Eina Centre Universitari
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PROJECTES 6

Grazielle Bruscato Portella, Pilar Gorriz Valverde, Lola Lasurt Bachs, Andres Pe?uela Betancur, David Steegmann Mangrane, Francesc Xavier Mora Pifarre

Supervising Teacher: Pilar Gorriz Valverde

Content: 1,2,3,4,5,6
Code: 105714
Credits: 6 ECTS
Course: 3
Semester: 2
Typology: Obligatory
Subject: Projects
Schedules:

Content	Schedules	Teacher
1	Dilluns 12:00 - 15:00	David Steegmann Mangrane
2	Dilluns 12:00 - 15:00	Francesc Xavier Mora Pifarre
3	Dilluns 12:00 - 15:00	Lola Lasurt Bachs
4	Dilluns 12:00 - 15:00	Pilar Gorriz Valverde
5	Dilluns 12:00 - 15:00	Grazielle Bruscato Portella
6	Dilluns 15:30 - 18:30	Andres Pe?uela Betancur

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Subject Presentation

The culminating subject of the project path, focused on the development of complete design projects, personal or collective, that integrate all the skills achieved throughout the studies. It promotes autonomy, critical positioning and the ability to generate proposals with cultural, social or environmental impact. Design projects are approached with a professional, personal and strategic perspective, incorporating interaction with other disciplines, agents or groups. Students work in real or simulated scenarios, assuming responsibilities for planning, production and communication of the project in collaborative environments.

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Learning outcomes of the degree program

Knowledge

Respond to global issues related to the fields of design and art, cultural industries, their institutional environments, and the agents involved.

Skills

Identify design problems through the analysis of objects, graphic communication elements, and spaces, from a perspective rooted in contemporaneity, universal accessibility, and equal opportunities.

Competencies

Propose creative, socially and environmentally sustainable design solutions, aligned with the Sustainable Development Goals (SDGs).

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Content: 1

Brief Description:

The subject of Projects 6 in Spatial Design is the precursor to the TFG.
The main educational objective of the subject is to promote project resources and conceptual scaffolding in order to give richness and depth to the work.
The project is an abstract TOOL in a process that brings together a multiplicity of variables where issues of graphic and volumetric representation, constructive solutions, semantic meanings, spatial concepts and material agencies are addressed, often simultaneously.

Training Objectives:

- The realization of space projects providing conceptual, technical and formal solutions.
- Develop analytical and reasoning skills. Learn to follow the thread of creative processes.
- Promote the spirit of content synthesis, while maintaining consideration of technical and conceptual requirements.
- The student must achieve the ability to present and reason (orally and in writing) the project results and conclusions of their work process.
- Problem-solving skills will be developed, research, decision-making and clear, logical and effective communication will be encouraged.

Recommendations

As this is an eminently practical subject, students are advised to attend all classes. Unjustified absences by students may make it difficult to follow the different phases of the projects.

Mastery of the main digital graphic representation programs.

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Contents and Methodology

Brief Description:

There will be an individual exercise throughout the workshop, but it is a process divided into several parts. The exercise begins with a basically abstract compositional work resulting in the document from which the project will be worked on.
In a second stage, a series of particular narratives are analyzed, which will condition the creative process and the conceptual development of the proposal.
In a third stage, the focus is on fundamental domestic actions in order to question the minimum habitable space and find the fair and necessary scale of the intervention.
The next step consists of working on the volume with basic three-dimensional models, such as paper or cardboard, in order to find the third dimension from a two-dimensional document.
The last step is to give constructive and material value to the proposal through a model, which must be consistent with the variables and characteristics accumulated in the process.
The final delivery will be formalized together with this model with a presentation document that includes all the project aspects of the course.

Teaching methodology:

Analysis and theoretical explanation of the topic to be developed in the project.
Critical sessions for sharing and validating the different solutions being worked on.
Mainly theoretical classes will be combined with practical workshop classes.

Training activities:

In addition to the usual course processes, a special guest will accompany us during a session with a conference/jury/workshop.

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Evaluation

General evaluation regulations

A student will be considered "Not Assessable" (NA) if they have not submitted all the learning evidences or have not attended 80% of the classes without justifying their absences. In case of a justified absence, the student must contact the teacher at the time of rejoining to determine the recovery of the activities they missed.

