

IN3010:

Introducing Transition Design

Course
2025

January 20, 2025
From N.Y. Times



Alma Leora Culén
University of Oslo, IFI, Design

CONTENT

Transformative Design

More about what it is at the end of the introduction to the course

LANGUAGE

- Norwegian
- However, the lecture slides are written in English, but Norwegian can be used for all discussions
- Project reports – you can chose your language, Norwegian is great

PRESENCE

- This is a collaborative course, in teams, so your presence is (required) at least 80% of time
- In ‘groupetimer’ we will also have regular updates (presentations) on your work and minimum one member of the group must be present to deliver

Undervisning

2 timer undervisning pr. uke bestående av forelesning, diskusjon, designkritikk og presentasjoner av progresjon med aktiv deltagelse.

Hovedvekten av arbeidet skal være uavhengig teamarbeid og rettet mot en arbeidsgiver fra offentlige eller privat sektor, eller store forskningsprosjekter. Studentene må jobbe sammen som et design team hvor alle bidrar.

Det er obligatorisk oppmøte på første forelesning, og minst 80% oppmøte på undervisningen.

GRADING

- Pass/fail this year too
- To pass, you need to deserve at least a C for your work.

Eksamen

Vurderingen består av tre deler:

- Muntlig midtveispresentasjon av prosjektet
- Muntlig sluttpresentasjon av prosjektet
- Skriftlig rapport

Alle delene må bestås og bestås i samme semester.

Eksamensspråk

Teamet kan skrive rapporten på norsk eller engelsk.. Det samme gjelder presentasjoner

Karakterskala

Emnet bruker karakterskala bestått/ikke bestått. Les mer om [karakterskalaen](#).

DELIVERABLES

Deliverables are 3 major oral presentations (a midterm presentation, one method presentation and a final presentation – all must be completed for a pass), a written final report, and an artefact:

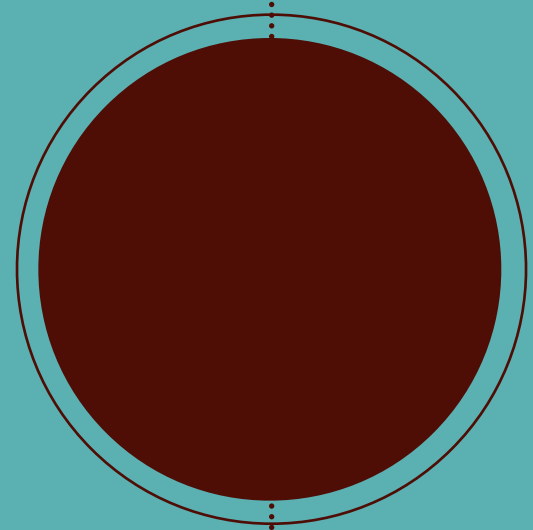
- 1) A presentation of a transition design method in a peer learning workshop setting
- 2) A midterm presentation of your concepts and work, along with new concepts from transition design (Definitely a combination of theory and practice)
- 3) Final presentation of your work with all stakeholders invited to listen
- 4) A max 20 page report on your work (no appendices, references and abstract are extra pages), see the template on the course webpage
- 5) Your design artefact (might be a product, service, a strategy, or a platform)

RESEARCH

- The course features research-based teaching (each project is supervised by a person actively engaged in research related to the project proposals).

EXPECTATIONS

- We expect students to read the curriculum, and work on your projects, dedicating about 12 hours per week to the course (4 are for lectures and group hours, so 8 for reading and teamwork on your projects – per week)
- We understand that many of you work as well, so we will make best efforts to accommodate your needs, and we expect (and hope for) good communication concerning any special needs and arrangements
- We will do our best to teach you what we promised, but we hope you will help by participating actively, this course cannot be great without your active participation and engagement



THE DESIGN PARTICULARS

Spring 2025

Design4Dem: Designing Technologies for Democracy

Democracy is under increasing pressure. Can technology design contribute to strengthening participatory democracy?



Photo: Colourbox

About the group

The main focus of the group is how technology better can support democratic processes, and particularly how design processes affect the consequences of new technology, especially in the context of participatory democracy.

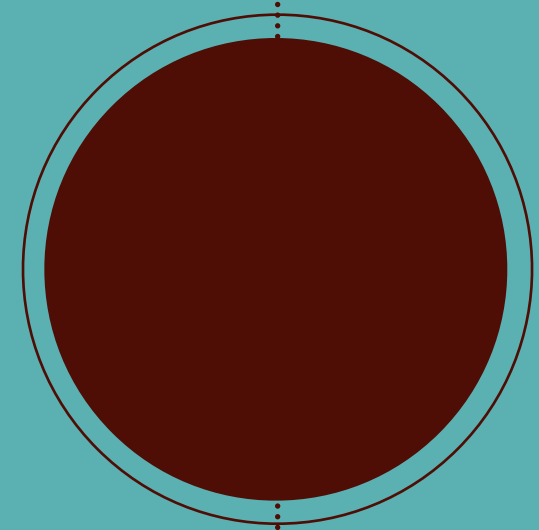
Contact

[Alma Leora Culén](#)

