

Summer University 2025

Syllabus for the course



Preliminary program

	Day 1	Day 2	Day 3	Day 4	Day 5
	Breakfast & Coffee	Breakfast & Coffee	Breakfast & Coffee	Breakfast & Coffee	Breakfast & Coffee
	Introduction Future vision - The importance of staying human	SDG Games	Carbon footprint training	Wikinomic cooperation	Workshop: making, giving shape, implementation
	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
	Role of design in sustainable society - Seeing what designers see	SDG Games	Carbon footprint training	Wikinomic cooperation	Workshop: making, giving shape, implementation
	Lunch	Lunch	Lunch	Lunch	Lunch
	Communication integrated into development - Acting as designers	Good practice of future-minded design – a corporate example	Good practice – Science Shop	Wikinomic cooperation	Showcasing and exhibiting results
	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
	Artificial Intelligence & sustainable society	Individual and group engagement -	Excursion to Jókai Garden	Makerspace journey – relating to group solution	Discussion, reflection of results with students and experts of sustainability, AI and design
	Budapest Sightseeing				Farewell Dinner

Course	
Corvinus Summer University 2025 Sustainable society in the age of AI	
ECTS	6 ECTS
Language	English
Goal	<p>Our Summer University program aims to provide participants with the opportunity to experience and develop a responsible vision through design, aligned with the sustainability requirements of our time, in the context of artificial intelligence. The program is based on a locally developed methodology known as designcommunication, or DIS:CO (Galla, Horváth, and Cosovan, 2024).</p> <p>In an ever-changing environment, participants will experience what it means to think and act like a designer—creating something entirely new in situations where previously acquired decision-making routines may no longer apply. They will apply a design-inspired approach that activates their creativity and self-reflection, enhancing and complementing their existing knowledge.</p> <p>By completing the summer school, participants will gain practice in acting as creative agents in unexpected and unfamiliar situations.</p> <ul style="list-style-type: none"> • This learning experience is transformative, helping participants to better navigate uncertainty and turn unfamiliar challenges into manageable opportunities—both individually and within teams. • The course contributes to the development of personal flexibility, the ability to cope with uncertainty, willingness to take risks, and the capacity to recombine and reinterpret available resources.
Forms of collaboration	<p>Creative dialogues- (based on unconditioned professional viewpoints) This course fosters interdisciplinary, creative dialogue and collaboration among students, instructors, and experts. It includes interactive discussions, focused assignments, creative cooperation (individual, team, and community-based), and participatory presentations.</p> <p>Unstructured, (mass) wikinomic collaboration The entire group works as a team to find an answer to explore and define a central question. Once identified, they must decide how to collaboratively approach and solve the challenge. In other words, they co-design both the solution and the method of working together. This is the essence of designcommunication.</p> <p>Self-reflection During and after the course, participants will reflect on their roles and experience in the design process and their sufficient and insufficient solutions.</p>

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Pre-course tasks	<p>A) You will be assigned one of the questions below. Create a one-minute video in which you share your personal point of view on the assigned topic:</p> <ul style="list-style-type: none"> • What is the biggest challenge facing people in their 20s, and how do they interpret the concept of a sustainable society? • What does gratitude mean to you? • What is something you know better than your peers, your teachers — or even a president? • How can Nature or Digital Technology, as an interface, contribute to making human relationships stronger and more sustainable in the long run? Which one has greater potential? • How do you connect design and communication? <p>B) Collect literature on ‘how to use Generative AI tools critically’ and write a summary of your findings.</p>
Final course tasks	<p>Roadbook of your design-communication inspired journey relating to sustainable society in the age of AI</p> <p>Throughout your journey, you are expected to take notes and make pictures - capturing what you create, observe, and encounter. Using these materials, create a roadbook that reflects how your perspective on sustainability and artificial intelligence has evolved over the course of the program.</p> <p>Include reflections on your lived experiences during the creative processes.</p> <ul style="list-style-type: none"> • What did you discover about your potential as a creative leader? • If you had to complete the same task again, what would you do differently? • What was the most important lesson you learned?