If the student commits any irregularity that may lead to a significant variation in the grade of an evaluation act, that evaluation act will be graded with 0, regardless of the disciplinary process that may be initiated. If several irregularities occur in the evaluation acts of the same subject, the final grade for that subject will be 0.

Continuous evaluation system

The evaluation system of EINA and UAB is a continuous assessment system, the objective of which is for the student to know their academic progress throughout their educational process to allow them to improve it.
The continuous assessment process must include a minimum of three evaluative activities, of two different types, distributed throughout the course, none of which can represent more than 50% of the final grade.

The assignments scheduled in the program will be scored numerically based on 10 as partial grades. For the final grade, the partial grades in the various differentiated phases of the project will be taken into account, which will be with a total of 6, taking into account that the first 5 have a weight of 60% of the course (20% each of this 60%) plus the final assignment, which has a weight of 40% of the subject. Attendance and compliance with the assignments will be assessed throughout the course and are part of the partial grades as final.

The assignments are planned in phases and it is necessary to complete them in their entirety and within the time marked in the program in order to pass the subject.

In order to be reassessed, all partial submissions must have been submitted in advance and the student must have attended at least 80% of the sessions.

Review process

The review can be requested from the corresponding teacher and will be carried out during the week indicated in the school calendar.

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Bibliography and Resources

Soriano, F. (2004). Synthesis Barcelona: Gustavo Gili.

Perec, G. (2001). Species of spaces (Trans. JJ del Solar). Barcelona: Montesinos.

College of Architects of Catalonia. (2025). Notebooks: Draw! (No. 276). Barcelona

Walker, E. (2010). The ordinary Barcelona: Gustavo Gili.

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Content: 2

Brief Description:

The subject Projects 6 in Product Design prepares students to develop complete design projects close to the artisanal approach, simulating real situations and integrating the skills acquired in other courses.
The main objectives are to foster the autonomy, technical rigor and identity of each designer. This course places special emphasis on essential values for the responsible practice of design: environmental sustainability, social inclusion, gender perspective, fundamental rights, diversity, civic and democratic values, and professional ethics. It is also linked to the Sustainable Development Goals (SDGs), promoting a design committed to its environment and society.

Key Points of the Course
• Put into practice all the skills acquired in other courses.
• Comprehensive project management from research to final solution.
• Develop the ability to define one's own project objectives and requirements.
• Adapt to the specific needs of the context and users.
• Approach to artisanal design, exploring the properties, traditional techniques and innovative possibilities of artisanal materials.
• Incorporate artisanal materials into projects in a creative and functional way, combining modernity and tradition.
• Work based on self-briefing.
• Introduction to the theory of emotionally durable design by Jonathan Chapman.
This subject equips students with the necessary tools to create unique and sustainable products, respecting and enhancing traditional techniques while responding to the demands of contemporary design. The concept of emotionally durable design proposes an alternative to the culture of obsolescence, promoting a deeper and more sustainable connection between the user and the product, with both aesthetic and ethical implications.

Training Objectives:

The Projects 6 subject aims to provide students with the tools and skills necessary to tackle complex and holistic projects, integrating a craft approach and a multidisciplinary perspective. The following are detailed
The key training objectives:
• Develop the ability to manage highly complex projects with a global and integrative vision.
• Ability to define the project's own objectives and requirements, adapting the process according to specific needs.
• Generate value propositions that are applicable to various design specialties, providing innovative and relevant solutions.
• Carry out context and user analyses, creating stakeholder maps and identifying needs and

opportunities.
• Use quantitative and qualitative methods to collect and analyze data, including interviews and other information-gathering techniques.
• Ability to interpret pre-existing data and place the project within the context of the state of the art.
• Synthesize research results to identify problems, contexts for action and opportunities.
• Develop a program of uses and functions based on the analysis and identification of needs.
• Carry out a value analysis and justify the solution adopted, ensuring its viability and efficiency.
• Develop skills in prototyping, testing and iteration to continuously improve the design.
• Foster a deep understanding and appreciation for design culture, integrating aesthetic, ethical and functional values.
• Use visual, technical, conceptual, functional and graphic languages to communicate ideas and solutions effectively.
• Write a descriptive report that documents the process, decisions and results of the project.
• Present the projects highlighting creativity and originality, technical knowledge and materials, research and analysis skills, effective communication, project planning and management, sustainability and social responsibility, teamwork and collaboration.
• Encourage self-analysis as designers and establish a deep commitment to the project and the context in which it is developed.
• Integrate emotionally enduring design principles, fostering lasting bonds between objects and people, and reducing environmental impact through longer product use.