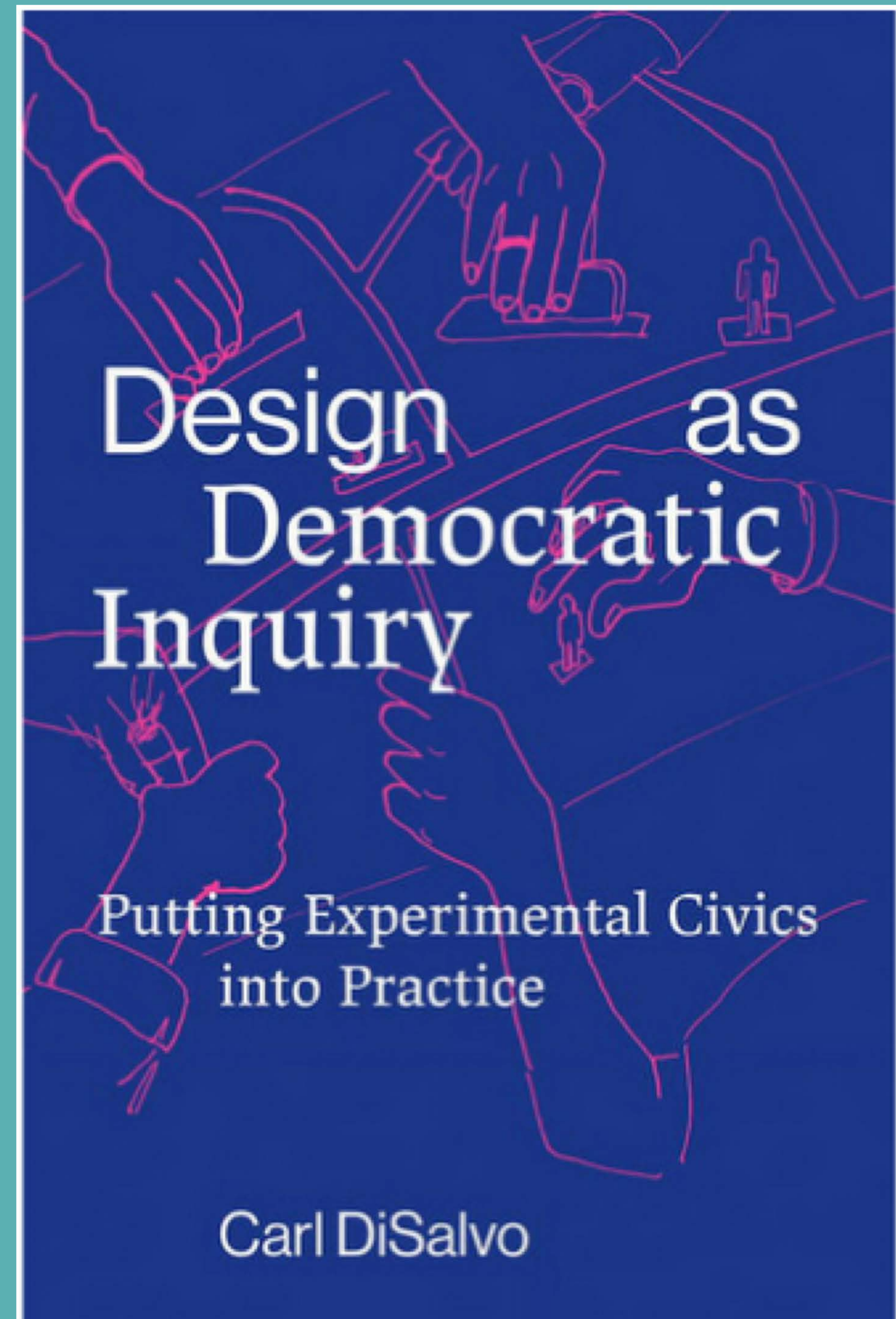
Participants

- [Alma Leora Culén](#)
- [Jason Miklian](#)
- [Jasmin Niess](#)
- [Nicholas Sebastian Stevens](#)
- [Kristian Hoelscher](#)

[Detailed list of participants](#)



Textbook:
Democracy,
technology,
and design
intersection



THE OVERARCHING TOPIC, PROJECT, AND PARTNERSHIPS

SOCIAL SUSTAINABILITY – DESIGN4DEMOCRACY

Two different strands:

- Inclusion of vulnerable social groups
- Design, technology, and democracy relationship

What's the Political Mindset of Youth Got to Do with Technology?

As democracies struggle against the rise of autocratic systems, technology — especially social media, echo chambers, and AI — seems to play a key role in this shift.

The impact of such technologies on the political mindsets of younger generations (Gen Alpha and younger Gen Z) remains underexplored. While the youth might be passionate about issues like climate change, sustainability, or intergenerational justice, many do not connect these issues with the broader political systems, or the structural changes required to address them.

This disconnect may be due to a lack of trust, relatable role models, or the ability to think critically and systemically. This thesis explores why this gap exists and how technology might support more informed engagement.

Emneord: [technology for democracy](#), [value-based design](#)

Veileder(e)

- [Alma Leora Culén](#)
- [Jasmin Niess](#)

Omfang
(studiepoeng)

60

Storytelling between marginalised groups for democratic engagement and empathetic discourse

This master thesis project aims to develop new ways to use technology to give marginalised voices more power and create opportunities for meaningful civic engagement. Within this master thesis project, you will explore and design interactive systems to help people share stories across cultural and social divides. We envision that this can help in building empathy, create a sense of belonging, and encourage active participation in civic life.

With an approach that combines HCI and social sciences, this thesis will explore how interactive technologies can support civic engagement, strengthen social bonds, and promote democratic participation.

Veileder(e)

- [Jasmin Niess](#)
- [Alma Leora Culén](#)

Omfang
(studiepoeng)

60

INCLUSION STRAND
Jasmin, Alma

Democracy and democratic technology development

The intersection of democratic technology development and democracy is an interesting one, where participatory design should regain its political edge.



