Tema 1. Contesto del progetto di ricerca "Design Thinking per migliorare i servizi pubblici" del Dipartimento di Design.

Domanda 1. Illustrare la pipeline di sviluppo di un MOOC (Massive Open Online Course) che si compone di 3 settimane, ciascuna con 5 lezioni da 10 minuti l'una. Definire le tempistiche e le attività coinvolte, inclusi i ruoli chiave e gli strumenti necessari per la progettazione, produzione, editing e montaggio delle riprese.

Domanda 2. Nello stesso progetto, illustrare in dettaglio le attività e le modalità di sviluppo del video promozionale del progetto, che sarà utilizzato per supportare una disseminazione multipiattaforma. Descrivere come pianificare la produzione del video, le risorse necessarie, alla luce delle possibili piattaforme di distribuzione e le loro caratteristiche.

Tema 2. Contesto di un progetto per Fondazione Politecnico di Milano, sul tema STEAM per le scuole superiori.

Domanda 1. Illustrare in modo dettagliato la pipeline per la produzione un MOOC dedicato alla promozione della cultura STEAM nelle scuole superiori. Il MOOC si compone di 5 settimane, ciascuna con 5 lezioni da 6 minuti l'una. Definire le tempistiche, le attività di produzione video, l'uso di strumenti di editing, la grafica, e le risorse coinvolte nella creazione delle lezioni video. Includere le considerazioni sulla qualità audiovisiva e le diverse figure necessarie, considerando che parte della produzione sarà destinata a canali web e social.

Domanda 2. Nello stesso progetto, fornire una pianificazione dettagliata delle attività di videomaking per la creazione di un video promozionale finalizzato alla comunicazione per le scuole e per i media. Specificare come creare il video promozionale, inclusi gli aspetti creativi, le considerazioni relative alla scelta delle location, la registrazione audio e video, la post-produzione, i format necessari per supportare una distribuzione online multicanale.

Tema 3. Contesto del Dipartimento di Design del Politecnico di Milano che deve impostare la propria strategia di comunicazione.

Domanda 1. Dettagliare e strutturare la pipeline di progetto necessaria per costruire la comunicazione video istituzionale del Dipartimento di Design. Questa comunicazione comprende un video di presentazione e un format per le comunicazioni istituzionali. Definire le fasi di produzione, gli obiettivi di comunicazione, le risorse coinvolte e le tempistiche per l'implementazione di questo progetto. Spiegare come si articolano le fasi di pianificazione, registrazione e montaggio del materiale. Includere considerazioni relative alla scelta delle location, le risorse tecniche, le scelte grafiche e di montaggio.

Domanda 2. Approfondire le attività richieste per creare un'immagine coordinata attraverso i video istituzionali del Dipartimento di Design. Specificare come si identifica il tono di voce e lo stile dei video per riflettere l'identità del dipartimento. Includere nella pianificazioni attività legate alla registrazione delle voci, la colonna sonora, il montaggio e la post-produzione.

Prova 1

Domanda 1. Si elabori rispetto a come organizzare da un punto di vista tecnico un possibile contributo (esercitazione) fornito come Lab Immagine ad un corso di studi della Scuola del Design. Il corso è un Laboratorio che coinvolge 50 studenti per 13 lezioni da 8 ore. Descrivere come strutturare l'esercitazione e quali aspetti tecnici includere.

Domanda 2. Quali rischi si incontrano e quali misure di prevenzione e protezione vanno adottate utilizzando un sistema di illuminazione alogeno?

Domanda 3. Qual è il ruolo della segretaria di produzione?

Domanda 4. Fornire una definizione di file proxy

Co-creation for policymakers

⏱ **More than one week**   ▁▂▃ **Novice**

Course details

This MOOC presents an introductory course to the use of co-creation and design methodologies especially tailored to those working in the field of policy-making. The course is composed of 5 chapters delivered in 5 weeks that will guide participants through the main building blocks of this methodology. Within each chapter, different experts in the field will walk participants through the specific aspects of the whole co-creation process cycle. Participants will go away with an understanding of the potential and benefit of using user-centred methodologies, such as co-creation, in the field of responsible research and innovation and policymaking.

Target audience

Policymakers, Scientific and Research Community, Industry and Innovation, Civil society, Non-governmental organisations, Formal and Informal education community, Lab communities, Citizens, EU projects.

Learning objectives

During this course, participants will get the opportunity to question current policy-making practices and their limitations and recognise the potential of co-creation. They will understand the concept of human-centred design and examine service design methodologies when applied to policy-making. This course will equip learners with tools to explain the importance of problem framing and experiment with different stakeholder engagement methods. Then will then be able to identify the characteristics of prototyping and apply its methods to a specific challenge. By the end of the course, learners will have learned how to evaluate a co-creation process and ensure the sustainability of its outcomes

Offered by

This content is offered by the European Commission. The European Commission is the European Union's politically independent executive arm. It is alone responsible for drawing up proposals for new European legislation, and it implements the decisions of the European Parliament and the Council of the European Union.

