

Onboarding Future Systemic Innovation Designers Through Informal and Collaborative Activities

Original

Onboarding Future Systemic Innovation Designers Through Informal and Collaborative Activities / Moiso, Leonardo; Cretaio, Sofia; Marino, Cristina; Remondino, Chiara; Tamborrini, Paolo. - In: DIID. - ISSN 2785-2245. - ELETTRONICO. - 1:(2023), pp. 896-907. [10.30682/diiddsi23]

Availability:

This version is available at: 11583/2984109 since: 2023-11-28T15:03:09Z

Publisher:

Fondazione Bologna University Press

Published

DOI:10.30682/diiddsi23

Terms of use:

This article is made available under terms and conditions as specified in the corresponding bibliographic description in the repository

Publisher copyright

(Article begins on next page)

diid

disegno industriale
industrial design

theoria
pòiesis
praxis

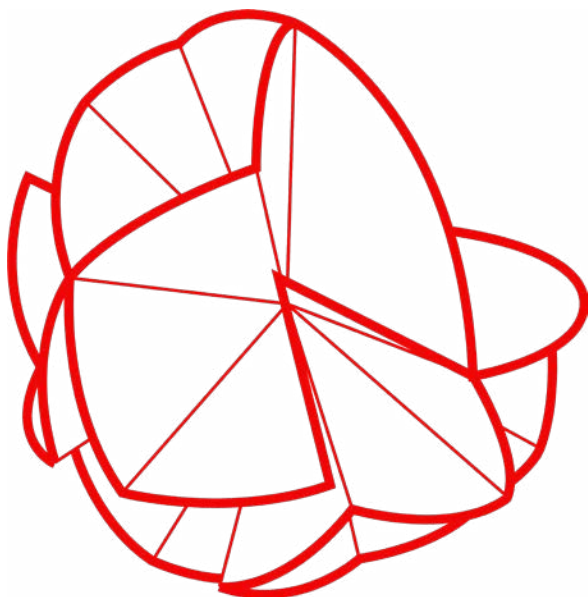
diid.it

DIGITAL
SPECIAL
ISSUE
1

Disrupting Geographies in the Design World

Proceedings of the 8th International
Forum of Design as a Process

Alma Mater Studiorum — Università di Bologna



Editors
(Eds.)

Erik Ciravegna

Elena Formia

Valentina Gianfrate

Andreas Sicklinger

Michele Zannoni



Colophon

diid
disegno industriale
industrial design
Digital Special Issue 1
— DSI 1

Year
XXI

diid is an open access
peer-reviewed scientific
design journal

diid is published
three times a year

Registration at Tribunale
di Roma 86/2002
(March 6, 2002)

www.diid.it

Print subscription
(3 issues)
Euro 60,00
Subscription office
ordini@buponline.it

Editor-in-chief
Flaviano Celaschi
Alma Mater Studiorum
— Università di Bologna

**Deputy Editor-in-chief
and Managing Editor**
Elena Formia
Alma Mater Studiorum
— Università di Bologna

Editors
Erik Ciravegna
Elena Formia
Valentina Gianfrate
Andreas Sicklinger
Michele Zannoni
Alma Mater Studiorum
— Università di Bologna

Founded by
Tonino Paris

Associate Editors
Viktor Malakuczi
Sapienza — Università
di Roma

Lorela Mehmeti
Alma Mater Studiorum
— Università di Bologna

Elena Vai
Alma Mater Studiorum
— Università di Bologna

Art Director
Davide Giorgetta

Editing Assistant
Olga Barmine

CC BY-NC-SA
Creative Commons
Attribution
NonCommercial
ShareAlike

Copyright © 2023
diid disegno industriale
industrial design

Publisher
Fondazione
Bologna University Press
Via Saragozza 10
40123 Bologna
Tel. (+39) 051 232 882
Fax (+39) 051 221 019
www.buponline.com
info@buponline.com

ISSN
1594-8528

ISSN Online
2785-2245

DOI
10.30682/diiddsi23

ISBN Online
979-12-5477-329-1

Scientific Board

Mariana Amatullo
Parsons School of Design
— The New School

Laura Badalucco
Università Iuav di Venezia

Alberto Bassi
Università Iuav di Venezia

Anna Bernagozzi
École nationale supérieure
des Arts Décoratifs, Paris

Paola Bertola
Politecnico di Milano

David Bihanic
Université Paris 1
Panthéon-Sorbonne

Andrea Boeri
Alma Mater Studiorum
— Università di Bologna

Olindo Caso
Delft University
of Technology

Manuela Celi
Politecnico di Milano

Erik Ciravegna
Alma Mater Studiorum
— Università di Bologna

Mirko Daneluzzo
Dubai Institute of Design
and Innovation

Claudia De Giorgi
Politecnico di Torino

Alessandro Deserti
Politecnico di Milano

Dijon De Moraes
Universidade do Estado
de Minas Gerais

Franco Fassio
Università di Scienze
Gastronomiche di Pollenzo

Daniele Fanzini
Politecnico di Milano

Luigi Ferrara
George Brown College

Carlo Franzato
Pontifícia Universidade
Católica do Rio de Janeiro
— PUC-Rio

Giuseppe Furlanis
ISIA Design Firenze

Claudio Germak
Politecnico di Torino

Valentina Gianfrate
Alma Mater Studiorum
— Università di Bologna

Miaosen Gong
Jiangnan University

Christian Guellerin
École de Design Nantes
Atlantique

Roberto Iñiguez Flores
Tecnológico de Monterrey

Çiğdem Kaya
Istanbul Technical
University

Giuseppe Lotti
Università degli Studi
di Firenze

Mario Losasso
Università degli Studi
di Napoli Federico II

Roberto Montanari
Università degli Studi
Suor Orsola Benincasa
di Napoli

Nicola Morelli
Aalborg University

Andrew David Morrison
Oslo School of Architecture
and Design

Spartaco Paris
Sapienza Università
di Roma

Daniela Petrelli
Sheffield Hallam University

Andreas Sicklinger
Alma Mater Studiorum
— Università di Bologna

Francesca Tosi
Università degli Studi
di Firenze

Ambra Trotto
RISE — Research
Institutes of Sweden

Michele Zannoni
Alma Mater Studiorum
— Università di Bologna

Main partners

Latin Design Process



Related activities and projects



Endorsers



In collaboration with



Reviewers

The Proceedings of the 8th International Forum of Design as a Process have undergone a rigorous peer-review process to ensure the scholarly quality of the contributions contained herein.

The Editors extend their sincere appreciation to the following Scholars who served as Reviewers for this Digital Special Issue.