Veileder(e)

- [Alma Leora Culén](#)
- [Jasmin Niess](#)

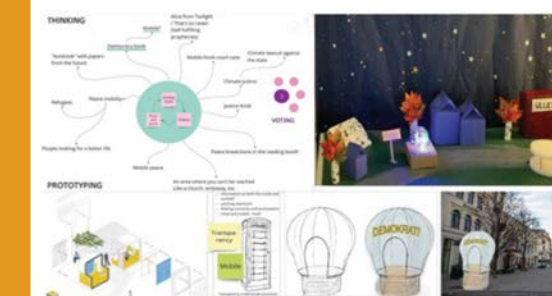
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(studiepoeng)

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DESIGN, TECHNOLOGY, AND DEMOCRACY STRAND
Alma, Jasmin

Designing technology with democratic values

V-dem project reports on the state of democracy world-wide. The 2023 report paints a grim picture of democracy, revealing a significant decline in democracy levels. Currently, 72% of the global population resides in autocracies with closed autocracies outnumbering liberal democracies for the first time in over two decades. Technology design might mitigate this trend.



Veileder(e)

- [Alma Leora Culén](#)
- [Jasmin Niess](#)

Omfang
(studiepoeng)

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Teams that select one of the first three topics would work with a newly [UiO: Democracy funded Design for Democracy project](#). Partners include SUM, PRIO, Design group and selected outside actors.

Design has a long tradition of using democratic design processes, e.g., Participatory Design (PD), inclusive design. Designers were involved in designing voting processes and for a long time. But design for democracy must be developed on its own premises, pragmatically, yet clearly influenced by PD.

Design for Democracy projects explores the technological innovation in support of democratic processes at a small scale. We'd like to look at the agency of designers, technological opportunities and conceptual and theoretical framings of such design and associated processes – thus the three suggestions below.

THANK YOU!

**LET'S HAVE A GREAT
SEMESTER!**

What do you think? Questions?

IN3010:

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as systems-oriented
interaction design
- toward responsible design
and education

January 23, 2025

From : Atlantic, Trump's Threat to Democracy Is Now Systemic 2024
And now, he is a president again!

Alma Leora Culén
University of Oslo, IFI, Design

AGENDA

- 1 Introduction and Motivation for Transition Focus in Design and Education
- 2 Background – Alternatives to Traditional Interaction Design and Education
- 3 Teaching Transition Design to Interaction Design Students
- 4 Concrete about the course and questions from you

1

Introduction – the motivation for a systemic perspective

like...

“

*We are finite beings living on a finite planet
with finite resources that we squander at
the speed of light, in geological terms*

Tony Fry, Conversations, 2011

We behave like there is no tomorrow,
we also educate in the same way

Global changes

- challenges are

increasing

POLITICS

The whole story

With Brazil's presidential election one year away, Lula da Silva, Sao Paulo and dozens of other cities around the country call for his impeachment over his government's handling of the economy.

Via AP news wire | 15 hours ago

Biden faces a re-election agenda as top all temper expectations

NATURE
CULTURE
SCIENCE
EDUCATION

<https://www.youtube.com/watch?v=8bh-WW>

NEWS



Urban beekeeping 'not revealing declining countryside population'

Norway Aims to Open Arctic Waters to Deep-Sea Mining

Towards Effective Regulation: AI, Misinformation, and Democratic Challenges

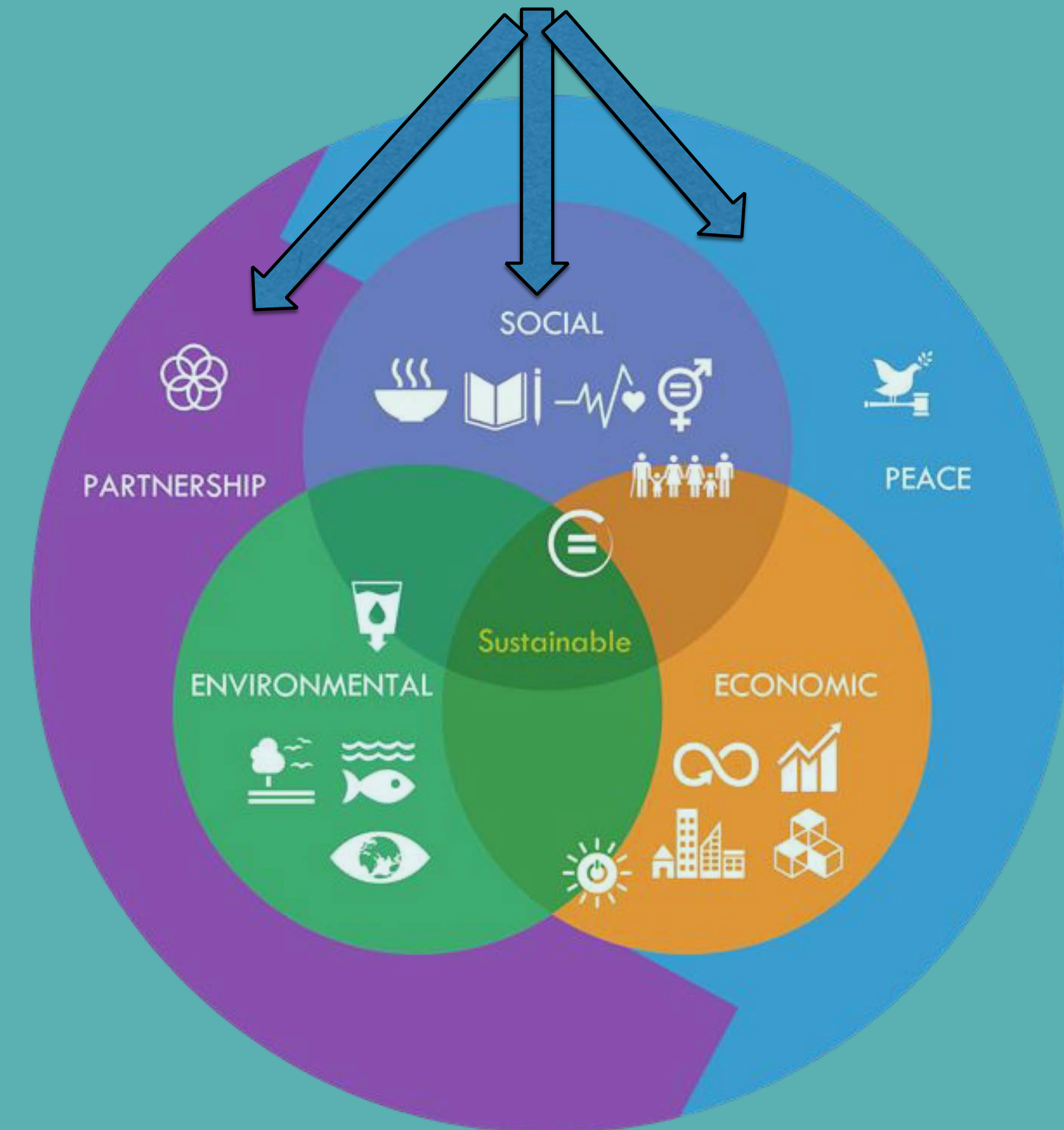
A Panel Discussion with Dr Zeynep Pamuk, Professor Helen Margetts, Sylvain Viguiere.