Enrol   ⟩

★★★★☆ 4,2 (10)

Schedule

Introduction

Why do we need innovation in policymaking?

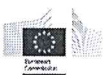How can human-centricity and co-creation improve policies?

How can problems and their root causes be identified and framed?

How can co-design be used to solve community problems?

How can solutions be implemented and sustained over time?

Tags

| policy making | citizen engagement | co-creation | design methods |

Prova 2

Domanda 1. Si elabori rispetto a come svolgere la produzione di un video reportage che racconta le attività della Scuola del Design. Si delineino in particolare le attività dal punto di vista tecnico.

Domanda 2. Quali rischi si incontrano e quali misure di prevenzione e protezione vanno adottate utilizzando un supporto per illuminatori a bilanciere?

Domanda 3. Quali differenze operative e in montaggio ci sono tra registrazione audio "in macchina" e con registratore a sé stante?

Domanda 4. Fornire una definizione di correzione colore secondaria con esempi/applicazioni.

Introducing Metadesign

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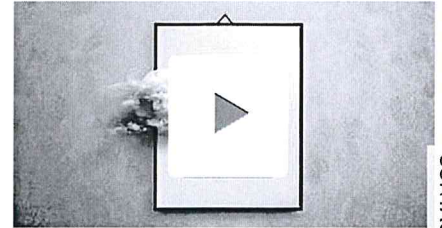
Introducing Metadesign aims to present the whole design process, covering phases, activities and tools, enabling students to "designing the design process".

> If you are a POLIMI student you have to log in using your **Person Code.** This is the only way to prove your participation in this course for official recognition.

⧗ Classes Start	**Sep 04, 2023**
⧗ Classes End	**Jan 07, 2024**
☰ Length	**3 Weeks**
⊙ Estimated Effort	**6 hours/week**
🏳 Language	**English**
🏷 Course Number	**METADESIGN101**

MOOCs For Bachelor of science

COURSE DESCRIPTION

The "Introducing Metadesign" stems from the need to transfer a methodology, a consolidated research practice able to support the design process. The design process is inextricably linked to all the elements of constraint and context that characterize the reality in which the product/service will be developed, communicated, marketed and used. The course structure foresees the reconstruction in phases and successive elaborations of all the elements of context that come into relation with the object of the design process (product, space, service, communication artifact…) influencing its characteristics and creating the "platform" of elements that make its development possible. The set of contextual elements is the scenario on which the construction of the design brief is based, that is the explanation of all the elements that contribute to define a new product. This is not the result of a deterministic vision of design as a direct consequence of the elements of context - production, resources, market, context of use - but the formalization of a practice that in the Italian context has historically fueled the ability to continuously and constantly innovate. Design research thus becomes the tool through which the awareness of the system of available resources is built by creating an organized knowledge platform, a metadesign, which already contains all the elements defining the product.

You can access the course absolutely free of charge and completely online.

PREREQUISITES

No prerequisite knowledge is required. Nevertheless, to have a basic understanding of the design discipline and founding theories, Students are invited to read:

- Heskett, J. (2005). *Design: A very short introduction* (Vol. 136). Oxford University Press.
- Disegno industriale: un riesame, 1991, "Campi del sapere" n. 142, Feltrinelli (ISBN 88-07-10142-4).

DISCUSSION FORUM

Forum section is available. The Forum is designed to allow students to participate to the weekly course activities, exchanging opinions and discussing course contents.

QUIZZES AND SCORES

The course entails questions at the end of each week, in the form of self-assessment quizzes. These quizzes **will be evaluated and are mandatory for anyone** interested to obtain the Certificate.

If you are a student enrolled at Metadesign Studios at Politecnico di Milano - School of Design you are required to **individually pass all these quizzes** and, if **required by your Faculty, to complete activities in "Be active" sections**. This allows you to obtain the MOOC Certificate and access to the **final exam** of your curricular studio.

If you are not a student enrolled at Metadesign Studios at Politecnico di Milano - School of Design, activities in "Be active" sections are not mandatory, but we strongly believe they offer you a concrete opportunity to improve your knowledge!

CERTIFICATE OF ACCOMPLISHMENT

The Certificate of Accomplishment will be released to anyone who successfully completed the course by answering correctly to at least 60% of the questions. You will be able to download the Certificate of Accomplishment directly on the website.

Once you have successfully passed the course, you can request the Certificate of Accomplishment without waiting for the end of the edition.

The Certificate of Accomplishment does not confer any academic credit, grade or degree.