Tarek Abdellatif	Valentina Frosini	João Nunes Sampaio
Cosimo Accoto	Rossana Gaddi	Boon Ong
Elena Alfaro	Vanessa Galvin	Giulio Palmitessa
Giulia Allegrini	Silvia Gasparotto	Anty Pansera
Margherita Ascari	Pamela Gatica	Veronica Pasini
Margarida Azevedo	Gionata Gatto	Amina Pereno
Laura Badalucco	Angela Giambattista	Merav Perez
Silvia Barbero	Valentina Gianfrate	Pier Paolo Peruccio
Luca Barbieri	Clara Giardina	Bárbara Pino Ahumada
Esra Bici Nasır	Carlo Giardinetti	Davide Pletto
Alessandra Bosco	Debora Giorgi	Gregory Polletta
Saveria Olga Murielle	Michael Gray	Alessandro Pollini
Boulanger	Pablo Hermansen	Shalini Prasad
Sabrina Bresciani	Oscar Huerta	Diego Pucci
Elena Brigi	Çiğdem Kaya	Nathalie Rodríguez Estrada
Francesca Calabrese	Elif Kocabıyık	Valentina Rognoli
Alberto Calleo	Christopher Kueh	Maximiliano Romero
Alfredo Calosci	Kristina Lamour Sansone	Ludovica Rosato
Serena Cangiano	Jennifer Lane	Ilaria Ruggeri
Stefano Capolongo	Carla Langella	Francesca Sabatini
Lina María Cárdenas	Lorna Lares López	Mariana Salgado
Paolo Cardini	Beatriz Leal Ramos	Jorge Sanabria
John Cardozo	Margo Lengua	David Sánchez Ruano
Giorgio Casoni	Ruth Maribel León-Morán	Romina Santi
Andrea Cattabriga	Beatrice Lerma	Andreas Sicklinger
Manuela Celi	Ami Licaj	Leila Signorelli
Gabriel Cereceda	Lígia Lopes	Ricardo Sosa
Simona Colitti	Anna Lottersberger	Frank Spencer
Pietro Costa	Stefano Luca	Chiara Sponza
Doriana Dal Palù	Patricia Mann	Laura Succini
Giorgio Dall'Osso	John Martin	Ermanno Tasca
Dolly Daou	Martina Massari	Martin Tironi
Antonio De Feo	Mauricio Mejía	Umberto Tolino
Vanessa De Luca	Paula Melo Signerez	Florencia Toro Silva
Barbara Del Curto	Riccardo Mercuri	Beatrice Turillazzi
Özgen Osman Demırbaş	Leonel Merino	Elena Vai
Carmelo Di Bartolo	Giuseppe Mincoletti	Virginia Vignali
Loredana Di Lucchio	Katharine Mollenhauer	Paula Wuth
Amir Djalali	Pierluigi Molteni	Burcu Yahız
Alice Donferri Mitelli	Carlos Montaña	Nélida Yanet Ramírez Triana
Sergio Donoso	Roberto Montanari	Michele Zannoni
Seyedarshia Eghbali	Edgardo Moraga	Carola Zurob
Paola Fabbri	Alfonso Morone	
Daniele Fanzini	Erica Isa Mosca	
Anne Farren	Federica Natalia Rosati	

Contents

Contents

14

**The Latin Network for the Development
of Design Processes**

16

8th Forum Main Partners

18

**Disrupting Geographies
in the Design World**

20

People

26

Impact

Track 1

There's No Plan(et) B: Sustainable Transitions to Systemic Planet-Centric Design

30

**There's No Plan(et) B.
Sustainable Transitions to
Systemic Planet-Centric Design**
Erik Ciravegna, Clara Giardina, Davide Pletto

40

**Beyond Collaboration: A Network Analysis
of Local Stances and Global Frameworks
in the Collective Design of the City**
Francesca Sabatini, Martina Massari,
Saveria Olga Murielle Boulanger

50

**Alter_Azioni: Designing
between Biological and Artifactual.
Scenarios for a Short-Term Future**
Pietro Costa, Raffaella Fagnoni

62

**(Systemic) Design for Sustainable
Territorial Transition: A Literature
Review of State of the Art**
Asja Aulisio, Silvia Barbero, Amina Pereno

72

**Dasein ist Design:
An Ontological Discussion of Design
in the Ecological Crisis Time**
Sabrina Lucibello, Carmen Rotondi

80

**The More-Than-Human Trend
in Design Research: A Literature Review**
Annapaola Vacanti, Francesco Burlando,
Isabella Nevoso, Massimo Menichinelli

90

**Being and Nature.
The Aesthetic Ecocentrism**
Adriano Pinho, Francisco Providência

102

**Forward to the Primitive.
New Sustainable Design Processes
Characterized by Primitive Aesthetic**
Jurji Filieri, Elisabetta Benelli

110

How Long Does It Take For a Paradigm Shift. A Design-based Critical Essay on Materials and Fabrication Processes
Guilherme Giantini, Lígia Lopes

118

Sustainability Needs Service Efficacy
Chiara Olivastri, Giovanna Tagliasco

126

Systemic Design Applied to Medtech. Guidelines for Corporate Training on Sustainable Healthcare
Enrica Ferrero, Giulia Ferrero

138

Reducing Waste in Healthcare: A Systemic Design Approach for Sustainable Disposables Manufacturers
Gabriele Maria Cito, Angela Giambattista

150

A Framework to Design Appliances for the Circular Economy Scenario
Chiara Battistoni

162

Digital Fashion Technologies & Practices: Design Driven Sustainable Transition in Fashion Industry
Ludovica Rosato, Alberto Calleo

170

Material Resources as a Contextual Complex System
Michele De Chirico

180

Diffuse Micro-Factory: Circular Distributed Production System for Microbial Nanocellulose
Lorena Trebbi

190

From Sea to Fashion. Seaweeds as Material for a Sustainable Transition
Paolo Franzo, Clizia Moradei

198

The Sound of Sustainability. Biomaterials and New Sensory Frontiers
Giovanni Inglese, Sabrina Lucibello, Carmen Rotondi

208

Unpacking Ceramic History in Asia and Europe: Contribution to New Reusable Packaging Design
Raquel Gomes, Cláudia Albino

Track 2

Intersectional Design for an Accessible and Empowering World

220

Intersectional Design for an Accessible and Empowering World: Views from the 8th Forum of Design as a Process
Valentina Gianfrate, Lígia Lopes, Margherita Ascari, Simona Colitti

226

Viva! Colinas. Service Design for Tourism and Reconciliation in Communities of Former Colombian Guerrilla
Beatriz Bonilla Berrocal

238

The Digital Archive as an Inclusive Tool for Knowledge Construction Through Design Practices
Alessandra Bosco, Fiorella Bulegato, Silvia Gasparotto

248

Intercultural Design Approach. Narrative Design for a Multicultural Society
Irene Caputo, Marco Bozzola, Claudia De Giorgi

258

**From Wayfinding to Placefinding.
Orientation and Alterity in Urban Spaces**
Daniela D'Avanzo, Salvatore Zingale

268

**A Meta-Analysis for an Interactive,
Intersectional and Inclusive
Exhibition Based on the SDGs**
Sergio Degiacomi, Francesca Zoccarato,
Simone De Pascalis, Pietro Crovari,
Fabio Catania

278

**From Empathy to Inclusive Design:
Multisensory Solutions for (Not Only)
Socially Sustainable Projects**
Federica Delprino

288

**Etnography in Sever Do Vouga:
Reality<>Change First Step to Engage
a Creative and Rural Community**
Pedro Fragoso Lopes, Gonalo Gomes