Friday 19th January
5-6.30 pm.
Harold Lee Room



The course
focus this year

SUSTAINABLE DEVELOPMENT GOALS



The five pillars (5Ps) of the 2030 Agenda:
Planet, Prosperity, **People, Peace, and Partnerships.**

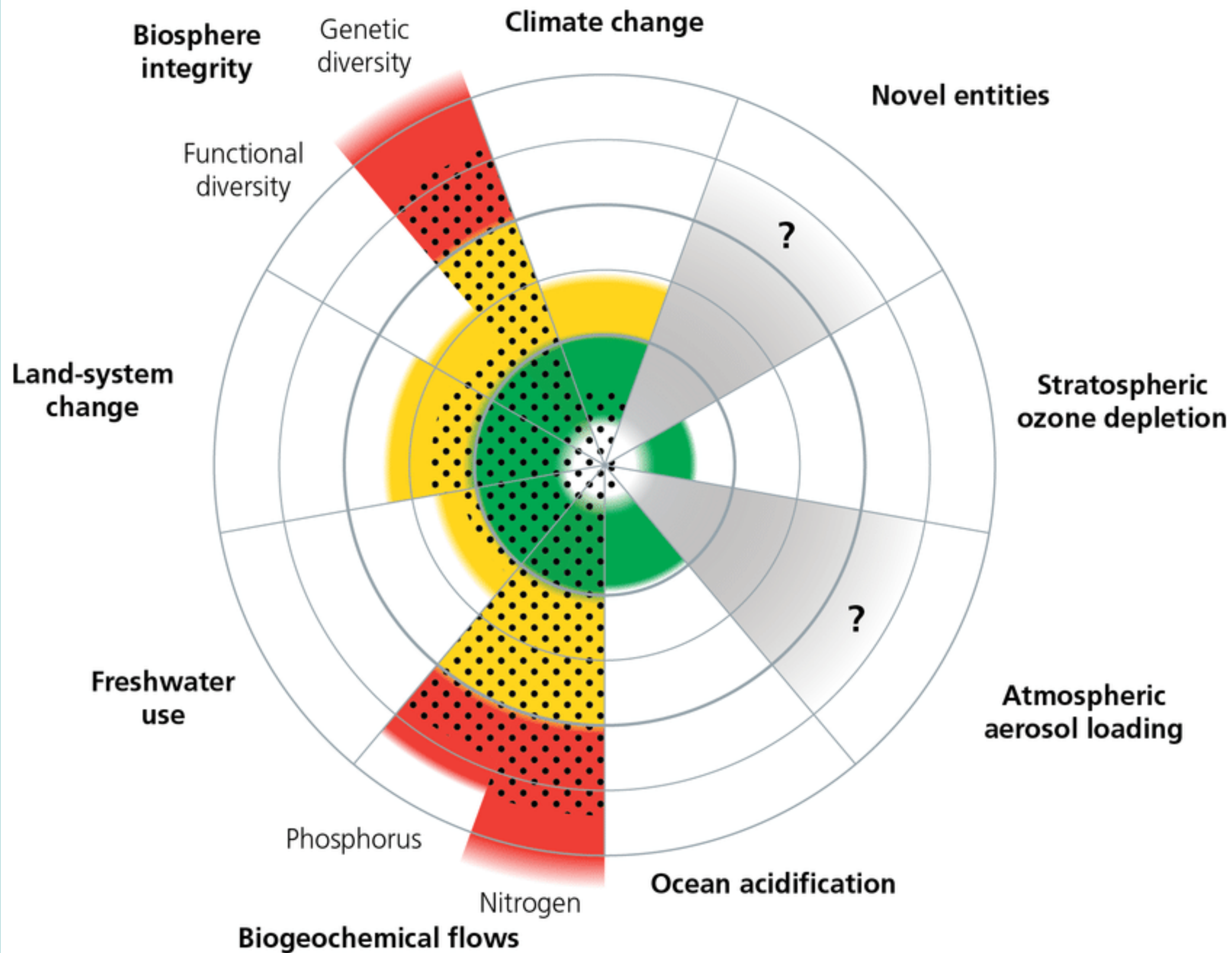


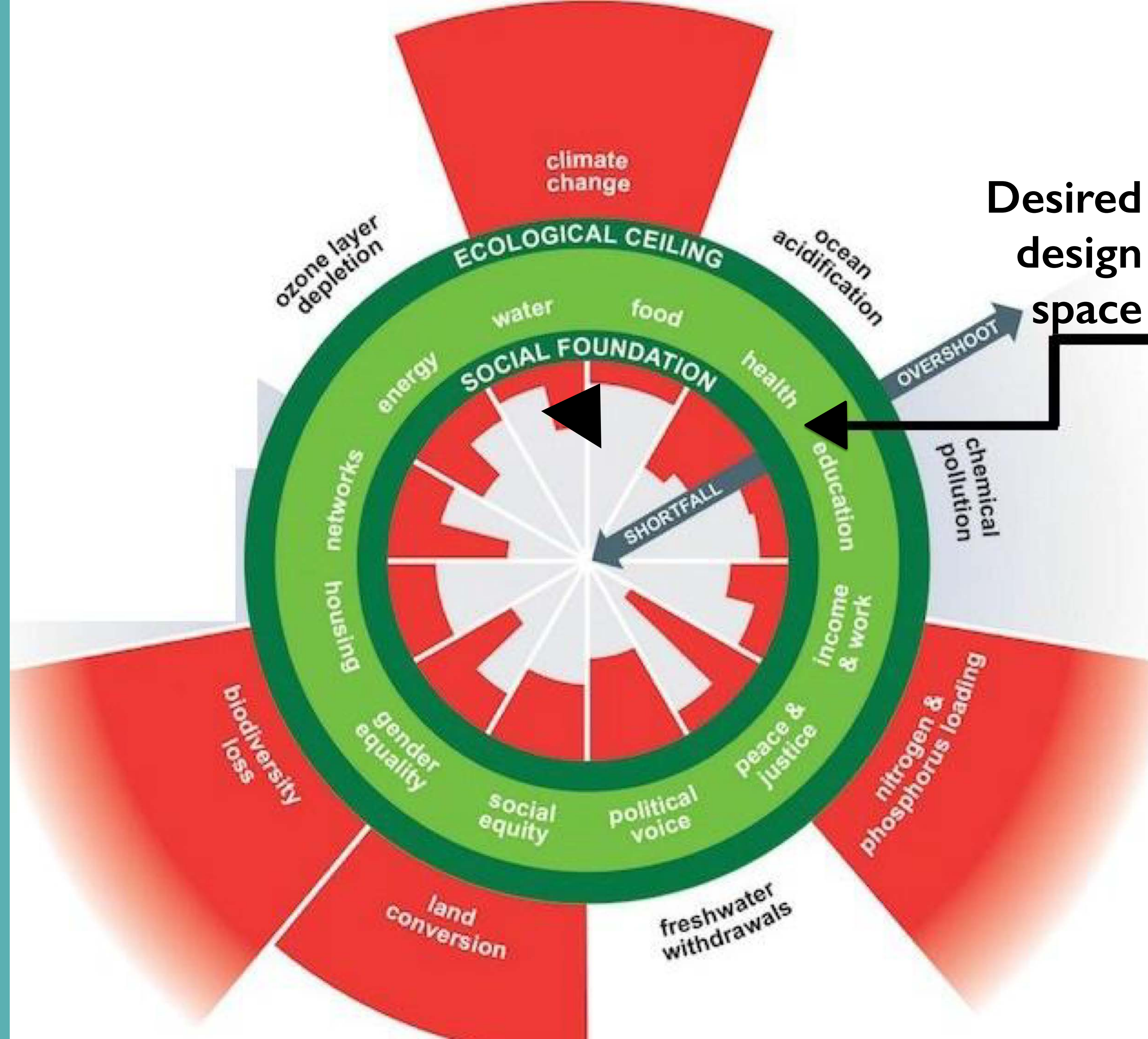
Image: Peter Miles, Medium, 2020

[Kate, 2020](#)

Doughnut Economics (Kate Raworth, 2017)

The twelve social dimensions:

Food
Income & Work
Water & Sanitation
Health
Education
Energy
Social equality
Gender equality
Voice
Peace & Justice
Housing
Network



Wicked problems
(complexity - calling
for systemic
solutions)

Issues of scale



Perceived ability to
engage with them

Problems

2

Background – Alternatives to Traditional ID and Education in ID

“

*the future with a future for ‘us’
can only be reached by design.*

Tony Fry, 2015

Fine!

But WHAT KIND OF DESIGN?