This set of objectives ensures that students not only develop technical and creative skills, but also a deep understanding of the context and values that should guide their professional practice in the field of design.
product with an artisanal approach.

Recommendations

1. Previous Training:
• Having taken related subjects:
It is recommended to have successfully completed previous project subjects and those related to the development of models and prototypes. This includes both subjects in the product mention and any other related field. This
Previous knowledge will have provided a solid foundation in design techniques, prototyping tools and project work methodologies.
• Basic Knowledge in Design and Engineering:
Having prior knowledge in areas such as product design, prototype engineering, and project management can be very helpful. Familiarize yourself with basic UX/UI concepts, 3D modeling, and design software tools such as CAD, SketchUp, or Rhinoceros.

2. Attendance and Participation:
• Attend All Classes: It is essential to participate in all class sessions. Regular attendance helps to follow the development of the project, receive immediate feedback from the teacher and resolve doubts in a timely manner. It is the student's responsibility to obtain timely corrections for the good development of the projects.
• Participate Actively and Proactively:
Don't just attend class. Participate in discussions, ask questions about topics that you fully understand, and share your ideas and opinions with the group. Active interaction is key to deepening concepts and

improving your skills.
skills.

3. Time Management:
• Plan the Work:
Follow the objectives set by the teacher for each phase of the project. Respect the deadlines for each specific activity.
• Dedicate Quality Time:
Dedicate sufficient and quality time to project work outside of class hours. The quality of the work is as important as the number of hours dedicated.

4. Teamwork:
• Collaborate Effectively:
If the project is done in a group, work collaboratively and equitably with colleagues. Establish clear roles and responsibilities for each member, with open and respectful communication.
• Conflict Resolution:
If disagreements arise, seek constructive and equitable solutions. The ability to manage conflicts professionally is essential in teamwork. (Don't wait until the last minute).

5. Research and Documentation:
• Conduct Appropriate Research:
Conduct thorough research on topics relevant to the project. Stay up to date with current trends and technologies in the field of work.
• Document the Process:
Maintain clear and complete documentation of each phase of the project. This includes recording decisions, drafts, prototype testing, and feedback received. Good documentation will be useful for both the final presentation and possible revisions.

6. Preparation for the Assessment:
• Prepare the Final Presentation:
Take time to prepare a clear and concise presentation of the results. Practice the presentation and make sure to cover the key aspects of the project, such as the definition of the problem, the proposed solutions, and the results obtained.
• Review the Work Done:
Before the final presentation, review all the work you have done. Check that it meets the requirements of the course and that all the questions raised by the teacher are answered.

7. Additional Resources:
• See Additional Resources:
Use books, online tutorials, and articles related to the project to delve deeper into key topics.

8. Stay Motivated and Positive:
• Maintain a Positive Attitude:
Motivation and a positive attitude towards challenges are key to overcoming difficulties. Take advantage of mistakes as learning opportunities and keep your focus on the project's objectives.

By following these recommendations, the chances of success in the subject increase and both the

technical aspects and those related to teamwork and personal organization can be better managed.

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Contents and Methodology

Brief Description:

In this subject, students will work in depth on various aspects of product design with a special focus on sustainability and graphic expression. The course is divided into two major areas of knowledge and practice: graphic expression and formal expression through prototyping, with the aim of developing viable products in a context of sustainability and
innovation.

1. Graphic Expression
• Manual and Digital Drawing:
Graphic expression will be encouraged through both manual and digital drawing techniques. Students will be expected to use traditional tools such as freehand sketching, as well as digital tools such as CAD, SketchUp, and other design software to create visual representations of their ideas.
• Variants of Graphic Expression:
The content should include the study of different drawing techniques and styles to represent concepts and ideas. Emphasis will be placed on the creation of models and visual diagrams that help communicate ideas clearly and effectively.

2. Formal Expression and Prototyping
• Prototype Development:
Students will be required to create physical and/or digital prototypes of their ideas. Prototyping techniques such as 3D printing, 3D modeling, and other methods may be used to create functional models and prototypes.
• Materiality and Sustainable Design:
We will work on how to select appropriate materials and how to design products taking into account the product's life cycle, from production to the end of its use, with a focus on environmental and social sustainability.

