspectives.

The "**planet**" cluster offers students the opportunity to develop a sound understanding of natural systems in general and gain specific insights into the topics climate, biodiversity, and natural resources . Students will be introduced to (environmental) science concepts relevant for sustainability transformation as a basis to inform their design work. Thus, the module provides the foundation to move from human-centered to planet-centered design approaches.

HSLU Lucerne University of Applied Sciences and Arts

Master Design

Digital Ideation

Eco-Social Design

Service Design

Curriculum

Overview modules

Core module

MA specific learning

Core modules focus on MA specific subject matter, methods, and collaboration competencies.

Please review in MA descriptions

Project module

Project based learning

Project modules focus on project-based learning directed to an individual or a collaborative thesis.

It includes weekly coaching sessions, introductions into thesis preparation courses, and various design workshops with external partners, foundations, and companies.

Individual mentoring is key to student tailored learning experiences.

Focus module

Theme based learning

Focus modules are 20 short 2 day classes and workshops covering a wide range of subjects from research, design, futures, services, interactions, and sustainability.

Full-time students select 6 per semester, part-timers 3.

Lab module

Workshop mentoring

Lab modules are optional workshops focusing on
- material research,
- phygital (tangible and electronic) prototyping,
- dirty prototyping (fast, agile, across various media) and
- video storytelling.

MA Curriculum: **Full-time model**

1. Semester	2. Semester	3. Semester

Core module 21 ECTS   Method, subject matter and collaboration competencies

Master specific courses	Master specific courses	Research thesis
6 ECTS	**6 ECTS**	**9 ECTS**

Project module 51 ECTS   Project based learning

Project week Connect project Thesis exploration Coaching	Connect project Thesis exploration Coaching	Thesis project
15 ECTS	**15 ECTS**	**21 ECTS**

Maximum time of study
4 Semester

Focus module 18 ECTS   Theme based learning

Selective courses	Selective courses
9 ECTS	**9 ECTS**

Lab module 6 ECTS   Workshop mentoring

Optional prototyping labs	Optional prototyping labs
3 ECTS	**3 ECTS**
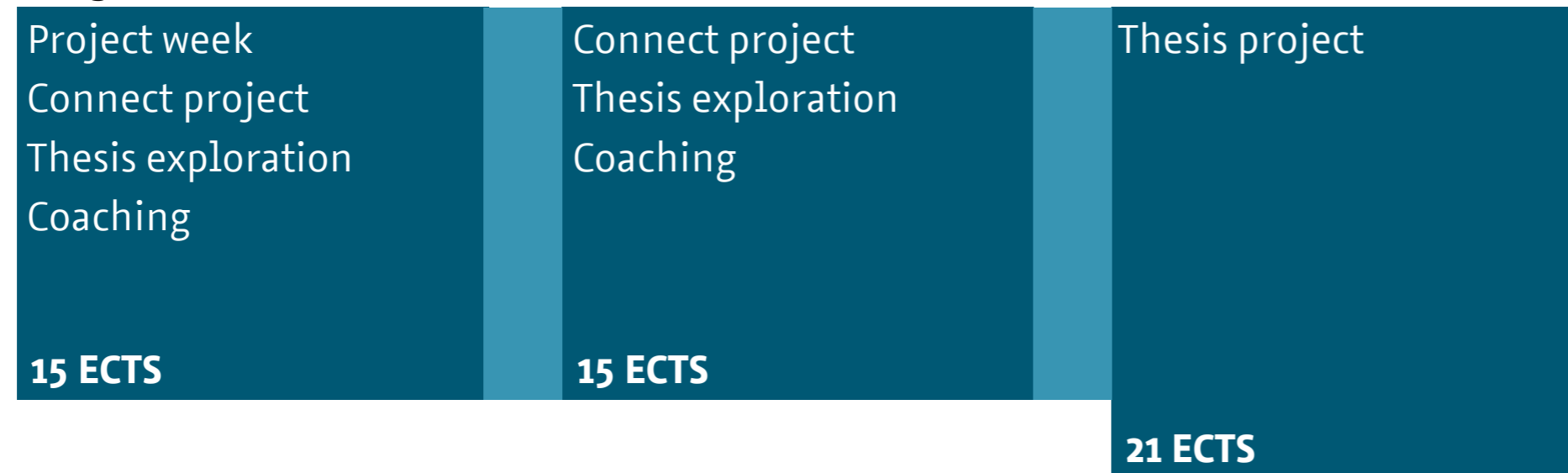
MA Curriculum: **Project Focus | 4 Semesters**