Naturally, many suggestions
and directions

Our approach is motivated by
CMU's Transition design, but
not the same

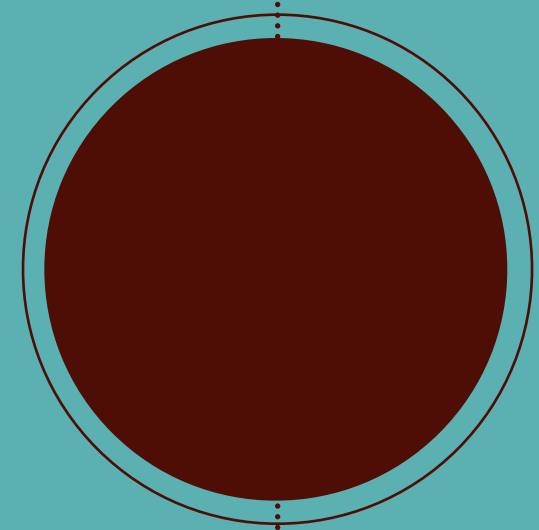
Transition

Understood as a systemic
change from the current state to
a desirable future

The questions we got interested in:

Why and how to transition (move) interaction design (ID) toward a more systemic perspective?

Why and how to transition ID education so that graduates become part of the solution instead of being a part of the problem?



Transition Design

Proposed by Irwin, Tonkinwise, Kossoff, Scupelli
in 2015 (Transition Design Manifesto)

It is outlined as societal transitions towards more
sustainable futures – with technology playing a
central role in shaping those futures towards
more holistic, critical and socially desirable ones!

Such transitions would require intentional
systems level change through strategically
placed design interventions.

You never change things by
fighting the existing reality.
To change something, build
a new model that makes
the existing model obsolete.

—Buckminster Fuller

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Transition Design 2015

A new area of design research, practice and study that proposes design-led societal transition toward more sustainable futures.

Fundamental change at every level of our society is needed to address the issues confronting us in the 21st century. Climate change, loss of biodiversity, depletion of natural resources and the widening gap between rich and poor are just a few of the ‘wicked problems’ that require new approaches to problem solving.

Transition Design acknowledges that we are living in ‘transitional times’. It takes as its central premise the need for **societal transitions to more sustainable futures** and argues that design has a key role to play in these transitions. It applies an understanding of the interconnectedness of social, economic, political and natural systems to address problems at all levels of spatiotemporal scale in ways that improve quality of life. Transition Design advocates the reconception of entire lifestyles, with the aim of making them more place-based, convivial and participatory and harmonizing them with the natural environment. Transition Design focuses on the need for ‘cosmopolitan localism’, (MANZINI 2009; SACHS 1999) a lifestyle that is place-based and regional, yet global in its awareness and exchange of information and technology.

Everyday life is viewed as a potentially powerful, transformative space (LEFEBVRE 1984; GARDINER 2000) where transition designers explore ways in which basic human needs are satisfied locally, within economies that exist to meet those needs (MAX-NEEF 1992; ILLICH 1987; KAMENETSKY 1992). This is in contrast to the dominant economic paradigm that is predicated upon unbridled growth and an imperative to maximize profit (KORTEN 1999, 2010; MANDER 2012; DOUTHWAITE 1996).

Transition designers are temporally aware and design for the ‘long now’ (BRAND 1999). They draw on knowledge and wisdom from the past to conceive solutions in the present with future generations in mind. They study how large sociotechnical transitions have manifested throughout history (GEELS 2010; GRIN, ROTMANS, SCHOT 2010; SHOVE AND WALKER 2007) and draw on the wisdom of pre-industrial indigenous societies who lived and designed sustainably in-place for generations (BROWN 2013; PAPANAK 1995; WHITT 2001).

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The Emerging Transition Design Approach

IRWIN Terry

Carnegie Mellon University
tirwin@andrew.cmu.edu
doi: 10.21606/dma.2018.210

This paper outlines an emerging Transition Design approach for addressing “wicked” problems (such as climate change, loss of biodiversity, crime, poverty, pollution, etc.) and catalysing societal transitions toward more sustainable and desirable futures. Wicked problems are “systems problems” that exist within large, socio-technical systems and therefore require new problem-solving approaches. The Transition Design Framework brings together an evolving body of practices that can be used to: **1.** visualize and “map” complex problems and their interconnections and interdependencies; **2.** situate them within large, spatio-temporal contexts; **3.** identify and bridge stakeholder conflicts and leverage alignments; **4.** facilitate stakeholders in the co-creation of visions of desirable futures; **5.** identify leverage points in the large problem system in which to situate design interventions. Rather than a fixed, templatised process, the Transition Design Framework provides a logic for bringing together an evolving set of practices relevant to designing for systems level change. This paper reports on how this approach is being tested on a community-based project that was informed by classroom-based coursework.

transition design; wicked problems; socio-technical transitions; sustainable design

1 The Need for a New Design-Led Approach

A new, design-led approach is needed to address the complex, wicked problems confronting societies in the 21st century (Hughes & Steffen, 2013; Jensen, 2017) and to seed and catalyse societal transitions toward more sustainable and desirable long-term futures (Porritt, 2013, pp 274-276). Problems such as climate change, water security, poverty, crime, forced migration, and loss of biodiversity are “systems problems” and challenging for several reasons: 1) they involve multiple stakeholders with conflicting agendas (Dentoni & Bitzer, 2015, p 68); 2) straddle disciplinary boundaries; 3) are ill defined and stakeholders rarely share an understanding of the problem; 4) the problem is continually changing and evolving; 5) problems exist at multiple levels of scale and are interdependent and interconnected; 6) any intervention (attempted solution) in one part of the system, ramifies elsewhere in unpredictable ways; 7) interventions take a long time to evaluate, and