298

**The Implementation of U.D. in a Metal
Processing Plant of the Metropolitan
Zone of Guadalajara (MZG)**
Luis Erik Hernandez Sanchez, Enrique
Herrera Lugo, Jaime Francisco Gomez
Gomez, Francisco Javier Gonzalez Madariaga

312

**Towards Better Public Sector Innovation.
Co-designing Solutions to Improve
Inclusion and Integration**
Ilaria Mariani, Francesca Rizzo, Grazia
Concilio

322

**Creating Methodological
Design Processes for Empowering
Artisans of Cali, Colombia**
Edgar Andres Martnez Muoz,
Diana Marcela Giraldo Pinedo

332

**Empowering Through Design:
Regional Development Strategy
of Los Lagos as an Intersectional Case**
Daniel Moreno, Katherine Mollenhauer,
Arturo Orellana

344

**Inclusive Merchandising.
A Storyteller for an Accessible University**
Monica Oddone, Marco Bozzola,
Claudia De Giorgi

354

**Geopolitics of Fashion. Glocal Power
Evidence and Design Activism for Leading
Disrupting Textile Debris in Chile**
Barbara Pino Ahumada

366

**Intersectional Design in Practice: A Critical
Perspective on Sustainability for All**
Alessandro Pollini, Pilar Orero,
Alessandro Caforio

374

**Empower to Care or Care to Empower?
The Theory Behind the Practice
That Transforms**
Marcia Santos da Silva, Gustavo Severo de
Borba

384

**Perspectives of Sound: Promoting
Social Inclusion Under the Principle
of "Access for All" in Museums**
Yi Zhang, Raffaella Trocchianesi

Design and Responsive Technologies for Human Wellbeing

396

Design and Responsive Technologies for Human Wellbeing

Mirko Daneluzzo, Michele Zannoni,
Giorgio Dall'Osso, Silvia Gasparotto

406

Counterpoint. Are We Sure That All These Data Are Good for Us?

Antonella Valeria Penati,
Carlo Emilio Standoli

418

Sustainable Data-Driven Strategies and Active Well-Being: A Case Study

Giuseppe Mincolessi, Gian Andrea
Giacobone, Michele Marchi

426

Are You Me? Re-Embodiment Process for Telepresence Robots

Lorenza Abbate, Claudio Germak

440

From Applications to Implications: Design as a Process for Humanising Future Robotics

Christiam Mendoza, Roberto Íñiguez Flores,
Ruth León Morán

450

Data Driven Design: From Environment to the Human Body

Elena Cavallin

458

IF THIS THAN THAT Broken Linear Logic. Rethinking and Representing the Design Process

Margherita Ascari, Andrea Cattabriga,
Simona Colitti, Ami Liçaj

468

Responsible Tech Innovation Through Design: A Participative, Reflective, and Systemic Approach

Jane Vita, Tiina Mäkelä, Teemu Leinonen

478

(Re)Active Materials. Well-Being's Concept Evolution and Advanced Material Innovations

Noemi Emidi

490

Mixed Reality as Activator of Collaborative Processes for Transcultural Future

Alessandra Miano

500

Exhibitions as Hybrid Environments. Exploring Situated & Embodied Interaction in Cultural Heritage

Letizia Bollini, Marco Borsotti

512

Ethnographic Study: Finger Food Systems, Contribution to a Project Program in Food Design

Lígia Afreixo, Francisco Providência

522

PASSO Project: Design of a Smart System Using Biofeedback to Train People with Parkinson's Disease

Silvia Imbesi, Giuseppe Mincolessi

532

Pathos: A digital service to improve women's hospital experience

Elisa L'Angiocola, Angela Giambattista

544

Brain Training, Mindfulness, and Wearables: Empowering Employee Wellbeing Through Neurotechnologies

Francesca Bonetti, Giorgio Casoni

554

The Augmented Body: Technological Contamination in the Fashion-Tech Paradigm

Elisabetta Cianfanelli, Margherita Tufarelli,
Elena Pucci

564

Health Communication as Apo-Mediation. The Impact of Communication Design on Health Prevention and Perception

Daniela Anna Calabi, Alice Maturo

Design Values Out of the Mainstream: New Geographies of Influence

578

**Design Values Out of the Mainstream:
New Geographies of Influence**

Qassim Saad, Andreas Sicklinger,
Lorela Mehmeti

588

**An Analytical study to develop
the traditional craft in the field
of creative industries in Egypt**

Hoda Aman

600

**Enhancing social well-being through
social innovation approach and design
expertise: a case study for social
innovation in a local district in Turkey**

Yagmur Gizem Avci, Ece Cinar, Cigdem Kaya

610

**Cultural Factories: Conversion of Industrial
Areas into Cultural Hubs**

Eva Vanessa Bruno, Beatrice Lerma,
Doriana Dal Palù, Claudia De Giorgi

620

**Bahrain Knowledge Bay. Using Design
Thinking to Establish an Infrastructure
Towards Knowledge Economy**

Halim Choueiry

630

**Culture and creativity as assets
for inclusive growth in small
and remote places: a design-led process**

Annalinda De Rosa, Davide Fassi

640

**Culture-based Innovation:
A Localized Approach for Designing**

Alaa El Anssary, Ahmed Wahby

650

**Burning approaches to tensing
the present: a new political
dimension of design**

Fabiana Marotta

658

**Design Resistance. Material
Solutions for local remoteness**

Martina Taranto, Barbara Pollini,
Valentina Rognoli

668

**How Should Technology Follower
Companies of Developing Countries
Innovate Through Design Capability?**

Bilgen Tuncer Manzanoğlu

680

**Subjectivation and cities: relationships
between local independent fashion
and Possible Future Scenarios**

Paula Visoná, Mágda Rodrigues da Cunha,
César Kielling

New Education Pathways for Future Designers in a Changing World

696

New Education Pathways for Future Designers in a Changing World

Valentina De Matteo, Elena Formia,
Roberto Iñiguez Flores, Laura Succini

706

Decolonizing the Design Process: A Case Study in Authorship, Power, and Control

Scot Geib

714

OpenMind Handbook. A System of Design Tools and Processes to Empower Democracy Culture in Primary Schools

Valentina Facchetti, Laura Galluzzo,
Ambra Borin

724

Architecture, Design and Community in Colombia. More Urban, More Rural, More Social: The Workshop Experience

Sasha Londoño-Venegas,
Adriana Jaramillo Botero

736

Creative Community for Generation Z Teachers in Brazil Through Strategic Design

Lara Maria Luft, Debora Barauna,
Gustavo Severo de Borba

746

Design Thinking and Career Development: A Comparative Study

Clio Dosi, Eric Guerci, Jacek Jakieła,
Joanna Świętoniowska, Eleni Vordou,
Maria José Varadinov, Matteo Vignoli,
Gastão de Jesus Marques, Joanna Wójcik

760

Design Processes: From the Historical Perspective to the Application in Startups Companies

Isabela Moroni, Amilton Arruda

772

Design and Innovation: Where Do We Want to Play? Inquiry Into Some Design's Strengths and Weaknesses in Innovation

Marco Limani

782

Design Ecosystem in Portugal. Education, Research and Entrepreneurship

Marlene Ribeiro, Francisco Providência

790

The Design Posture: A Collaborative Learning-By-Doing Approach

Rita Duina, Marco Berni, Andrea Del Bono

798

Advanced Manufacturing for Sustainable Fashion. Developing Interdisciplinary Educational Experiences

Daria Casciani

810

Co-designing Contents With Situated Stakeholders: An In-Field Process in Nolo (Milan)

Davide Fassi, Francesco Vergani

820

Creativity and Mirror Effect: Teaching Creative Skills Through Non-traditional Pedagogies

Alejandra Amenábar Alamos

830

How Design Thinking Could Benefit Future Educational Environments in a Post-Pandemic Era?