1. Semester	2. Semester	3. Semester	4. Semester

Core module 21 ECTS Method, subject matter and collaboration competencies

Master specific courses	Master specific courses	Research thesis	
6 ECTS	**6 ECTS**	**9 ECTS**	

Project module 51 ECTS Project based learning

Project week Connect project Thesis exploration Coaching	Connect project Thesis exploration Coaching	Project focus Coaching *Internship opportunity* *Semester abroad*	Thesis project
15 ECTS	**15 ECTS**	**15 ECTS**	**21 ECTS**

Maximum time of study
4 Semester

Focus module 18 ECTS Theme based learning

Selective courses	Selective courses
9 ECTS	**9 ECTS**

Lab module 6 ECTS Workshop mentoring

Optional prototyping labs	Optional prototyping labs
3 ECTS	**3 ECTS**

MA Curriculum: **Part-time model**

| 1. Semester | 2. Semester | 3. Semester | 4. Semester | 5. Semester | 6. Semester |

Core module 21 ECTS   Method, subject matter and collaboration competencies

| Master specific courses 6 ECTS | Master specific courses 6 ECTS | | Research thesis 9 ECTS | | |

Project module 51 ECTS   Project based learning
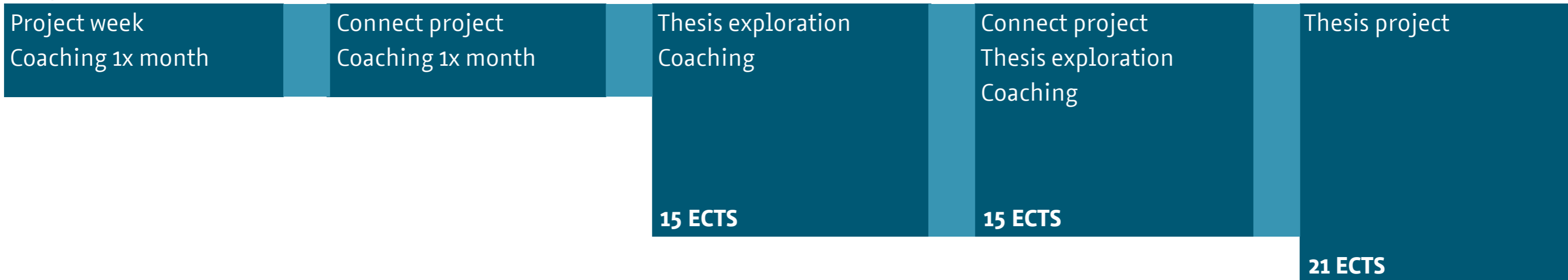
| Project week Coaching 1x month | Connect project Coaching 1x month | Thesis exploration Coaching 15 ECTS | Connect project Thesis exploration Coaching 15 ECTS | Thesis project 21 ECTS | Maximum time of study 6 Semester |

Focus module 18 ECTS   Theme based learning

| 3 selective courses | 3 selective courses 9 ECTS | 3 selective courses | 3 selective courses 9 ECTS | | |

Lab module 6 ECTS   Workshop mentoring

| Optional prototyping labs 3 ECTS | Optional prototyping labs 3 ECTS | | | | |
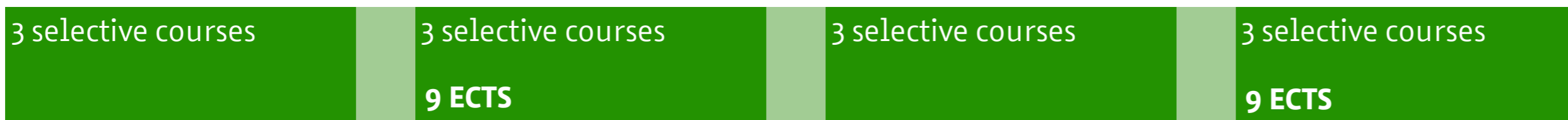
MA Curriculum: **14 week contact study & self-study**

