Projects 5 Space Anna Alcubierre

Curse Code:	105713
Credits:	6 ECTS
Year:	3
Semester:	First Semester
Туре:	Compulsory
Subject:	XXXXX
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This Course is taught in: Catalan Tutosials may be carried out in: Catalan, Spanish, English

Passeig Santa Eulàlia 25 08017 Barcelona T+34 932 030 923 info@eina.cat / www.eina.cat

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Course Description

Brief description

After completing specific design projects during the Projects 1, 2, 3 and 4 courses, students can again choose to carry out projects that correspond to the track/specialisation they have chosen for their degree. In the third year, the demands of these projects as well as the standard expected are higher. A higher level of detail is required, and the complexity of the solutions proposed by students must be greater than ever.

Course objectives

The main objective of the course is to facilitate the development of a specialised cognitive scheme that will allow students to adapt to different situations that are characteristic of professional practice, permitting them to interlink a large amount of heterogeneous information and structure it to come up with ideas and plausible design solutions.

Nevertheless, the specific objectives are as follows:

- To complete projects that require students to provide conceptual, technical, formal solutions to the simulated needs, problems and requirements of the course.
- Develop analysis capabilities, detect design problems and provide alternative solutions, while assessing their social, technological and financial viability.
- Develop the ability to synthesise concepts and information while keeping in mind the project's technical requirements, as well as its processes and costs.
- Students will have to develop communication and reasoning skills in order to present (orally and in writing) the final result of their work process, their projects.
- They will also hone their problem-solving skills and decision-making skills.

Recommendations

Since the acquisition of the skills required for this course is progressive, it is recommended that students first successfully complete the Projects courses offered during the previous year.

It is recommended to approach the course as a vehicle for experiential learning, in which students will be looking for new design dynamics in order to be able to design starting from the unexpected. This is easily achieved with an openness in class, where learning should be approached with an attitude of play.

Contents

This is a multifaceted course that aims to consolidate the learning students acquired in previous semesters in regards to design project methodology and knowledge. In this case, the design projects planned focus on scenario-based design: constructing/experiencing diverse space design environments; space/light: designing space in relation to lighting; and the ephemeral: spaces of limited temporality.

Students will complete several assignments and two projects. The objective is for students to diversify as much as possible both the theme, the context, and their work process across the different projects.

Study Schedule

Block 1: Project training workshops

• Practical experiences in the classroom, some of them linked to external projects focusing on the design of temporary spaces.

Block 2: Project development

Ephemeral spaces

• Project 1: Students will design an ephemeral space the containing form of which will be exterior and variable.

Transformable spaces

• Project 2: Students will design a space that must undergo a change of use, thus investigating the capacity for transformation and adaptation of spaces.

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Methodology

Teaching methodology

Teamwork is a key component of this course. Apart from carrying out several group projects, students will participate in open, collaborative debates around the evolution of their projects.

Furthermore, the projects and assignments will be developed both inside and outside the classroom and will be presented publicly.

Theoretical learning will be linked with the projects developed during the course.

Activities

FACULTY-LED ACTIVITIES Theoretical classes: lectures and group debates (ECTS: 5%)

Learning outcomes: CE1, CE2

Technology workshop: assistance in overcoming technological and structural challenges (ECTS: 10%)

Learning outcomes: CE7 Graphic representation workshop: assistance in overcoming graphic representation or 3D challenges (ECTS: 10%)

Learning outcomes: CE5, CE6 Project presentation: presentation of results, partial and final and assessment (ECTS 10%)

Learning outcomes: CE2, CE6, CE17

SUPERVISED ACTIVITIES

Tutorials: tutorials for monitoring and correcting the project (ECTS: 10%) Learning outcomes: CE2, CE10, CE19, CT9, CT10, CT12, CT19

AUTONOMOUS ACTIVITIES

Information and documentation: autonomously researching sources, collecting information, conducting analyses and documenting their results (ECTS: 10%)

Learning outcomes: CE19

Project preparation: autonomously creating design plans and developing final designs based on simulated situations and project guidelines (ECTS: 45%)

Learning outcomes: CE19

Assessment

Assessment system

The aim of the continuous assessment approach is for students to be able to track their academic performance throughout the course, in order to allow them to improve it.

From the second enrolment onwards (i.e. if you have enrolled in the course before), the assessment of the subject may consist, at the discretion of the professor(s), of a final exam, which will allow the professor(s) to evaluate if the learning outcomes listed in the course guide have been achieved. In this case, the grade achieved in the exam will also be the overall grade awarded for the course.

General Assessment Regulations

// In order to pass a course, students must obtain a minimum grade of 5.0.

// Once a student has passed a course, he or she cannot be subject to a new assessment or be re-graded on that course.