Yuqing Zhu, Yunyu Ouyang

840

How a Technology Identity Can Enhance the Diffusion of Good Design Practices in Product Sound Design

Daphne Degiorgis, Marco D'Addario,
Beatrice Lerma, Dorian Dal Palù

852

Learning and Teaching From and by Social Media. Instagram to Support Blended Learning Models

Vittorio Linfante, Andrea Manciaracina

864

Education & Practice in Open Design. Improving the Learning Experience Through Knowledge Connections

Fabrizio Valpreda

876

**You Can Never Solve Problems With
the Same Mindset That Created Them.
How Can We Change the How and the
What We Teach to Enable Our Students
to Become Truly "Terrestrial" Designers?
A Proposition Following Bruno Latour's
"Terrestrial Manifesto"**

Angela Grosso Ciponte, Evelyne Roth

884

**Good for Good. Designing
Packaging in the Era of Deliveries**

Loredana Di Lucchio, Ivo Caruso

896

**Onboarding Future Systemic
Innovation Designers Through
Informal and Collaborative Activities**

Leonardo Moiso, Sofia Cretaio,
Cristina Marino, Chiara L. Remondino,
Paolo Tamborrini

908

**Material Practices in Transition:
From Analogue to Digital in Teaching
Textile and Fashion Design**

Delia Dumitrescu, Martina Motta

918

**Designing for the Future of
Education Through Cultural Heritage**

Nour Zreika, Daniele Fanzini

928

**We Need to Talk About Learning Design.
A Proposal for Critical Conversation**

Suzanne E. Martin

938

**Collaborative Learning of Ph.D.
Candidates in Design on Emerging
Scenarios in Scientific Publication**

Eleonora Lupo, Sara Radice

948

**Scenarios, Networks and Systems:
An Alternative to Dichotomous Patterns**

Liana Chiapinotto, Fernando Guimarães
Horlle, Tássia Ruiz, Celso Carnos Scaletsky

Onboarding Future Systemic Innovation Designers Through Informal and Collaborative Activities

Leonardo Moiso

Politecnico di Torino

leonardo.moiso@polito.it

ORCID 0000-0003-0536-1836

Sofia Cretaio

Politecnico di Torino

sofia.cretaio@polito.it

ORCID 0000-0002-0934-3136

Cristina Marino

Politecnico di Torino

cristina.marino@polito.it

ORCID 0000-0001-7577-7138

Chiara L. Remondino

Politecnico di Torino

chiara.remondino@polito.it

ORCID 0000-0001-8838-5037

Paolo Tamborrini

Politecnico di Torino

paolo.tamborrini@polito.it

ORCID 0000-0002-1917-3759

Abstract

The contribution presents a collective learning system developed by the Innovation Design Lab team within the Innovation Module of the Master's Degree in Systemic Design of the Politecnico di Torino.

A strategy aimed at the development of all those soft skills useful to bring out the potential of the individual's contribution in projects of entrepreneurial, innovative, and sustainable impact.

The research shows the results of educational methodology that integrates digital ecosystems and collaborative tools, highlighting how, from the students' visions, emerges the urgency to design new future-oriented teaching-learning practices.

Keywords

Education

Systemic innovation design

Team building

Soft skills

Tools

Introduction

Technology is an agent of change within education, potentially transforming traditional modes of teaching and learning (Selwyn, 2019). Faced with new or unforeseen scenarios, experiences, skills, and methods, it seems outdated. If sudden changes in contemporary society have made — in the recent past — the educational system partly obsolete, the impact of the pandemic has been disrupting, making a complete redefinition of the educative act as urgent as ever. In other words, digital learning has been a logical approach worldwide to facilitate adaptation to a new normal and enhance educational quality (Humayun, 2020). What future lies ahead and what role remote teaching will assume — synchronous, asynchronous, or blended — is still difficult to predict today. However, the real challenge will be to treasure the experience of this period and to think about what elements of the formation of the future will be able to find in the digital system an effective and efficient tool for the personal enrichment of everyone.

The opportunity to apply an educational methodology that integrates digital ecosystems and telepresence equipment is increasingly attractive, with countless applications and possibilities to engage students in blended contexts. Digital learning created promising opportunities for educational institutions; however, there were challenges relating to technology, courses, instructors and learners (Händel et al., 2020; Shehzadi et al., 2020). The problems of implementing applications on teachers' and students' devices, limitations of technology platforms, quality of the internet, learner-teacher interaction, and limited training of teachers and learners regarding the online learning system influenced the effectiveness of learning in a digital environment (Dinh & Nguyen, 2020). In addition, the ability to adapt to immediate changes in a new situation would affect the future of online learning.

The contribution presents a collective learning system developed by the Innovation Design Lab team as part of the Innovation Module in the MSc degree program in Systemic Design at the Polytechnic of Turin. This strategy focuses on replicating and adapting teaching methods in a blended format to reinforce transversal skills crucial for fostering individual contributions in projects with entrepreneurial, innovative, and sustainable impacts.

Theoretical Framework

The design of a learning pathway is based on the knowledge that a class of students forms a community that generates a flow of ideas (Pentland, 2015). Collaboration between students during community building, team building and group work stimulates the exchange of skills and backgrounds, fostering collaborative and idea-generating processes. The educator plays a crucial role in designing collective learning experiences, using methodological and pedagogical tools to facilitate the circulation of ideas and guide innovative and design processes within student teams. Visual design, when used effectively, improves accessibility, stimulates interest and involvement and helps students make connections between ideas (Lohr, 2008, p. 15). The

pandemic-induced shift to virtual learning necessitated a re-evaluation of learning experience design. The use of visual languages and communicative processes, mediated by interfaces and human-device feedback, is crucial for effective learning event design. Graphic design principles make information more accessible and engaging (Lohr, 2008, p. 7).

Designing practical learning experiences in a digital environment requires strategies and content that support step-by-step learning events and provide clear rules and instructions to reduce confusion. Confusion can lead to frustration and negatively affect the educational value and overall perception of the learning experience (D'Mello & Graesser, 2012). For this reason, visual design and modular design techniques are employed to create digital content that aligns with the graphic and systemic design world, incorporating analogue and digital technologies and expressive languages. Research on text segmentation, spacing, typographic signals and semantic visualisations inform the educational basis for designing ways to help students understand text (Hartley, 1985; Mayer, 1984; Park & Hannafin, 1993). Distance education emphasises interactions between different parties and through various channels to enhance students' involvement in the learning process (Moore, 1989; Riggs, 2020).