3. Higher Intensity Exercises
• Five Exercises:
During the first part of the semester, five short intensive exercises will be conducted, each designed to explore and
consolidate key concepts of the subject. These exercises will focus on the materiality of objects and the solution of design problems through practice.
• Assimilation of Concepts:
The exercises will serve to assimilate theoretical and practical concepts related to materiality, sustainability, and the creation of innovative formal solutions.

4. Final Project

• Market-Oriented Development:

The final project is an opportunity for students to create a product from the initial idea to a market proposal. Students will work with real or fictitious company profiles to analyze business dynamics and propose a product that
is viable and sustainable. Possibility of going deeper into the first project or generating a new one, at the discretion and in consultation with the teacher.

• Analysis and Reflection:

Students will have to analyze the market context, reflect on the needs of users, and propose solutions that are sustainable and respectful of the environment and society, in relation to a framework of non-serial projects, through short or artisanal runs.

• Process Documentation:

The final project will include complete documentation of the process, which must include a detailed report, initial drafts, influences, initial working framework, design proposal, argued evolution, and the final result. This documentation will serve to evaluate the skills acquired during the course.

5. Competency Assessment

• Independent Work and Argumentation:

The ability to work autonomously, argue ideas in a coherent and structured way, and present a speech based on rigorous research will be assessed. Students will need to demonstrate skills in creating a work environment that facilitates the development of original and innovative projects.

• Specific Skills:

Special attention will be paid to the skills shown in the development of the project, including the quality of the prototype, the sustainability of the proposed solutions, and the final presentation of the work.

Teaching methodology:

The teaching methodology of the subject is designed to combine theory and practice, with the aim of providing students with comprehensive training in the design of non-serial oriented products. The course is divided into two main parts: a theoretical component and a practical one, with training activities that will allow students to apply the knowledge
acquired in real situations.

1. Theoretical Component

• Master Classes:

The first part of the sessions will be dedicated to the presentation of theoretical content. Through master classes, students will be introduced to the fundamental concepts of non-series product design, crafts, short series, and expression techniques.
graphics and prototyping. This theoretical moment will serve to establish a solid knowledge base on the topics covered.

• Debates and Reflections:

The theoretical sessions will include spaces for open debate, where students can discuss their perceptions and opinions on the content presented. This participatory approach fosters a critical and deep understanding of the topics addressed and encourages students to reflect on their practical application.

2. Practical Component

• Practical Sessions:

In the second part of the sessions, emphasis will be placed on practical activities where students will apply theoretical knowledge to the
resolution of activities related to your project.

• Exercise Development:

Students will work on several intensive exercises that will be carried out throughout the weeks.
Each exercise will close with a public presentation where students will show their results and receive feedback from both teachers and peers, encouraging a shared assessment of the work carried out.

• Online Tutorials:

In addition to the practical sessions, agreed tutorials will be held online during the week. These tutorials will allow students to
Students receive individualized support, clarify doubts, and track the progress of their projects at key moments in the process.

Training activities:

The aim of continuous assessment in this subject is to provide students with constant feedback on their academic progress, allowing them to improve and adjust their learning process throughout the course.
Through this system, students will receive regular assessments that will reflect both their performance in training activities and their progress in the development of key skills.

1. Continuous Evaluation

Continuous assessment has the main objective of monitoring student progress and providing opportunities for improvement. This methodology allows students to receive constant feedback on their performance in various learning activities throughout the semester.

• Regular Feedback: Students will receive detailed feedback on their assignments and projects as the course progresses. This feedback will include both constructive comments on strengths and areas for improvement, as well as suggestions for optimizing their work and processes.
• Reviews and Tutorials: Both individual and group tutorial sessions will be organized, where students can discuss their progress with the professors, resolve doubts, and adjust their work strategies.

2. Evaluation Criteria and Percentages

The evaluation criteria are based on the development and presentation of practical exercises, the final project, and class participation.
The percentages and specific aspects that will be assessed are detailed below:

• Practical Exercises: 50%
◦ Description: The evaluation of the five practical exercises will be based on the quality of the proposed solutions, creativity, and resolution of the problems posed.
◦ Aspects to Evaluate:
▪ Execution of the Work: Ability to apply theoretical knowledge in solving the exercises.
▪ Participation and Collaboration: Proactive attitude in the classroom, contribution to debates and collaboration with classmates.