// Any student who has not submitted all assignments required to be handed in or has attended less than 80% of the classes without having justified these absences will be considered "Not Assessed" (NA). In the case of justified absence, students must contact their professor(s) once they return to class to determine how they will make up for the classes they have missed.

// In the event that a student commits any irregularity that could lead to a significant variation in an exam or assignment grade, this exam or assignment will be graded 0, regardless of any disciplinary proceedings that may be initiated. In the event of various such irregularities for exams or assignments pertaining to the same course, the final grade for this course will be 0.

Appeal process

Students may appeal a grade by making a formal request to this effect to the faculty. Any revisions of grades will be carried out according to the academic calendar.

Re-assessment process

General Regulations

It is not possible to appeal a grade in the case of internships external to EINA, final degree projects, and assignments/activities that, due to their eminently practical nature, do not allow it.

To participate in the grade review, students must have previously completed and been graded on other assignments whose total weight is equivalent to a minimum of two thirds of the total grade for the course or module.

Assessment Criteria

The final grade for the course will be based on a continuous assessment of each student's work.

The professor will monitor each student's development and progress individually.

The assessment criteria are based on the acquisition of the skills corresponding to this course, described in detail in this course guide.

The skills acquired during this course will be assessed through the completion and presentation of projects. 70% of the grade corresponds to the level of completion of the projects, the submission of the required documentation pertaining to them, and the oral defence of the projects. 30% of the grade corresponds to students' progress over time, as monitored by the professor via continuous assessment, as well as their participation in tutorial sessions, workshops and group work and correction sessions. Of this 30%, 10% corresponds to class attendance.

EI Competencies and Learning Outcomes

Specific Competences Competency

CE1 Analyse objects, graphic communications and living spaces to detect design problems, provide alternative solutions and evaluate their social, technological and economic viability.

CE1.8 Observe and critically assess the use problems of an element in one's immediate environment for the purpose of carrying out an analysis prior to the development of a design project.

CE2 Evaluate uses and functions with a view to ideating and formalising design projects.

CE2.2 Carry out an analysis of the uses and functions of a planned design project.

CE3 Synthesise knowledge and skills including as pertaining to plastic arts expression, graphic representation techniques, as well as productive materials and technologies that allow for the planning and development of design projects.

CE4 Employ the basic expression techniques used in the plastic arts (drawing, colour and volume) to represent and create shapes in two or three dimensions.

CE5 Master the techniques of graphic representation of spaces and volumes, planes and surfaces that are used in the field of design.

CE5.2 Represent the characteristics of a project using the most appropriate tool or system for that project.

CE7 Demonstrate a basic knowledge of materials and their qualities, as well as manufacturing processes and costs.

CE7.8 Make a well-justified and feasible budget for a design project. CE7.9 Choose the materials and transformation processes that adapt to the functional and expressive needs of each design.

CE8 Demonstrate basic knowledge of the sciences and disciplines that are auxiliary to the design project, such as anthropometry and the physiology of visual perception, ergonomics, use assessment methods, marketing, prospecting techniques, etc.

CE8.5 Apply anthropometric and perceptual parameters, as well as ergonomic criteria, to the project in accordance with its functional characteristics.

CE17 Present and justify, orally and in writing, the results and work processes of the design objects created.

CE17.2 Prepare a written report on the project and defend it orally. Competency

CE19 Demonstrate knowledge of research methods relevant to design and art theory, analysis and criticism.

EI CE19.6 Carry out a design analysis that leads to an action plan based on the collection of quantitative and qualitative data, experimental tests, interviews and interpretation of pre-existing data.

CE19.7 Critically evaluate the results and efficiency of the project based on the specific objectives defined by the course, using comparative analysis to juxtapose the current reality with that existing prior to the completion of the project.

CE20 Demonstrate the ability to effectively apply elementary physical principles and basic mathematical tools in the conceptualisation and formalisation of the design projects.

CE20.2 Verify, during the design process, and demonstrate in the project presentation, how elementary physical principles apply to and act on the designed objects and spaces.

CT6 Be able to work in a team and communicate effectively with the different roles and across the different disciplines involved in the development of a design project.

CT9 Demonstrate problem-solving and decision-making skills.

CT10 Demonstrate a concern for quality, both in the concepts created and arguments presented, as well as in the formal solution and in the details of the final finish of the design project.

CT12 Demonstrate an ability to integrate and synthesise knowledge acquired in different contexts and situations, with flexibility and creativity.

CT13 Make design choices that are based on a respect for the environment and that follow sustainability criteria.

CT14 Value and promote the social use of the environment and of communications, paying special attention to ensuring their accessibility and suitability for different groups of users and recipients.

CT15 Value and preserve cultural, artistic and landscape heritage.

CT19 Demonstrate a positive affectivity in relation to the aesthetic values and formal qualities of the material and visual environment.