The hypothesis is that integrating collaborative learning methodologies, visual design principles, and the effective use of digital tools within educational settings offers valuable opportunities for innovative and engaging learning experiences. This approach enables the development of essential skills, promotes an entrepreneurial mindset and prepares students to navigate the complexities of a rapidly changing world.

Educational Context

In the context of the Master's Degree Programme in Systemic Design, the focus is on developing designers who can collaborate effectively across disciplines and drive innovation in key areas (Gaiardo et al., 2022). Integrating the Systemic Innovation Design Methodology (SIDM) into the module promotes core competencies such as creativity, flexibility, adaptability and entrepreneurship (Gaiardo et al., 2022). The course explores productive, social and economic innovation with a multidisciplinary approach, particularly in food-related changes within a particular territory (Gaiardo et al., 2022).

In line with the educational scenario, the Innovation Design course embraces the learning by design method, a design-based approach that integrates design principles and practices into the educational process (Papert, 1991; Kolodner et al., 2003). The course aims to create a dynamic and interactive learning environment by immersing students in authentic design experiences and applying the Systemic Innovation Design methodology. This approach nurtures creativity, critical thinking and problem-solving skills (Gaiardo et al., 2022; Kolodner et al., 2003).

The collective learning system developed by the Innovation Design Lab team exemplifies the integration of learning-by-design methodologies within the Master's programme (Gaiardo et al., 2022).

By incorporating the principles of visual design and modular design, the educational experience becomes more engaging and accessible to students, enabling them to tackle complex design challenges and apply their knowledge in practical contexts (Lohr, 2008; Gu et al., 1997). Through collaborative projects and hands-on activities, students develop a deep understanding of design concepts and acquire the skills and mindset necessary for entrepreneurial, innovative and sustainable projects (Gaiardo et al., 2022). Promoting creativity, critical thinking and problem-solving skills, this approach provides students with the skills they need to succeed in a rapidly changing educational landscape (Kolodner et al., 2003). The integration of new digital tools and teaching methods in learning by design allows educators to adapt and provide students with up-to-date learning experiences to new design possibilities and the diverse needs of new generations of learners.

Methodology Description

Designing Learning in a digital environment

The model described expresses different pedagogical approaches to enhance transversal competencies mediated by digital tools: telepresence, simultaneous collaboration, and synchronous and asynchronous communication. In the education sector, large classes remain a popular method of instruction worldwide because of their cost efficiency (Yardi, 2008). An advantage of digital technologies is that they are highly scalable, can be improved from the assets already in place, or refer to a more extensive range of participants without additional investment and materials. In contrast, physical assets need to be rearranged and renewed according to the management and spatial requirements of the class each time they are held.

A collective learning system to enhance educational blended paths

To address the pandemic changes, the contribution presents a study on a teaching-learning model by developing a series of complementary activities to the course. The organizational process has also focused on some digital tools capable of amplifying collaborative and productive processes without ever losing that part of physical interaction.

The activities aspired to provide participants with opportunities for informal learning and to contaminate the course's critical concepts by integrating some soft skills of the methodology used (Gaiardo & Tamborrini, 2015) and, more generally, of the study's objective. In this way, it has been possible to relate the development of those skills to specific notions, together with the methods that are part of the methodological approach.

Sixty students represent the classroom sample, many attending the first year of the MSc degree. Each one of the planned activities was submitted during specific phases of the course Fig. 1. The aim was to stimulate the community's processes and prepare students for the subsequent phases of the development of the final project.

Summing up, activities 1, 2, 3, and 4 focused on enhancing individual and collective awareness of innovation's concept, which defined the class background. Activity 5, the Food Design Lab, aimed to expand participants' knowledge and critical thinking through a participatory and collective process, recreating learning conditions by doing and incorporating physical and analogue design processes to observe their emotional and cognitive impact.

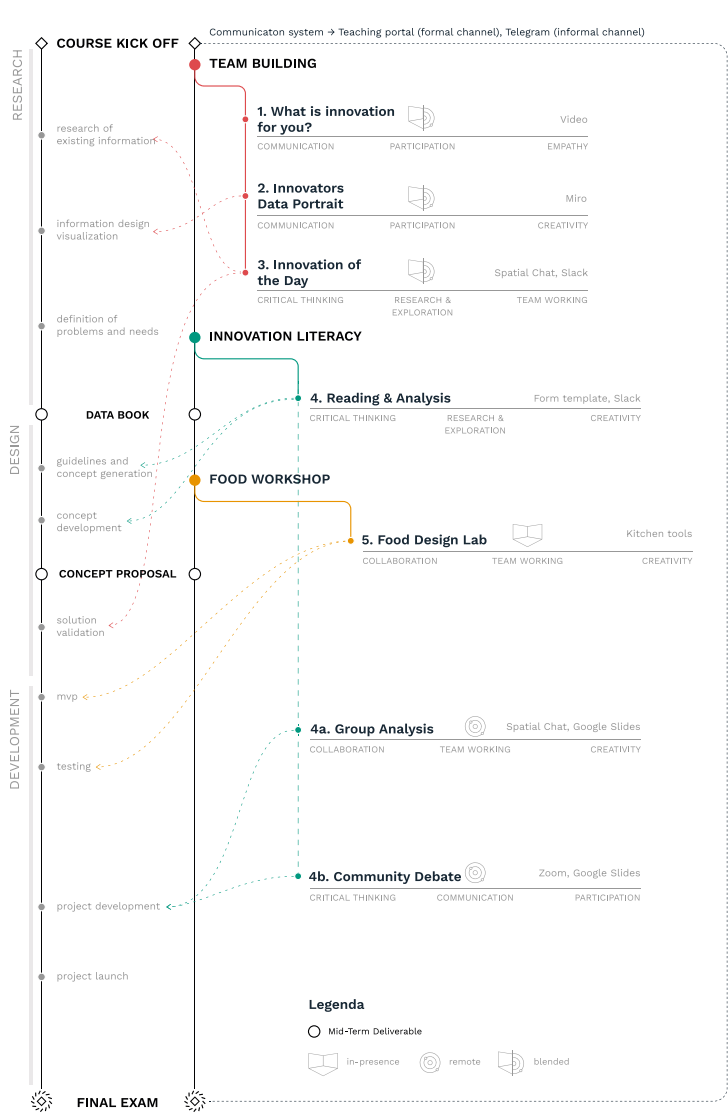


Fig. 1
Sofia Cretaio. *Learning path and activities.* Collective learning system to support the Systemic Innovation Design Methodology. Ph. Innovation Design Lab, 2021.

Knowing the context of action is the first step to developing innovative and sustainable outputs. The same principle is applicable in the construction of relationships within a university course: therefore, the first step was to get to know the students, asking them to answer, through a short video, the question “What is innovation for you?”. By limiting the criteria for the realization to a minimum, students were free to narrate their idea avoiding the embarrassment of public speaking.