Herbst semester

Project week
Project week
Core module overview
Core module 1
Core module 1
Core module 1
Core module 2
Core module 2
Core module 2
Connect Project
Connect Project
Core module 3
Core module 3
Core module 3
Selfstudy
Selfstudy
Selfstudy
Selfstudy
Exams

Spring semester

Core module overview
Core module 1
Core module 1
Core module 1
Core module 2
Core module 2
Core module 2
Easter holidays
Connect Project
Connect Project
Core module 3
Core module 3
Core module 3
Core module outlook
Selfstudy
Selfstudy
Selfstudy
Exams
Werkschau

Atelier day

Weekly schedule: **Full-time 1st year**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Focus module
Selective courses
6 out of 20 offerings

Focus module
Selective courses
6 out of 20 offerings

Atelier day
Coaching
Thesis advising

Core module

Lab modul
Optional coaching

Focus module
Evening courses

Focus module
Evening courses

Focus module
Evening courses

Weekly schedule: **Full-time 2nd year**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Thesis

Thesis

Atelier day
Thesis advising

Lab modul
Optional coaching

Thesis

Weekly schedule: **Part-time 1st year**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Focus module
Selective courses
3 out of 20 offerings

Atelier day
Coaching on potential thesis topics 1x month

Core module

Lab modul
Optional coaching

Focus module
Evening courses

Focus module
Evening courses

Weekly schedule: **Part-time 2nd year**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Focus module
Selective courses
3 out of 20 offerings

Atelier day
Coaching
Thesis advising

Lab modul
Optional coaching

Focus module
Evening courses

Focus module
Evening courses

Weekly schedule: **Part-time 3rd year**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Thesis

Atelier day
Thesis advising

Lab modul
Optional coaching

MA Design programs
Project module: project based learning

Project modules focus on project-based learning directed to an individual or a collaborative thesis. It includes weekly coaching sessions, introductions into thesis preparation courses, and various design workshops with external partners, foundations, and companies.