▪ Defense of Solutions: Ability to argue and defend design decisions made during the exercise.
◦ Percentage: 10% for each exercise (5 exercises in total = 50%).

• Final Project: 40%
◦ Description: The evaluation of the final project will be based on autonomy, responsibility, and the quality of the work carried out throughout the course.
◦ Aspects to Evaluate:
▪ Project Development: Quality and coherence of the project's evolution, from initial conception to completion.
final presentation.
▪ Independent Work: Ability to manage the project independently and responsibly.
▪ Documentation: Completeness and clarity in the documentation of the creative process, including memory, drafts, and reflection on
the work done.
◦ Percentage: 40% of the total evaluation.

• Participation and Debates: 10%
◦ Description: Active participation in theoretical and practical discussions is a key aspect of the course.
◦ Aspects to Evaluate:
▪ Intervention in Debates: Quality of contributions during debate and discussion sessions.
▪ Interest and Initiative: Attitude in the classroom, including initiative in problem solving and collaboration with peers.
◦ Percentage: 10% of the total evaluation.

3. Evaluation Procedure
The evaluation processes will be carried out as follows:
• Evaluation of Exercises: After completing each exercise, students will receive feedback on their work, accompanied by the corresponding grade according to the established criteria.
• Final Project Evaluation: The final project will be evaluated based on the public presentation of the work, the quality of the prototype, and the complete documentation of the process. Feedback will be provided in correction sessions and in the final review of the project.
• Participation Assessment: Participation and commitment in class sessions will be assessed continuously and will be reflected in the final grade for the subject.

In summary, the course assessment system combines a continuous assessment methodology with specific learning activities and a synthesis test for second enrolments. The aim is to ensure that students have constant opportunities to demonstrate their knowledge, receive feedback, and improve their skills throughout the course.

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Evaluation

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A student will be considered "Not Assessable" (NA) if they have not submitted all the learning evidences or have not attended 80% of the classes without justifying their absences. In case of a justified absence, the student must contact the teacher at the time of rejoining to determine the recovery of the activities they missed.

If the student commits any irregularity that may lead to a significant variation in the grade of an evaluation act, that evaluation act will be graded with 0, regardless of the disciplinary process that may be initiated. If several irregularities occur in the evaluation acts of the same subject, the final grade for that subject will be 0.

Continuous evaluation system

The evaluation system of EINA and UAB is a continuous assessment system, the objective of which is for the student to know their academic progress throughout their educational process to allow them to improve it.
The continuous assessment process must include a minimum of three evaluative activities, of two different types, distributed throughout the course, none of which can represent more than 50% of the final grade.

The aim of continuous assessment in this subject is to provide students with constant feedback on their academic progress, allowing them to improve and adjust their learning process throughout the course.
Through this system, students will receive regular assessments that will reflect both their performance in training activities and their progress in the development of key skills.

1. Continuous Evaluation
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◦ Description: The evaluation of the final project will be based on autonomy, responsibility, and the quality of the work carried out throughout the course.
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▪ Project Development: Quality and coherence of the project's evolution, from initial conception to completion.
final presentation.
▪ Independent Work: Ability to manage the project independently and responsibly.
▪ Documentation: Completeness and clarity in the documentation of the creative process, including memory, drafts, and reflection on
the work done.
◦ Percentage: 40% of the total evaluation.
• Participation and Debates: 10%
◦ Description: Active participation in theoretical discussions and
Internships are a key aspect of the course.

◦ Aspects to Evaluate:
▪ Intervention in Debates: Quality of contributions during debate and discussion sessions.
▪ Interest and Initiative: Attitude in the classroom, including initiative in problem solving and collaboration with peers.
◦ Percentage: 10% of the total evaluation.

Review process

The reassessment or review process in this subject will be limited exclusively to the final project and will allow students the possibility of improving their grade, provided that certain requirements are met. The conditions and procedure for reassessment are detailed below:

1. Conditions for Reassessment
• Scope of Reassessment: Reassessment may only be carried out for the final project of the subject. Reassessment may not be requested for individual practical exercises.
• Maximum Recovery Percentage: The reassessment of the final project may represent a maximum of 50% of the total grade for the subject.

This means that, in the event of a reassessment, the grade obtained in the final project may replace up to 50% of the total grade for the course.

