



Online Short Courses

Domus Academy Short Courses focus on relevant and topical themes within the design fields. The courses provide recent graduates and young professionals the opportunity to build upon their prior experience, enhance knowledge and learn new skills.

Each course will allow participants to explore and exercise their abilities while acquiring new critical skills and perspectives to apply in their professional activities.

Audience:

Participants are expected to have an undergraduate degree or equivalent experience. All courses are taught in English.

Duration: 4 weeks/60 hours

Price: 2500 euro

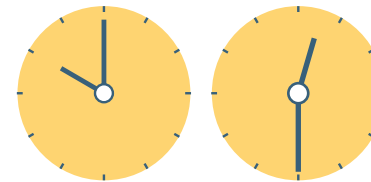
Dates:

20th September – 16th October 2021

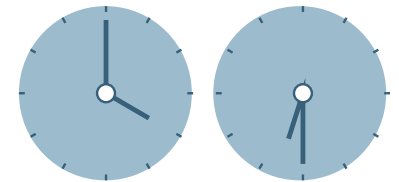
24th January – 19th February 2022

Timing:

MONDAY TO SATURDAY



MORNING SESSIONS
from 10am to 12.30pm CET



AFTERNOON SESSIONS
From 4pm to 6.30pm CET

SHORT COURSE IN DESIGN AREA

Critical Thinking and Design

The role of design (and the designer) is to help understand the changes and challenges in the world around us, respond to them, and turn them to our advantage, with the goal of creating objects that make our lives more meaningful, more efficient and more enjoyable.

How can this be done in a historic moment when every major system (cultural, technological, social, economic, etc.) appears to be in crisis and in need of a long-awaited reformulation? Most importantly, what are the primary tools at our disposal for undertaking such a task and how can design be a change agent?

In this short course, participants will be asked to consider several dominant contemporary topics (such as the relationship between technology and ethics, current and future social transformations, new working scenarios, the future of food, access against ownership, inclusive design, etc.). Guided through the process of critical reflection, they will be asked to ideate and implement design scenarios with the aim of offering a glimpse of how things can be.



Week 1

The first week of the course will allow participants to observe and analyze the world around us from a critical perspective with the goal of imagining, defining and proposing alternative design contexts. Only through this process can design fulfil its much-needed role as an agent of change. The approach to design that will be applied in this process is transdisciplinary; perspectives and boundaries are transcended in order to respond to evolving needs and to propose new models.

Week 2

In the second week, participants will conclude the research and observation phase, summarize and draw conclusions in a reflective and critical process that will generate the foundations for of a new design context related to one of the major themes presented. In this phase, participants will establish the framework of the context and identify areas of design interest. The concentration or output will not be defined a priori and can range from a conceptual proposal of a product or service to a space or even architecture. All phases will be addressed in a method of critical thinking combined with intuition.

Week 3

In the third week, participants will fully refine and represent the design context, supported by the documentation of the research, the illustration of the problem-setting foundations, and possible responses. Design concepts will continue to be developed within the established context, reflecting a method that encourages relevant propositions. Fully formed ideas will be tested and discussed.

Week 4

In the final week, design concepts will be further defined and developed into specific proposals. Participants will develop a comprehensive communication strategy, including a developed narrative expressed through written descriptions, diagrams, and drawings. Participants will be able to use a range of techniques to convey their projects and in the preparation of a final presentation.

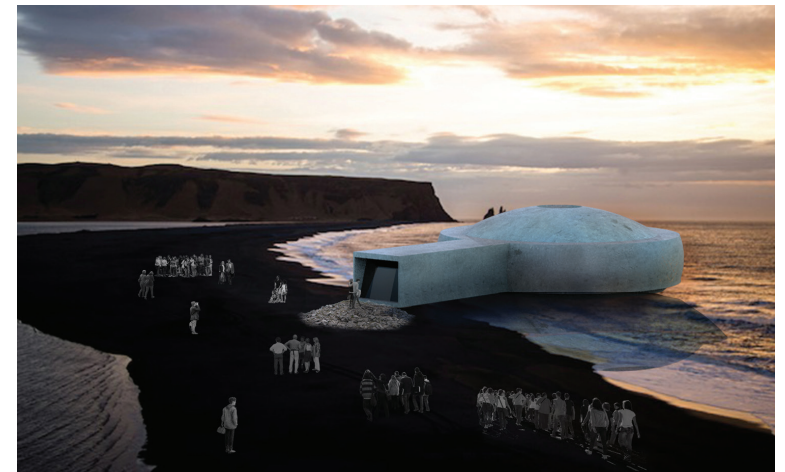
COURSE STRUCTURE - SUBJECTS

- Design contexts
- Approaching design - critical analysis
- Embedding relevancy in the design process
- Designing for a better future
- From ideation to proposals

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to:

- Analyze contemporary topics from critical perspective to inform the design process;
- Develop an articulated design context based on research;
- Formulate a conceptual proposal for a product, service, space or architecture that responds to a new design context;
- Apply a design method in a process that reframes the role of design;
- Appraise how design can positively impact our future.