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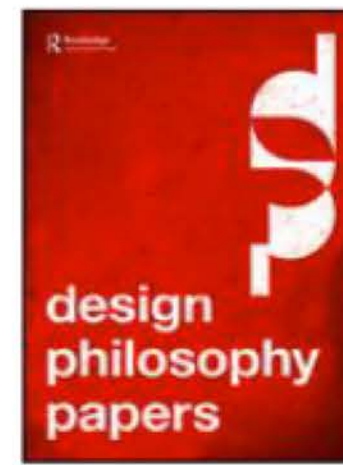
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Holism and the reconstitution of everyday life: a framework for transition to a sustainable society

Gideon Kossoff

To cite this article: Gideon Kossoff (2015) Holism and the reconstitution of everyday life: a
framework for transition to a sustainable society, Design Philosophy Papers, 13:1, 25-38, DOI:
[10.1080/14487136.2015.1085698](https://doi.org/10.1080/14487136.2015.1085698)

To link to this article: <http://dx.doi.org/10.1080/14487136.2015.1085698>



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The Emerging Trans

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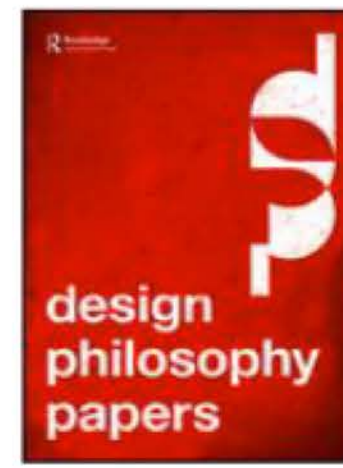
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A Vocabulary for Visions in Designing for Transitions

LOCKTON, Dan^{a*} and CANDY, Stuart^b

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doi: 10.21606/dma.2017.558

Visions of sustainable futures have been proposed as a key component of transition design, offering a way for today's situations and design proposals to be compared and critiqued in the light of desired future states. Such ambitions are necessarily wide-ranging, and call for drawing together strands on design and speculation from diverse sources. Here we seek to add to the momentum by exploring a set of concepts relating particularly to this role of vision in designing for transitions. Building on perspectives and projects from other fields, we present elements of a visionary vocabulary, situating these terms in relation to challenges and opportunities for transition thinking and practice in design research.

Keywords: futures, imaginaries, visioning, transition design

Introduction

Among the proposed elements of transition design, "visions of sustainable futures" feature centrally, in order that "contemporary lifestyles and design interventions can be assessed and critiqued against a desired future state" (Irwin, Kossoff, Tonkinwise, & Scupelli, 2015a, p.8). The big-picture ambitions of such an agenda point to a need for exploring and synthesising approaches from practitioners and researchers in other fields whose work deals with questions of vision, futures, and how they relate to the present. One starting point here, to follow from this need, is to take steps to equip transition designers with a vocabulary—a repertoire of concepts—which can both make these approaches more salient, and help make them easier to engage with.

In this piece we seek to explore a set of concepts relating particularly to this role of vision in designing for transitions, which start to build up elements of a vocabulary. In preliminary fashion we build on perspectives and projects from other fields, and aim to situate them in relation to challenges and opportunities for transition thinking and practice. Some have been noted in transition design literature before, while others have not, but all are established concepts rather than new coinages. Our purpose is to identify and borrow from existing practice some potentially



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Nomadic Practices:
A Posthuman Theory for Knowing Design

Ron Wakkary

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Industrial Design, Eindhoven University of Technology, Eindhoven, the Netherlands

This article develops the theory of nomadic practices as an alternative to seeing design as a humanist discipline. 'Nomadic practices' is an epistemological theory guided by posthumanist commitments of phenomenological intentionality, situated knowledges, and nomadism. In contrast to humanist understandings of design that rely on objectivist viewpoints and universalizing foundations, nomadic practices see knowledge production in design as situated, embodied, and partial. The aim of the theory of nomadic practices is to remove the epistemological hurdles of a disciplinary structure such that design practices can be more expansive and plural. The article builds on prior epistemological theories including Kuhn's (1962) paradigms, Redström's (2017) programs, and Agre's (1997) generative metaphor as seen through past changes and upheavals in what is considered design, such as Bødker's (2006) third wave HCI (human-computer interaction) or Harrison et al.'s (2007) paradigms of HCI. It then turns to key posthumanist concepts to articulate structural features of nomadic practices, namely 1) multiplicity of intentionalities; 2) situated knowing; and 3) nomadism. The contribution of this article is to offer a theory for thinking about design that embraces multiplicity and diversity rather than universalizing and singular ways of knowing design.

Paradigms in HCI – ways to describe distinct waves of research within the field, such as cognitive revolution, usability, experiential HCI, etc.

Programs – ways in which theory is made through design: the use of combinations of fluid terms to articulate issues; the definition of more complex concepts through practice; and combining sets of definitions made through design into 'programs' as the building blocks for creating conceptual structures to support design.

Generative metaphors – based on the idea that metaphors are central to the task of setting the frame in which we are going to make sense of a problem

Transitions

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Transition Design FRAMEWORK

A **vision** of how the technology might affect possible futures and how it works within the ecology of other technologies at the time.