2. Reassessment Procedure
• Reevaluation of the Final Project: Students who wish to request reevaluation of the final project must submit a revised and improved version of their project, taking into account the feedback received during the course.
• Revision of the Work: The new version of the project must demonstrate a substantial improvement over the initial version. Students must justify the modifications made and show how they have resolved the deficiencies identified in the first evaluation.
• Date and Deadline: The date and deadline for submitting the reassessment request will be established by the faculty at the end of the semester. Students must follow the indicated schedule for submitting the revised work.

3. Evaluation of the Reassessment
• Reevaluation of the Project Grade: The final project grade will be reviewed and the new grade obtained in the reevaluation will replace the original final project grade, if the new grade is higher.
• Percentage of the Final Grade: The grade of the re-evaluated final project will represent up to 50% of the total grade for the subject, while the remaining 50% will be based on the grades of the practical exercises (50%), according to the percentages initially established.

4. Requirements for Reassessment
• Minimum Qualification: To be eligible for reassessment, the student must have obtained a minimum grade of 3.5 in the final project in the first assessment.
• Review of Feedback: Students will have to review in detail the feedback received on the final project and demonstrate that they have applied the suggested improvements.
In short, reassessment allows students to improve their final grade through a revision of the final project. This revision must demonstrate significant improvement over the initial work and be within the limits established for the grade recovery percentage. The process includes the submission of an improved version of the project, with a revision that will be evaluated according to the same criteria as the initial evaluation.

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Bibliography and Resources

Books:

1. Hurff, S. (2014). Designing Products People Love: How Great Designers Create Successful Products. O'Reilly Media.
APA Reference: Hurff, S. (2014). Designing products people love: How great designers create successful products. O'Reilly Media.
Description: This book offers a practical perspective on product design with a focus on user experience and the development of handcrafted and customized products.

2. Meybaum, H. (2012). The Art of Product Design: Changing the Way You Work with Designers. Wiley.
APA Reference: Meybaum, H. (2012). The art of product design: Changing the way you work with designers. Wiley.
Description: A text about how designers can collaborate with other professionals in the product creation process, ideal for understanding the design aspects in craft and small series projects.

3. Norman, DA (2013). The Design of Everyday Things. Basic Books. (Review)
APA Reference: Norman, DA (2013). The design of everyday things. Basic Books.
Description: A fundamental book on user-centered design, offering a solid foundation in product design principles, applicable to non-serial and artisanal designs.

4. McElroy, K. (2015). Prototyping for Designers: Developing the Best Digital and Physical Products. Rockport Publishers.
APA Reference: McElroy, K. (2015). Prototyping for designers: Developing the best digital and physical products. Rockport Publishers.
Description: A book that explores prototyping techniques for both physical and digital products, useful for the model and prototype creation phase in craft projects.

5. Williams, NS (2019). Artisanal Design: Working with Your Hands. Shambhala.
APA reference: Williams, NS (2019). Artisanal design: Working with your hands. Shambhala.
Description: A practical approach to artisanal design, ideal for understanding techniques and methodologies in the context of non-serial product design.

6. Chapman, J. (2005). Emotionally Durable Design: Objects, Experiences and Empathy. Routledge.
APA Reference: Chapman, J. (2005). Emotionally durable design: Objects, experiences and empathy. Routledge.
Description: A key work to understand how to generate emotional bonds with objects through design, promoting emotional sustainability, durability and waste reduction through the affective relationship between product and user.

Academic Articles:

1. Houghton, KE (2020). Designing for craftsmanship: A framework for small batch production. Journal of Design History, 33(4), 413-428.
APA reference: Houghton, KE (2020). Designing for craftsmanship: A framework for small batch production. Journal of Design History, 33(4), 413-428. https://doi.org/10.1093/jdh/epaa015

2. Houghton, JA (2021). Sustainable product design: Challenges and opportunities for craftsmanship. International Journal of Sustainable Design, 14(1), 27-40.
APA reference: Houghton, JA (2021). Sustainable product design: Challenges and opportunities for craftsmanship. International Journal of Sustainable Design, 14(1), 27-40.
https://doi.org/10.1504/IJSD.2021.113409

3. Hunt, SJ (2019). The role of prototyping in craft product development. Design Studies, 61, 43-59.
APA reference: Hunt, SJ (2019). The role of prototyping in craft product development.
Design Studies, 61, 43-59. https://doi.org/10.1016/j.destud.2018.12.003

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Content: 3

Brief Description:

The subject proposes an approach to the design practice of design from methodologies specific to contemporary art practice. Likewise, understood the experimental and crossover variant with the fields of art and contemporary thinking of the subject, it also promotes the realization of personal artistic research projects that take advantage of knowledge acquired in the field of design. At the production level, processes of multidisciplinary conceptualization and formalization.