SHORT COURSE IN BUSINESS AREA

Business Design and Strategy

This course is aimed at developing the participants' ability to quickly define innovative business strategies in highly volatile contexts, thus allowing the companies they work for (as employees or consultants) to reinvent themselves through the creation of significant competitive advantage.

At the beginning of the course, participants will identify a company and use a *design thinking* approach to discover weaknesses and threats that are making its future uncertain. Then, they will apply *business design* methods to define a viable proposal to pivot its business model.

In the latter part of the course, the participants will adopt a *service design* mindset to develop an innovative, human-centred product/service system that can be delivered to the market in a very short time frame, to boldly reorient the company toward a successful direction.

This short course will integrate the application of multiple design disciplines into one cohesive process.



Week 1

The first week of the course begins with an introduction of the *design thinking* process and tools that inform the discovery phase of the project. Then participants are asked to select a company in urgent need of a strategic redefinition and immediately begin to apply the newly acquired approach to conduct secondary and primary research about and around it. At the end of the first week, participants will have detected all the key qualitative and quantitative reasons behind the sudden change in the company's destiny and derived meaningful and timely insights.

Week 2

The second week of the course is devoted to diving into *business design* and providing participants with all the essential methods to analyse the inner workings of a company. During this week, participants will become able not only to effectively communicate the way a company is structured and how its internal and external stakeholders relate each other, but even more to explain why it should pivot its business model to pursue unexpected opportunities lying at the intersection of what's desirable by people, what's technologically feasible, and what's viable for them as a complex organization.

Week 3

In the third week of the course, participants will build upon the acquired knowledge, understanding and comprehension of the pivoting possibilities to formulate a series of initial proposals that will be evaluated for potential. This process will be supported by applying key principles of *service design* and the use of tools to envision and execute a systemic-level, inclusive transformation. The objective is to develop an innovative, human-centred product/service system that can be delivered to the market in a compressed time frame, creating immediate and tangible value for all involved stakeholders, both internal and external.

Week 4

In the final week of the course, the participants working individually and in teams will be challenged to rapidly deliver the proposal for the product/service system through the creation of a *proof of concept*. The week will conclude with a presentation of the proposal and the *proof of concept* combined with a synthesis of the process and activities undertaken from the beginning of the course, illustrating the ability to work with a multidisciplinary approach combining the application of processes and tools of *design thinking*, *business design* and *service design*.

COURSE STRUCTURE - SUBJECTS

- VUCA world
- Design thinking
- Business design
- Service design
- Product/service system innovation

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to:

- Demonstrate a clear understanding of the current complex global business context applying an original interpretive perspective;
- Use a *design thinking* approach to detect the key factors related to a company situation;
- Apply *business design* methods to define why and how to effectively pivot its business model;
- Adopt a *service design* mindset to develop innovative product/service systems;
- Elaborate a product/service system innovation project at fast pace and under pressure.



SHORT COURSE IN FASHION AREA

Videomaking for Fashion and Design

The ubiquity of short film and video as marketing, personal, and artistic expression has been facilitated by the introduction of accessible tools and visualization platforms.

The immediacy of the media has also been integrated into the creative process itself in a wide range of disciplines, from fashion to design and even architecture, not simply as a final representation or visual storytelling.

In this short intensive course, the participants will explore the complexity of visual languages and intent while being introduced to essential filmmaking principles and the technical skills to allow personal iterations in a range of video formats. Participants will approach visual narration and style while designing and producing a video project from script to screen.

The participants will have the opportunity to investigate and realize a video content directed toward one among different areas of creative industries; short fashion film, brand video, creative personal narrative or video for social media.



Week 1

The first week of the course provides participants with theoretical and practical information. The participants will approach the fundamentals of video making through the identification of best practices within the standard formats—short film, interview, social media, video blog, marketing, as well as creative expression. Content creation and accessible video production tools will be introduced while approaching technical tools for video editing, such as Adobe Premiere and Adobe After Effects computer programs. Participants will begin a personal video project (ideation, research, and concept direction).

Week 2

In the second week, participants will begin to develop and support the creation of the identified concept, performing conceptual research including style and aesthetics. The main design tools of the pre-production phase, such as concept development, mood board, storyboard, will be explored and implemented. This work will be contextualized with a comprehensive vision of the complete creative and technical process of video making. The phases of pre-production/production/post-production will be outlined. Technical fundamentals such as equipment, format and resolution will be discussed including the particularities of the various communication channels.

Week 3

In the third week, the individual video project will continue to be developed considering elements of tone, message and communication intent. Resources will be identified and next level elements such as script and location scouting be examined together with planning phases of the shooting, including lighting, casting, and styling. Experimentation and shooting exercises will be required to improve filming skills. Participants will have the opportunity to implement the creative and technical process of film making supported by the acquisition of advanced editing tools.

Week 4

The final week will be dedicated to finalizing the project output with the conclusion of the shooting phase and to the editing of the contents in the post-production phase, applying the software and technical skills acquired. In the important stage of post-production, the video content and raw footage are selected, reviewed and assembled into sequences following the established narrative and crafting the video project for distribution. Soundtrack fundamentals will be approached to complete the video project.