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Related literature	<p>on acting as a designer:</p> <ul style="list-style-type: none"> • Galla, D. D., Horváth, D., & Cosovan, A. R. (2024). Designcommunication – a facilitator of creativity for all. <i>Creativity Studies</i>, 17(1), 282–294. https://doi.org/10.3846/cs.2024.15363 • Boland Jr, Richard J., et al. "Managing as designing: Lessons for organization leaders from the design practice of Frank O. Gehry." <i>Design Issues</i> 24.1 (2008): 10-25. http://www.mitpressjournals.org/doi/pdf/10.1162/desi.2008.24.1.10 • Cosovan A. (2009): DISCO. Co&Co Communication. Budapest, http://issuu.com/cosovan/docs/ca_disco_web (English version) • Heskett, John (2009): Creating Economic Value by Design. <i>International Journal of Design</i> Vol.3 No.1, p. 71-84 http://www.ijdesign.org/ojs/index.php/IJDesign/article/view/477/243 • Csikszentmihalyi, M. (1997). <i>Flow and the psychology of discovery and invention</i>. HarperPerennial, New York, 39. • Williams, A. D., & Tapscott, D. (2011). <i>Wikinomics</i>. Atlantic Books Ltd. • Papanek, V., & Fuller, R. B. (1972). <i>Design for the real world</i>. <p>on sustainable society:</p> <ul style="list-style-type: none"> • Tavares, M. C., Azevedo, G., & Marques, R. P. (2022). The challenges and opportunities of era 5.0 for a more humanistic and sustainable society—a literature review. <i>Societies</i>, 12(6), 149. • Pappas, I. O., Mikalef, P., Dwivedi, Y. K., Jaccheri, L., & Krogstie, J. (2023). Responsible digital transformation for a sustainable society. <i>Information Systems Frontiers</i>, 25(3), 945-953. <p>on AI and sustainability:</p> <ul style="list-style-type: none"> • Ray Perrault and Jack Clark (Eds.) (2024): Artificial Intelligence Index Report 2024. Available: https://hai.stanford.edu/ai-index/2024-ai-index-report and https://hai.stanford.edu/ai-index. • Yadav, P., Tudela, L. A. M., & Marco-Lajara, B. (2024). The role of AI in assessing and achieving the sustainable development goals (SDGs). In <i>Issues of Sustainability in AI and New-Age Thematic Investing</i> (pp. 1-17). IGI Global. Available: https://www.researchgate.net/publication/379065900. • Stahl, B. C., Schroeder, D., & Rodrigues, R. (2022). AI for Good and the SDGs. In <i>Ethics of artificial intelligence: Case studies and Options for addressing ethical challenges</i> (pp. 95-106). Cham: Springer International Publishing. • Van Wynsberghe, A. (2021). Sustainable AI: AI for sustainability and the sustainability of AI. <i>AI and Ethics</i>, 1(3), 213-218.
Learning outcomes	<p>Knowledge</p> <ul style="list-style-type: none"> • Is familiar with major design approaches and methods and can adapt the concept of design communication. • Effectively articulates intentions in development, problem-solving, or creative situations. • Recognizes the potential of H2H (human-to-human) thinking alongside B2C and B2B approaches in applied design contexts. • Understands the cognitive and emotional factors that influence customer/user reactions to design. • Is knowledgeable about both local and international design trends in practice. • Is ready to act as a change agent within a design context. • Recognizes the factors that influence both rational and irrational decision-making in the planning process. • Has a sense of how to manage risk and uncertainty. • Understands the difference between machine learning and generative AI techniques. • Is familiar with the key technologies behind generative AI solutions.

Ability

- Communicates effectively and professionally in specific planning situations.
- Acts as a designer in developing a vision to address complex social and economic issues.
- Can act as a designer, making creative connections in a 21st-century organizational setting.
- Effectively applies problem identification, decision-making, and problem-solving tools.
- Can use Generative AI tools to brainstorm new ideas.
- Uses and instructs others in the use of Generative AI tools for creation.

Attitude

- Accepts different perspectives of both the presenter/communicator and the listener/viewer in a given planning situation and is open to active understanding and listening.
- Strives for mutual understanding and a solution-focused approach.
- Applies the principles of engaging and assertive communication in the design process.
- Acknowledges that the same task can be solved in many different forms.
- Continuously expands knowledge, understanding that this is essential to becoming an outstanding professional in an ever-changing environment.
- Is committed to the ethical principles of design and leadership.
- Open to applying a designer's approach in professional decision-making.
- Views emerging problems as opportunities.
- Collaborates with artists and designers, aligning their activities with business considerations.
- Strives to ensure responsible decision-making in design.
- Acts proactively.
- When developing an idea, considers its impact on both the immediate and broader environment.
- Respects the principles of equal treatment and equal opportunities.
- Respects and manages differing viewpoints when making decisions, striving to build consensus.
- Has a conscious attitude towards risk and uncertainty.
- Considers the ethical and environmental implications of Generative AI.
- Uses AI results with a critical approach.

Autonomy and taking responsibility

- Takes an active role in the design and communication process.
- Takes responsibility for asserting one's own point of view in the professional work.
- Accepts and takes responsibility of one's acts that directly and indirectly influence the immediate and wider environment.
- Applies a responsible work approach.
- Practices self-reflection in the working process.
- Practices conscious use of AI.