Training Objectives:

Develop the ability to imagine and represent artistic and design projects evaluating its social, technological, environmental and economic viability. Knowledge of the specific field of contemporary art at a professional level, essential for carrying out good design projects.

Knowledge of contemporary art programming on the local scene and international.

Gain tools to understand and address complex environments.

Obtain tools to be able to submit applications for project calls artistic and design promoted by both public and private entities.
Promote a research and creative spirit in the consolidation of one's own profile professional.

Recommendations

Since the acquisition of project subject skills is progressive,
It is recommended to have passed the Project subjects from the previous course in any of its mentions. It is advisable to have a special interest in contemporary art projects.

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Contents and Methodology

Brief Description:

The subject will address the realization of artistic research projects through three statements that will be developed throughout the semester.
These statements will pose a first brief presentation exercise, a second introductory exercise in the field of contemporary art by rethinking the practice of scientific drawing, and a third, larger personal project with an intense monitoring and tutoring process.
This third project concludes with the students' self-managed, tutor-supervised, collective exhibition of their completed work.
In each of these exercises the following phases will be followed:

- Search, analysis and interpretation of statements.
- Ideation, conceptualization and planning of work.
- Resolution, representation and execution.
- Visual and oral presentation/exposition of the project.

Teaching methodology:

The teaching methodology will be eminently practical, although it will also have moments of debate, in order to present and discuss references and case studies related to the statements of the exercises.
A presentation exercise, an introductory exercise to the subject and the realization of a personal artistic research project accompanied by a process of both collective and individual tutoring. As part of the learning, the subject also involves visiting different art exhibitions contemporary in the local programming circuit as well as the assembly of a collective exhibition with the works carried out.

Training activities:

Presentation of the project statements, as well as related references and case studies.
Support in the artistic research process during the pre-production stage of the work.
Project work in the classroom with the advice of both the tutor and the workshop teacher.
Development of a unique discourse situated within contemporary aesthetic debates.
Debate on the topics presented.
Visits to exhibitions.
Presentation and analysis of public calls for proposals to present projects artistic research.
Self-management of the collective exhibition of the last work of the subject.

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Evaluation

General evaluation regulations

A student will be considered "Not Assessable" (NA) if they have not submitted all the learning evidences or have not attended 80% of the classes without justifying their absences. In case of a justified absence, the student must contact the teacher at the time of rejoining to determine the recovery of the activities they missed.

If the student commits any irregularity that may lead to a significant variation in the grade of an evaluation act, that evaluation act will be graded with 0, regardless of the disciplinary process that may be initiated. If several irregularities occur in the evaluation acts of the same subject, the final grade for that subject will be 0.

Continuous evaluation system

The evaluation system of EINA and UAB is a continuous assessment system, the objective of which is for the student to know their academic progress throughout their educational process to allow them to improve it.
The continuous assessment process must include a minimum of three evaluative activities, of two different types, distributed throughout the course, none of which can represent more than 50% of the final grade.

The assessment will be summative and formative, with practical work.
Each job will have its delivery time; delays in delivery will be made visible to through notes. Visits, class attendance, as well as the timely delivery of the works will be mandatory.

Participatory attitude, work in (and for) the group, initiative, contributions Spontaneous, individual and collective presentations will contribute to the evaluation and will count for 10% of the final grade.

In case of absence on an exam or delivery day, the certificate must be brought corresponding and agree on the delivery of pending work with the teacher responsible in each case.
The total or partial non-submission of the works as well as the repeated absence and unjustified in face-to-face sessions will lead to the qualification of "no presented."
This course, this subject will have 4 evaluative activities (evidence of the continuous assessment): A presentation exercise that will count for 5% of the grade, a short-term project that will count for 30% of the grade, a visit followed by an assignment related project that will count for 15% of the grade, and a long-term project that will count for 50% of

the grade.

Review process

The review can be requested from the corresponding teaching staff and will be carried out during the week indicated in the school calendar.