COURSE STRUCTURE - SUBJECTS

- Format, intention and style_content
- Video languages and integration into creative process
- Narration and storytelling
- Video making fundamentals
- Production processes

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to:

- Analyze video style and content from online sources to inform a personal video project in different communication contexts;
- Develop an informed narration to guide the video project;
- Organise the production process, including planning and technical components to create a video to a professional standard;
- Design a video consistent with the intention of the brief to complete with a defined visual language;
- Appraise the storytelling and effectiveness of one's own final output within the selected media context.



SHORT COURSE IN EXPERIENCE AREA

Design Methods and Future Studies

The act of designing is projecting into the future; it involves imagining, creating and producing an object (an artifact) or service that doesn't yet exist for future use or consumption. However, the future as a temporal phenomenon cannot be examined.

Designers have traditionally referred to the past and present to developed products and services to meet users' needs and desires – often using ethnographic research in a user-centric design approach.

The complexities and uncertainties of the contemporary global and interconnected world require design to address broader themes and issues—a condition in which the role of design is being redefined. New methodological approaches need to be applied to address this for continued relevancy in the 21st century. This course introduces methods and strategies for envisioning the future as part of the design process.

The course will explore the field of futures studies and foresight practices in relation to design to help participants design products, interaction and services scenarios for our near and next futures.



Week 1

The first week of the course provides participants with a set of theoretical approaches to understand and discover the field of futures studies as related to design. It will be theoretical and practical. A structural framework that is both methodological and creative will be presented. It will allow the participants to perform guided research in an identified area and enter into the creative and analytical process to generate knowledge and ideas for possible and probable future scenarios. A set of tools will be introduced to help identify and comprehend signals that will help shape the vision.

Week 2

The second week will explore a series of participatory tools and techniques to build ideas and concepts of multiple future scenarios. The main objective is to gain practical experience in the speculative design process, leveraging 'observation with intuition to create new insight'. Supported by different methodologies, each participant will collaboratively explore perspectives and possible developments in a constructed future scenario and begin envisioning an artefact.

Week 3

During the third week, each participant will work on the creation of an experience or artifact prototype capable of exhibiting and responding to a given idea of the future. The ideation and conception phases will lead to ideas prototyping to be represented and tested within the developed context of the future scenario. Various media and techniques from storyboards and video to physical or digital mockups will be used to describe and illustrate both the scenario and the constructed proposal.

Week 4

In the final week, the participants will concentrate on strengthening the derived and creative proposals. They will identify and apply a defined communication style while constructing a final digital presentation that successfully and convincingly places the proposals within an intentioned context and reading—desirable, plausible, utopian or dystopian.

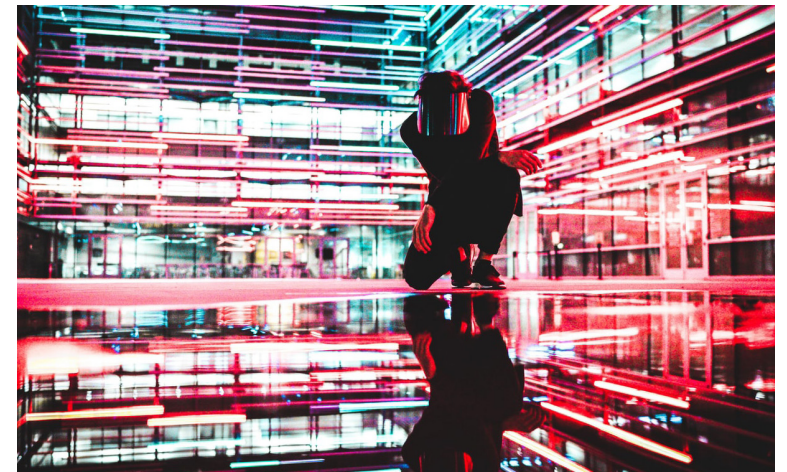
COURSE STRUCTURE - SUBJECTS

- Design methodology
- Creative methods
- Forecasting and envisioning
- Design-based futures
- Futures studies and speculative design

COURSE LEARNING OUTCOMES

On successful completion of the course, students will be able to:

- Analyse new and emergent cultural changes extracted from a variety of sources to inform the formulation of a possible future context;
- Develop a concept for a future scenario;
- Demonstrate knowledge in the field of experiential futures;
- Design an object, service or interaction project responding to a constructed future scenario;
- Create a digital and/or physical mockup to experience a future scenario.



Domus Academy

Domus Academy began its activity in 1982 in Milan as one of the first postgraduate design schools in Italy and was conceived as an open project around the experience of Italian design and fashion.

It's a place where designers of the future can experience an open and cross-disciplinary environment. They work with visionary and cutting-edge companies following a learning by designing methodology and developing a mindset that enable them to find solutions for future problems.

Domus Academy is internationally recognized. Its main educational offer is constituted by eleven Master's programmes in the areas of Design, Fashion, Experience and Business.

Over the years, Domus Academy has been awarded many prizes and recognitions including the Compasso d'Oro Award for the quality of research and academic approach and the Special Badge of Excellence in Learning Experience from The Business of Fashion.

[domusacademy.com](https://www.domusacademy.com)