Prova 3

Domanda 1. Esplicitare i diversi formati e requisiti tecnici specifici per la produzione di un artefatto video destinato alla comunicazione crossmediale e multipiattaforma. L'artefatto deve consistere di diversi output per differenti piattaforme: social, web, e tradizionali (TV e monitor).

Domanda 2. Quali sono le figure principali che compongono lo staff di un breve filmato promozionale di moda?

Domanda 3. Quali rischi si incontrano e quali misure di prevenzione e protezione vanno adottate usando l'illuminazione flash nella fotografia di persone?

Domanda 4. LOG e LUT: fornire definizioni ed esempi in produzione e post

Data science, visualization and interactive narratives for CCIs

ENROLL NOW
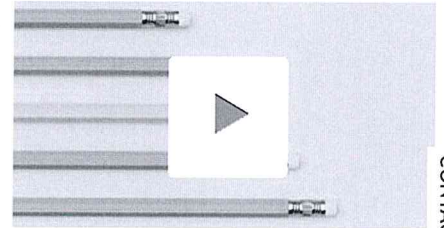
Through four weeks lessons, the "Data science, visualization and interactive narratives for CCIs" MOOC will touch the topics of data-driven methods changing creative industries, data visualizations meant to obtain results and insights and Interactive Narratives basics to design and develop consistent scenarios for fashion brands.

⧗ Classes Start	**Sep 04, 2023**
⧗ Classes End	**Jan 28, 2024**
▤ Length	**4 Weeks**
⊘ Estimated Effort	**1-2 hours/week**
🔤 Language	**English**
🏷 Course Number	**DIGIM06**

MOOCs For Professionals

DIGIMOOD FOR CCIs

This MOOC is one of the 6 MOOCs regarding the Eu project "DigiMooD", aimed at developing and testing the offer of a set of innovative and interdisciplinary educational modules in "Digital Entrepreneurship for the Creative Industries", with a specific application to the Fashion Industry, its companies' branding, narrative strategies and the digital service models.

See the other MOOCs of the series.

If you are a POLIMI student you have to log in using your Person Code. This is the only way to prove your participation in this course for official recognition.

COURSE DESCRIPTION

This course focuses on **data-driven methods** that are dramatically changing the creative industry sector, by providing new ways to reach informed decisions, exploiting big data, data science and machine learning over information about products, sales, and customer behavior.

Indeed, the **vast increase in the production and availability of social data,** also through the so called "social sensing", is radically transforming the way we look at collective human phenomena and try to make sense of them. One of the big challenges posed by the increased availability of data is their representation in ways that elicit various forms of comprehension, allow the development of insights on phenomena observed and support the formulation of meaningful hypotheses and decision-making processes. The emerging paradigms and tools for social analytics, on one hand, broadens the spectrum of actions, for instance in the field of design strategy, on the other challenges a number of epistemological assumptions in the understanding of social environments.

For these reasons **the course addresses students who need new skills able to embrace AI (Artificial Intelligence) potential within humanities centered analysis.** Moreover it is important to master **essential digital/coding skills,** to cope with the size of the information to be represented, and to couple them with the craft of effective image generation.

It also addresses students who want to **create data visualizations meant to obtain insights and readings** as well as for the **public communication** of it, with the goal of **fostering public interest** about the topic.

Furthermore students will learn how to **develop interactive narratives projects** through fundamentals of Interactive Narratives, across literature and current trends with a presentation of a set of tools to support the design of interactive narrative projects for fashion and branding.
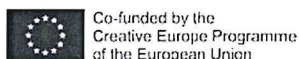
This Series of MOOCs is one of the main results of the DigiMooD project, whose partners are:

- Politecnico di Milano (POLIMI) - Milano, Italy
- Fondazione Politecnico di Milano (FPM) - Milano, Italy
- Institut Francais de la Mode (IFM) - Paris, France
- European e-Skills Association AIBL (EeSA) - Brussels, Belgium
- Mammut Film Srl (MammutFilm) - Calderara di Reno, Italy
- Fashion Technology Accelerator Srl (FTA) – Milano, Italy
- Associazione Industriale Lombarda dei territori di Milano, Lodi, Monza e Brianza (Assolombarda) – Milano, Italy
- Enti COnfindustriali Lombardi per l'Education Soc. Cons. a R.L. (ÈCOLE) – Milano, Italy

𝒟igiMooD | DIGITAL MODULES OF DIDACTIC FOR CULTURAL AND CREATIVE INDUSTRY

POLITECNICO MILANO 1863
DIPARTIMENTO DI DESIGN

Fondazione Politecnico di Milano

institut FRANÇAIS de la MODE

FASHION TECHNOLOGY ACCELERATOR

ASSOLOMBARDA

ÉCOLE ENTI CONFINDUSTRIALI LOMBARDI PER L'EDUCATION

e-Skills European e-Skills Association

MAMMUT FILM

PREREQUISITES

No formal knowledge is required.