Individual mentoring is key to student tailored learning experiences.
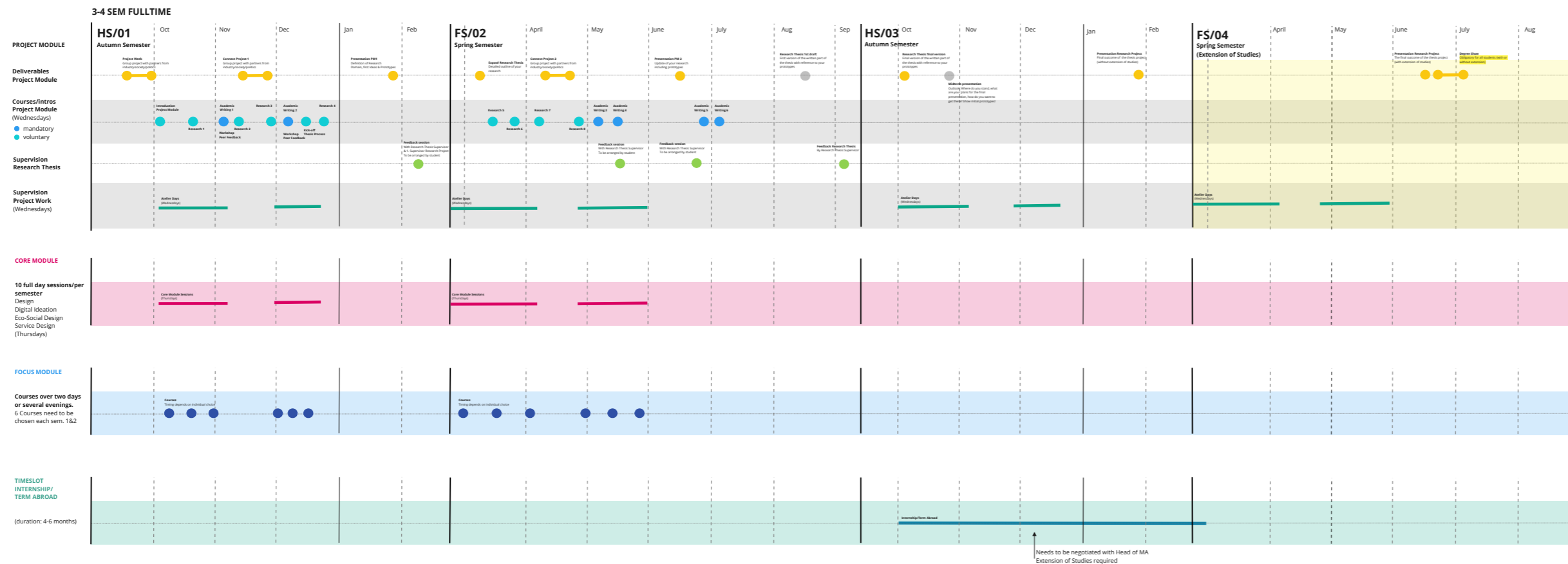
Full-time studies
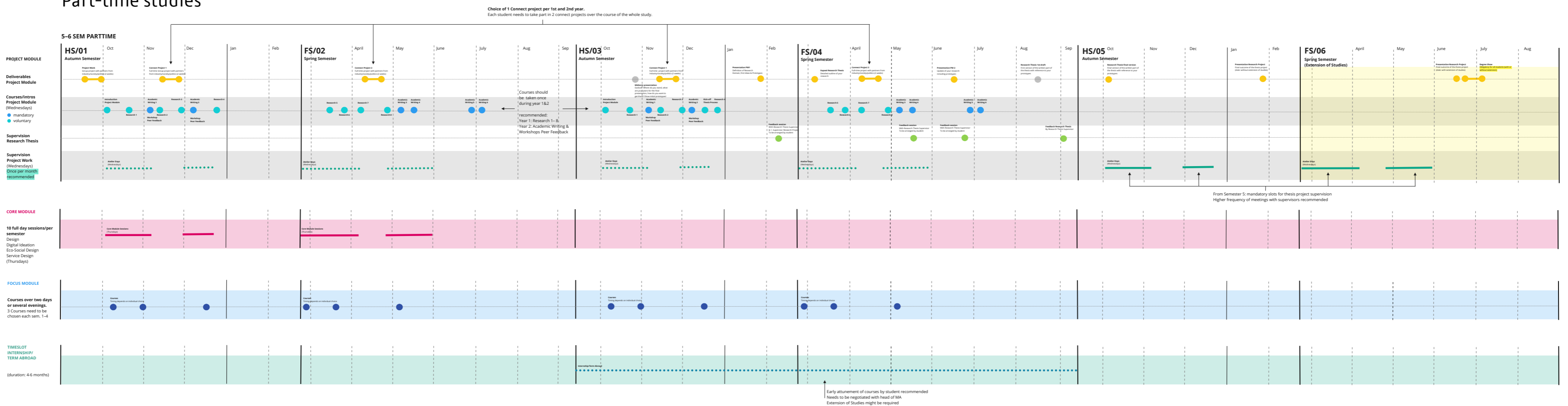
Part-time studies

Project module: Connect Projects

'Connect projects' are innovation workshops in which MA Design faculty and students collaborate with an industry partner, start-ups, non-profits or institutions. These intense, agile two-week workshops develop a range of future concepts for products, services, and interfaces.

The design brief is developed jointly to maximize its relevancy to the company and to support the educational requirements of the Hochschule Luzern Design & Kunst. For the results, the partner will obtain new concepts and approaches from the participating students. They, in turn, gain experience in the rapid iteration of design research and solutions for companies, non-profits or institutions.

Connect projects are led by an MA Design faculty member and visiting faculty. Partners participate in briefings and reviews or send full-time participants to the workshop, fostering the fullest exchange of lateral design knowledge.

One week ideation, one week prototyping
Fall semester: 13–24 November 2023
Spring semester: 8–19 April 2024

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Focus module: theme based learning

Focus modules are 20 short 2 day classes and workshops covering a wide range of subjects from research, design, futures, services, interactions, and sustainability.

Full-time students select 6 per semester, part-timers 3.