The question was then deepened in a second ice-breaker activity that introduced one of the first approaches of the SIDM: information visualization. Inspired by Giorgia Lupi's Data Portrait project, students were asked to portray their innovation idea using square and replicable elements. The activity, although individual, was carried out through a collaborative board on Miro [Fig. 2](#), a meeting point between students in the presence and remotely.

The result is a visual curriculum in which the translation of personal information into data has generated a synthetic and inclusive language (de Freitas et al., 2021) of their course expectations.

Once the concept of innovation was defined, a more practical application of the topic was developed by proposing a series of Innovation of the Day research for cases study.

The activity required the random arrangement of groups and introduced to the students the second step of the SIDM: the search for qualitative resources to support the design-phase analysis. In this scenario, the involvement of students took place in a virtual space: Spatial Chat, a platform that allows — through avatars — to move in a digital environment like in a physical one.

Later, students were introduced to the design and development phases through a practical workshop focused on food matter. The theme “Visual Power of Food Surplus” allowed the participants to deepen the topic of food waste from a design perspective.

The students, organized in mixed groups, had to work with surplus products, overturning their semantic and aesthetic characteristics and applying the steps of the SIDM: from the concept ideation to the development and prototyping [Fig. 3](#).

Later in the semester, the focus was moved toward students' ability to develop critical thinking. The activity of Innovation Literacy has required them to read a book that addresses the topic from different perspectives — food, data, society — and then outline a critical analysis.

The activity took place in asynchronous and synchronous moments, combining individual steps with moments of teamwork; the students, now accustomed to working with selected teammates, had to reorganize into temporary groups depending on the book read to complete in a limited time, an overall review [Fig. 4](#). The result of the meeting was poured into a set of shared slides that were then discussed collectively through questions that challenged the thoughts of individual students and the design solutions now being developed [Fig. 5](#).

Furthermore, as part of this activity, students could express their understanding and interpretation of the books by creating customised book covers. These graphic interpretations allowed students to explore the books' themes further and express their ideas visually, thus enriching their learning experience and contributing to the collective discussion.

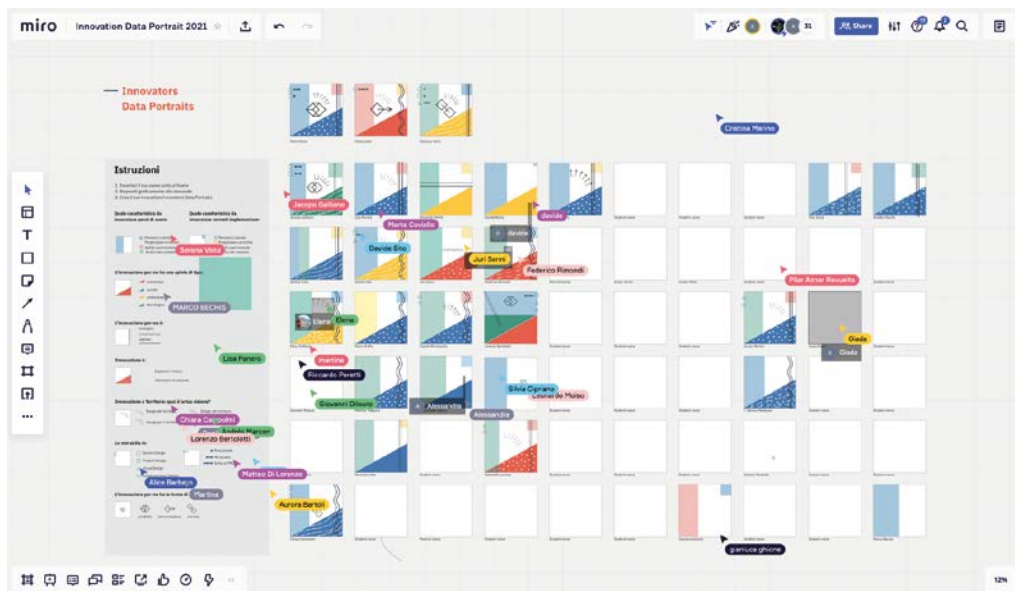


Fig. 2
Chiara Remondino. *Data Portrait Activity*. Simultaneous creation of data visualization using a Miro Board. Ph. Innovation Design Lab, 2021.



Fig. 3
Leonardo Moiso. *Food Design Lab Workshop*. A design team experiments with shapes, food and kitchen tools. Ph. Innovation Design Lab, 2021.

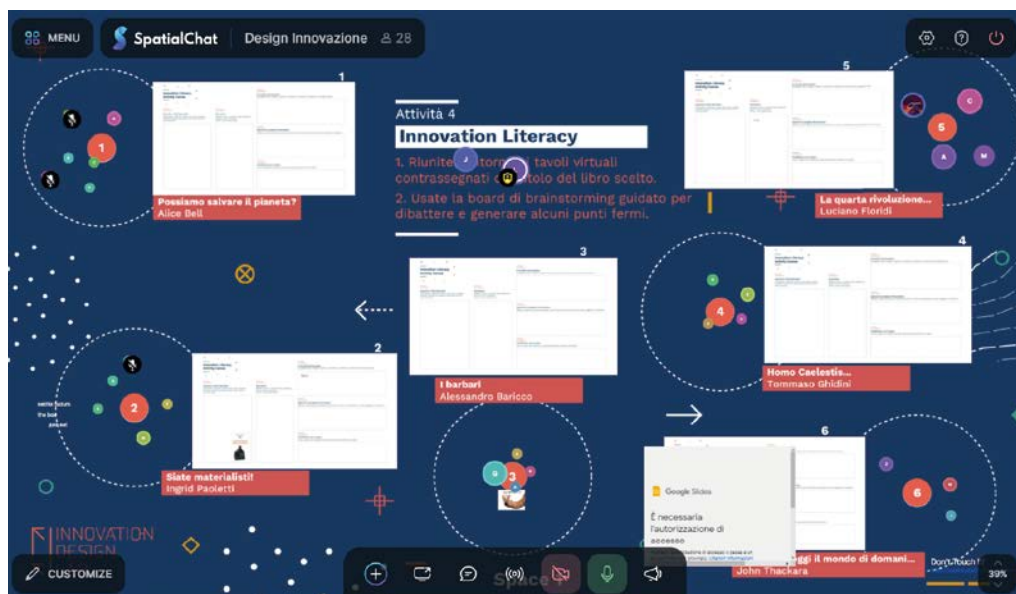


Fig. 4
Leonardo Moiso. *Innovation Literacy Activity*. Working in groups using Spatial Chat. Ph. Innovation Design Lab, 2021.



Fig. 5
Sofia Cretaio. *Innovation Literacy: community debate*. Students presenting their alternative covers to the original book. Ph. Innovation Design Lab, 2021.