Vision for Transition

Theories and methodologies from diverse fields and disciplines that might help, within your context to make change at the societal level, e.g., social practice theory

Theories of Change

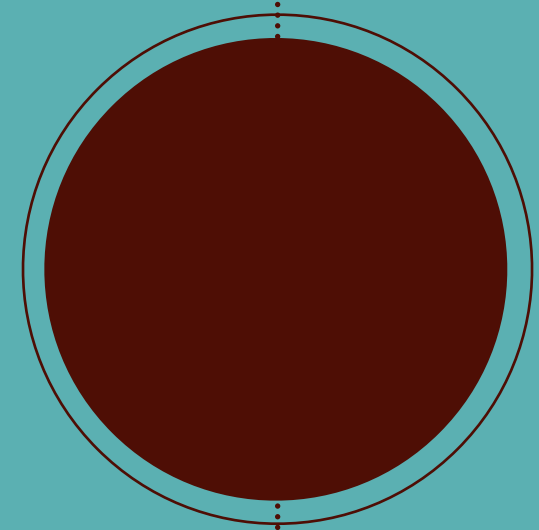
Transition Design Framework

New Ways of Designing

New ways of designing integrate different ways of thinking, designing, assemble the needed knowledge to create technologies that help the future unfold in a positive direction

Posture & Mindset

Mindset and posture your stance towards the problem, mindfulness, willingness to collaborate and critically and openly explore the problem



Aligned Directions

Responsible Research and Innovation

Design for Social Innovation

Participatory Design

Sustainable Design

Design Activism

Resilient Design

Design for Equity

Justice and Social Responsibility

Design for Democracy

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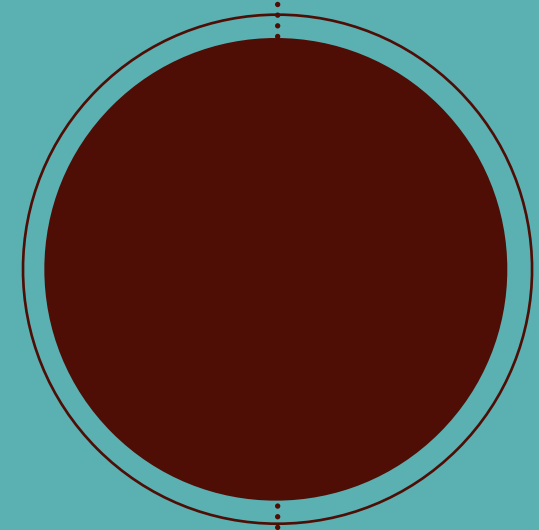
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*Responsible innovation means taking care of
the future through collective stewardship of
science and innovation in the present*

Stilgoe, 2013

*Responsible innovation is a design strategy,
which drives innovation and gives some
“steer” towards achieving societal desirable
goals*

Von Schomberg, 2013



Related Educational Directions

Engaged Scholarship
Responsible Education
Transdisciplinary Education

...



SOCIAL JUSTICE VALUES CITIZENSHIP

BOARDER CROSSING
COMUNITY NEEDS
KNOWLEDGE DEMOCRATIZATION
QUALITY SCHOLARSHIP
RECIPROCITY

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MISSION
SUPPORT-STUDENTS
LOGISTICAL SUPPORT
REWARD STRUCTURE

Responsible Education

PURPOSE

VALUES

METHODS

RESEARCH

PARTNERSHIP

DIALOGUE

Principles of Responsible EDUCATION

UN initiative, PRME

Originally related to management education
The principles apply broader



Working across disciplinary boundaries
to create a holistic approach to a
complex problem

TRANS-
DISCIPLINARITY



THE FOURTH PARADIGM
IN INTERACTION DESIGN?

TRANS-
DISCIPLINARITY
IN
INTERACTION DESIGN

3

Teaching Transition Design to Interaction Design Students

TEACHING STRATEGIES

- 1) a *'spiral' model* for communicating state of the art on *knowledge about transition design*, based on previous research and published work
- 2) design practice that requires *teamwork* – preferably *across disciplinary boundaries*
- 3) facilitating knowledge construction through the entanglement of concrete *design experiences based on real-life projects with external partnerships* and abstract thinking related to transition design and ideas and theories it stands on
- 4) *complexity – shifting perspectives and scales*, using ambiguity and uncertainty, scrutiny through discussions and debates.

TEACHING ELEMENTS

time and temporality

teamwork - RESEARCH AND DESIGN

purpose

engagement

partner and project selection

mastery of research approaches and methods

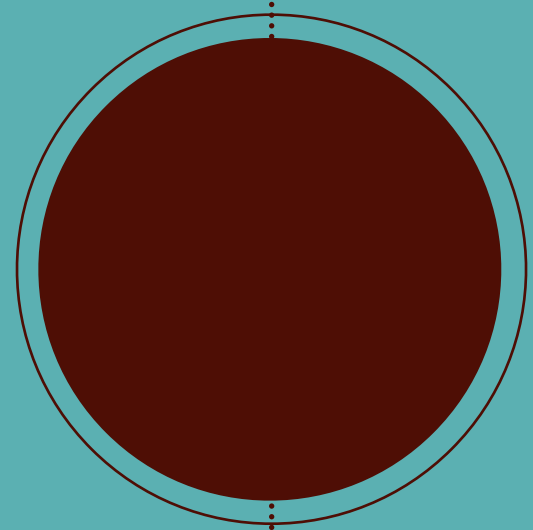
ontological design

ecological thinking

systems thinking

future-oriented design (visioning)

values



ACTIVITY IN GROUPS (3 people)

New Year resolutions – maybe you do not like them

But, let us find one socio-technological thing you would like to put behind in 2025

Then, let us figure out one thing that is that we want to have in our socio-technological structures in 2035