MA Design programs

Fall

Spring

Master Design

Networks

Junior Research conference: Annual meeting of all MA design programs in CH to share research approaches and results.
17 Nov 2022 Bern

Swiss Design Network: Swiss competence network of design research, connecting researchers across all Swiss Universities of Art and Design.
27 – 28 Oct 2022 Zurich **Counterparts**: Exploring Design Beyond the Human

Service Design Network (SDN) Leading, international conference on Service Design.
13-14 Oct 2022 Copenhagen, hybrid: **Courage to Design for Good**

Interaction Design Association (IxDA): Leading, international association and conference on Interaction Design:
28.2–5.3.2023 Zürich **Interaction'22**

TB extended

MA studies
Facts

Overall schedule

- Studies start late September

- 3 Semesters @90ECTS = Full-Time Studies

- Part-Time is our alternative model to be individually established.

Application information on our **website**

Workload and attendance

- 1 ECTS is equivalent to 30h of work

- 30 ECTS per semester are equivalent to a workload of 900h (Full-Time)

- 3.5 days or attendance (physical) per week (Full-Time)

- Wednesday is our coaching day

Workload and attendance

- Each course or module has to be attended at 100% (min. 80%) to pass

- Besides attendance all courses include exercises, presentations or project work

- All modules provide class instruction from week 1 to week 14 of the semester

- The rest of the time (also time in between semesters) is meant for self-studies

Language

All of our MA programs in Design, Service Design, Digital Ideation and Eco-Social Design are taught 100% in English.

You have the option to write your Research thesis or present your Thesis project in English or German.

Please be considerate and help non-native speakers.

Costs

Einmalige Gebühren

Gebührenverordnung
- Gebühr für das Aufnahmeverfahren (pro Studienrichtung)   CHF   125.-
- Immatrikulationsgebühr   CHF   390.-
- Diplom-, Zeugnis-, Zertifikats- und Bescheinigungsgebühren pro Stück   CHF   220.-

Anmerkung: Bei einem direkten Übergang vom Bachelor- zum Masterstudium innerhalb der Hochschule Luzern entfällt die Gebühr für das Aufnahmeverfahren sowie die Immatrikulationsgebühr.

Gebührenweisung
- Studierendenaustausch/Praktikum (Erasmus und andere Programme)   CHF   200.-
  Bearbeitungsgebühr sofern Dienstleistung in Anspruch genommen wird
- HSLU-Card (Legitimation)   CHF   50.-

*Gebühren pro Semester

Gebührenverordnung
- **Allgemeine Studiengebühren**   CHF   803.-
  (inkl. CHF 3.- Mitgliederbeitrag Studierendenorganisation SUMO)
- Prüfungsgebühr   CHF   150.-
  Bachelorprüfung insgesamt maximal CHF 900.-
  Masterprüfung insgesamt maximal CHF 450.- (3 Semester) oder CHF 600.- (4 Semester)
- Angebote des Hochschulsports Campus Luzern   CHF   25.-

Gebührenweisung
- Dienstleistungspauschale pro ECTS-Punkt CHF 2.-   CHF   60.-
- (30 ECTS werden zusammen mit der Semesterrechnung bei Semesterbeginn in Rechnung gestellt.)

* Bei Abbruch eines Semesters bleiben die Gebühren geschuldet

Labs and workshops

Werkstätten

3D-Manufacturing
Fotowerkstatt
360° Video, Augmented Reality und MediaLab
Hoch- und Tiefdruck, Offsetandruck
Holz- und Modellbau
Kunststoff Formenbau
Lithographie
Metallwerkstatt
Publishing-Werkstatt
Raum für Farben
Siebdruck Werkstatt
Textil Druck
Textil Weberei
Stickerei und Strickerei
Videowerkstatt

EXPLORE OUR CAMPUS IN 360°
vrtour.pictour360.ch/HSLU/DesignKunst/DesignandKunst.html

DRONE FLIGHT THROUGH OUR CAMPUS
youtu.be/HfaC_hyPT3Q

"To design is to **devise courses of action** aimed at **changing existing situations into preferred ones**."

Herbert Simon 1969

HSLU Lucerne University of Applied Sciences and Arts

Master
Design

Contact us

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jan-christoph.zoels@hslu.ch