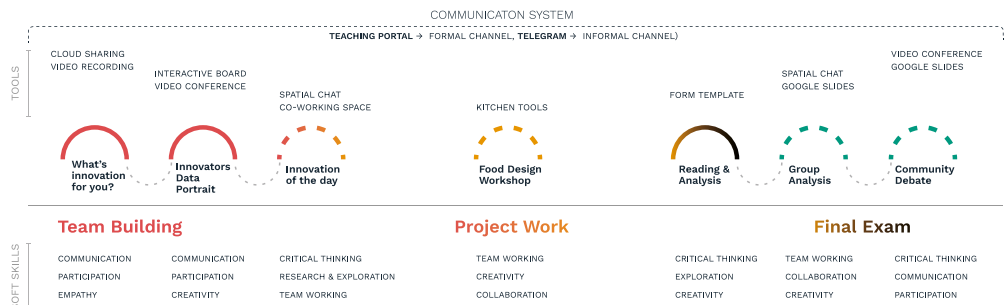
The activities described align with the components and learning objectives of the Innovation course. This course aims to cultivate a multidisciplinary understanding of innovation and its impact on technical, productive, social and economic aspects. The multidisciplinary laboratory is an essential component of the course, which serves as a platform for integrating input from different disciplines. The activities described in the article, such as developing soft skills, integrating collaborative digital tools and applying the Systemic Innovation Design Methodology (SIDM), directly contribute to achieving the course's learning objectives Fig. 6. The activities also emphasise the importance of combining analytical skills with design thinking.

- The first activity focuses on community and team building, creating a sense of belonging among students and fostering practical teamwork skills.
- The Data Portrait Project engages students in visualising and representing information through creative and meaningful data portraits describing themselves and their skills.
- Innovation of the Day Research encourages students to explore qualitative resources and conduct research to support their design analysis.
- The Food Design Workshop combines analytical skills in reading the territory and social issues with hands-on design thinking. Students work with surplus food products, applying the Systemic Innovation Design Methodology to generate innovative design solutions that address the issue of food waste.
- The Innovation Literacy Activity strengthens critical thinking skills by giving students diverse perspectives to analyse and discuss. Through reading and asynchronous and synchronous discussions, students challenge their thoughts, contribute to design solutions, and expand their understanding of innovation from different angles.

The activities integrated into the course aim to stimulate active learning and interdisciplinary collaboration and foster design skills. This engagement gives students a comprehensive understanding of innovation and the skills to address real-world challenges innovatively and sustainably.

Evaluation Method

The evaluation method employed in this study aimed to assess the proposed pathway's effectiveness and associated activities. At the end of the learning journey, a survey was submitted to a sample of sixty students, primarily first-year MSc degree students. The survey encompassed targeted questions addressing key aspects of the methodology, including the effectiveness of team building and team working phases, the perceived importance of these processes, experiences during the community-building phase in light of pandemic conditions, evaluations of the Data Portrait activity and the functionality of the Miro application, perceptions of the practical approach in the Food Design Workshop activity, and feedback on critical thinking



development and outcomes in the Innovation Literacy activity. This comprehensive approach enabled a thorough evaluation of the activities' effectiveness and their impact on students' learning journey.

The survey included several key questions addressing different phases and activities:

- **Team Building and Team Working**
 - 1 How effective were the activities in promoting collaboration and teamwork?
 - 2 To what extent did students perceive these phases as important in the learning process?
- **Community Building Phase**
 - 1 How did the conditions imposed by the pandemic impact the intra-group relational aspects?
 - 2 What were the main challenges encountered during the community-building phase?
- **Data Portrait Activity**
 - 1 How did students evaluate the usefulness and functionality of the Miro application for achieving the course objectives?
 - 2 In what ways did the experience of creating Data Portraits enhance their understanding of the communicative impact of language through data?
- **Food Design Workshop Activity**
 - 1 How did students perceive the practical approach to the Systemic Innovation methodology?
 - 2 What were their opinions on using expired packaged food for an "aesthetic" design and prototyping activity?
- **Innovation Literacy Activity**
 - 1 How did students perceive the development of critical thinking and Innovation reflections in this activity?
 - 2 What were some notable outcomes or insights generated during the design solution generation and pre-concept development phases?

Results and Findings

The results indicated that the activities implemented in the pathway served as a distance learning solution, promoting interaction

Fig. 6
Leonardo Moiso. *Learning path tools and soft skill. Modularization of the learning experience and tools used to enhance digital and soft skills.* Ph. Innovation Design Lab, 2021.

between the students and enabling the continuation of teaching activities while preserving the learning objectives and enhancing digital and transversal skills. Integrating activities to support team building and team working proved effective in emphasising the importance of applying a method to these processes. The survey responses of the entire student sample revealed a high perceived importance for teaching team building (score of 3.91 out of 5) and team working strategies (score of 3.71 out of 5), emphasising the need to establish a dedicated teaching method for design courses in a blended environment. However, the community-building phase, which focused on relational aspects within the group, received a lower score of 2.80 out of 5, indicating its criticality and susceptibility to the challenges imposed by the pandemic conditions. In the *Data Portrait activity*, students expressed the importance of acquiring skills in using Miro, an application with functional features that facilitated the achievement of course objectives. They also recognised the value of understanding the communicative impact of language through data while acknowledging the need for further theoretical knowledge in this area.

The *Food Design Workshop* received positive feedback for its practical approach and ability to foster new interactions within the class group. Over 90% of the student sample appreciated the hands-on experience and the opportunity to directly apply the design method using workshop materials and tools and have fun. However, some participants objected to the use of edible materials for an “aesthetic” design and prototyping activity, despite the inclusion of expired packaged food.

The *Innovation Literacy* activity was evaluated positively for its contribution to developing critical thinking and Innovation thinking. It was noted that this activity had exciting spin-offs in generating design solutions and pre-conceptual development phases, further underlining its effectiveness in promoting creative thinking and problem-solving skills.

The results of the paper’s evaluation indicate that the activities of the proposed pathway were well received by the students, with positive results observed in terms of interaction, skills enhancement, practical application and development of critical thinking. The results regarding the quality of the project outputs and final assessment examinations remained in line with previous years of this course. The applications selected for the Systemic Innovation Design training model offer high visual customisation, allowing the learning designer broad organisational and communicative creativity of the content. At the same time, students are active participants in the learning process, developing descriptive and design outputs in groups that feed into the knowledge system of the class.

Conclusion

The article assesses a methodology applied in a digital learning setting, demonstrating that it promotes student interaction and upholds learning goals. It amplifies digital and cross-disciplinary skills, enriching the overall learning journey. The study highlights the vital role of educational methodologies in shaping digital environments, with the

Leonardo Moiso

PhD student in Management, Production and Design at Politecnico di Torino. He researches in the field of lifelong learning, focusing on team-building processes, across physical, digital and blended spaces. He is a member of the Innovation Design Lab and also supports the Master School in the processes of educational innovation.

Sofia Cretaio

PhD student in Management, Production and Design at the Politecnico di Torino. Her research focuses on the use of data to innovate spatial and organizational dynamics in the workplace, fostering safety and sustainability. She has a Master’s Degree in Systemic Design and she is a member of the Innovation Design Lab.

Cristina Marino

PhD, Research Fellow at the Università di Parma, her research investigates the relationship between fashion, digital data, and sustainability. Since 2017, she has been part of the Innovation Design Lab team.

Chiara L. Remondino

PhD, Her research focuses on innovative and sustainable packaging design, and on the design of communication and visualization of complex data systems within business companies and multidisciplinary learning paths. In 2015 she co-founded the Innovation Design Lab.

Paolo Tamborrini

He has coordinated numerous researches in the field of design and communication for sustainability. He is the director of “Graphicus — designing communication”, a magazine that tells the world of communication involving authors from distant but connected disciplines. In 2015 he co-founded the Innovation Design Lab.

designer's expertise playing a pivotal role. Future research directions could explore the potential for further refinement of the methodology and adaptation to different educational contexts. Investigating the long-term impact of the methodology on students' skills development and exploring its scalability and transferability to other disciplines will be the focus of future explorations. Furthermore, practical applications of the methodology could extend beyond the academic context, finding relevance in professional development programmes or lifelong learning initiatives, where incorporating digital tools and educational methodologies can improve individuals' skills in a rapidly changing digital landscape.

References

- Al-Rahmi, W. M., Alzahrani, A. I., Yahaya, N., Alalwan, N., & Kamin, Y. B. (2020). Digital communication: Information and communication technology (ICT) usage for education sustainability. *Sustainability*, 12(12), 5052.
- D'Mello, S., & Graesser, A. C. (2012). Emotions during the learning of difficult material. In B. Ross (Ed.), *Psychology of learning and motivation* (Vol. 57) (pp. 183-225). Elsevier.
- Dinh, L. P., & Nguyen, T. T. (2020). Pandemic, social distancing, and social work education: Students' satisfaction with online education in Vietnam. *Social Work Education*, 39(8), 1074-1083.
- Gagné, R. M., Briggs, L. J., & Wager, W. W. (1988). *Principles of instructional design*. Holt, Rinehart & Winston.
- Gaiardo, A., & Tamborini, P. (2015). Systemic Innovation design methodology: the comparison of two case studies. *Proceedings of The Value of Design Research, 11th European Academy of Design Research, France*.
- Gaiardo, A., Remondino, C., Stabellini, B., & Tamborini, P. (2022). *Il design è innovazione sistemica. Metodi e strumenti per gestire in modo sostenibile la complessità contemporanea: il caso Torino*. LetteraVenti-due Edizioni.
- Gu, P., Hashemian, M., & Sosale, S. (1997). An integrated modular design methodology for life-cycle engineering. *Annals of the CIRP*, 46(1), 71-74.
- Händel, M., Stephan, M., Gläser-Zikuda, M., Kopp, B., Bedenlier, S., & Ziegler, A. (2020). Digital readiness and its effects on higher education students' socio-emotional perceptions in the context of the COVID-19 pandemic. *Journal of Research on Technology in Education*, 54(2), 1-13.
- Hartley, J. (1985). *Designing instructional text* (2nd ed.). Nicholas Publishing Company.
- Humayun, M. (2020). Blockchain-Based Secure Framework for E-learning during COVID-19. *Indian Journal of Science and Technology*, 13(12), 1328-1341.
- Kolodner, J. L., Camp, P. J., Crismond, D., Fasse, B., Gray, J., Holbrook, J., Puntambekar, S., & Ryan, M. (2003). Problem-based learning meets case-based reasoning in the middle-school science classroom: Putting learning by design into practice. *Journal of the Learning Science*, 12(4), 495-547.
- Lameras, P., Arnab, S., de Freitas, S., et al. (2021). Science teachers' experiences of inquiry-based learning through a serious game: a phenomenographic perspective. *Smart Learning Environments*, 8(7).
- Leach, M., & Hadi, S. M. (2017). Supporting, categorising and visualising diverse learner behaviour on MOOCs with modular design and micro-learning. *Journal of Computing in Higher Education*, 29, 147-159.
- Lohr, L. (2008). *Creating Graphics for Learning and Performance: Lessons in Visual Literacy*. Pearson.
- Mayer, R. E. (1984). Aids to text comprehension. *Educational Psychologist*, 19(1), 30-42.
- Moore, M. G. (1989). Editorial: Three types of interaction. *American Journal of Distance Education*, 3(2), 1-7.
- Park, I., & Hannafin, M. J. (1993). Empirically-based guidelines for the design of interactive multimedia. *Educational Technology Research and Development*, 41, 63-85.
- Papert, S. (1991). Situating constructionism. *Constructionism*, 36(2), 1-11.
- Pentland, A. (2015). *Fisica sociale. Come si propagano le buone idee*. Frontiere.
- Riggs, S. (2020, April 15). Student-centred remote teaching: Lessons learned from online education. *EDUCAUSE Review*. <https://er.educause.edu/blogs/2020/4/student-centered-remote-teaching-lessons-learned-from-online-education>
- Shehzadi, S., Nisar, Q. A., Hussain, M. S., Basheer, M. F., Hameed, W. U., & Chaudhry, N. I. (2021). The role of digital learning toward students' satisfaction and university brand image at educational institutes of Pakistan: a post-effect of COVID-19. *Asian Education and Development Studies*, 10(2), 276-294.
- Selwyn, N. (2019). *Education and Technology: Key Issues and Debates*. Bloomsbury Academic.
- Trentin, G. (2001). E-learning. In G. Cerini, & M. Spinosi (Eds.) (2002), *Voci della scuola 2003*. Tecnodid.
- Yardi, S. (2008). Sussurri in classes. In T. McPherson (Ed.), *Digital Youth, Innovation, and the Unexpected* (pp. 143-164). MIT Press.

Published online in September 2023

The 8th International Forum of Design as a Process, themed “Disrupting Geographies in the Design World” was held in Bologna from 20 to 22 June 2022. The event was organised by the Advanced Design Unit of the Alma Mater Studiorum – Università di Bologna, Department of Architecture, in collaboration with two partner universities: Tecnológico de Monterrey (TEC) and Pontificia Universidad Católica de Chile.

The Forum engaged speakers from the Global Design community, expanding the original vocation of the Latin Network for the Development of Design as a Process to include researchers and designers of the Mediterranean Area, Middle East, IOR (Indian Ocean Region), and Global South regions. The goal was to share new perspectives on imagining design futures in a responsible and just perspective, at the forefront of change, while building strategic partnerships and creating accessible knowledge.

Structured around three pillars — seminars, workshops, and exhibitions — the Forum hosted meetings, reflection opportunities, networking activities. It involved designers, scholars, young researchers, design entrepreneurs, in an experimental format.

Speakers’ contributions not only inspired the practices of the designers’ community, but also resonated with students and the broad audiences. The presentations explored intersections of materiality and culture, post-coloniality, decoloniality, gender studies, and other areas of human thought and action which seek to analyse, question and challenge the disruptive geographies in the world, today.

The papers submitted to the five tracks proposed are published in the Digital Special Issue 1 of *diid. disegno industriale – industrial design*, celebrating during those days its 20th anniversary and serving as the fourth partner of the event.

The Editors

Erik Ciravegna, Elena Formia, Valentina Gianfrate,
Andreas Sicklinger, Michele Zannoni

DSI No. 1 — 2023

Year XXI

ISSN 1594-8528

ISSN Online 2785-2245

ISBN Online 979-12-5477-329-1

**DIGITAL
SPECIAL
ISSUE**
1



Bologna
University Press