To participate in the re-evaluation, students must have been previously evaluated.
in a set of activities whose weight is equivalent to a minimum of two thirds
of the total grade for the subject.

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Bibliography and Resources

With the different classes, artistic projects and bibliographic materials will be presented.
related to the practices located, which will be shared on the intranet of the
subject and will be discussed with the group. Likewise, the bibliography and the projects that will be
comments will be further defined according to the specific interests of the group.

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Content: 4

Brief Description:

The subject aims to help students understand design project assignments in order to provide solutions to specific communication needs. It is a practical subject and assignments will be worked on, from the briefing to the presentation. Visual communication projects will be carried out quickly and more complex and extensive projects in terms of their implementation needs, always taking into account realistic timings in the professional context.

Training Objectives:

The main objective is for the student to expand their training in communication, thus adapting to different situations and characteristics of professional practice to achieve a unique result that is appropriate for the user or market they are targeting. The aim is to meet the objectives set in each assignment to learn how to develop projects in the different phases, from concept to formalization, production and presentation.

Recommendations

It is recommended to have taken the subject "Computer science applied to text and image design" in the 2nd year, as well as the subject "Audiovisual resources for design".
As this is an eminently practical subject, students are advised to attend all classes. Unjustified absences by students may make it difficult to follow the different phases of the projects.

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Contents and Methodology

Brief Description:

Projects of a cultural, commercial and social nature will be carried out, working in different areas of communication and design: typography, art direction, identity, publishing, poster design and packaging. The subject, with a professional approach, gives importance to ideas and their formalization as a tool for effective communication. In all cases, attention to detail in the finishes is important, as is the story in the exhibition of the solutions and ideas provided in each case.

Teaching methodology:

The classes are eminently practical in nature, methodologies will be learned to formalize concepts. Each project begins with the presentation of the planned objectives, as well as the analysis of cases and references, followed by workshop sessions where the proposals will be projected and discussed in order to open a participatory space for analysis and constructive criticism.

Training activities:

—Communicating without words. Based on a methodology developed in class, the reading of images that interpret the contents of an opinion article will be worked on.
— Editorial field. Based on a methodology presented in class and focused on cover design, it is proposed to design an editorial collection.
— Music field. Poster design for a classical, punk and jazz music concert.
— Commercial field. Assignment that consists of designing the graphics for 3 packages of a range of products based on a briefing and analysis of the competition.
— Cultural or social field. Based on a real briefing presented in class, the project is based on conceptualizing and designing a graphic identity and adapting the proposal to different digital and printed communication formats and media.

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Evaluation

General evaluation regulations

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If the student commits any irregularity that may lead to a significant variation in the grade of an evaluation act, that evaluation act will be graded with 0, regardless of the disciplinary process that may be initiated. If several irregularities occur in the evaluation acts of the same subject, the final grade for that subject will be 0.

Continuous evaluation system

The evaluation system of EINA and UAB is a continuous assessment system, the objective of which is for the student to know their academic progress throughout their educational process to allow them to improve it.
The continuous assessment process must include a minimum of three evaluative activities, of two different types, distributed throughout the course, none of which can represent more than 50% of the final grade.

The assignments scheduled in the program will be scored numerically based on 10 as partial grades. The final grade will take into account the partial grades in the various phases of the project, as well as attendance and completion of the assignments:
40% Conceptualization, communication idea, suitability of the proposals.
30% Formalization, visual language (typography, composition, art direction)
30% Assistance, deliveries and evolution of proposals.
The assignments are scheduled in phases and must be completed in full and within the time set out in the syllabus in order to pass the course. Assignments submitted after the deadline will be assessed with a maximum grade of 6.

The student will know the grade of each submission 5/7 days after the due date set in the program. Once the grade has been communicated, the results can be improved through the reassessment task. It is advisable to conduct follow-up tutorials prior to the reassessment.
As these are class-workshops, attendance is mandatory. Unjustified absences of more than 20% of the face-to-face sessions will be graded as “non-evaluable”.
In order to be reassessed, all projects must have been submitted in advance and the student must not have exceeded the number of absences in the subject.

Review process

The review can be requested from the corresponding teacher and will be carried out during the week

indicated in the school calendar.

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Content: 5

Brief Description:

The subject is designed to introduce students to techniques and research methods from other disciplines that can be used in design project processes. Through the discovery of these interdisciplinary project and research tools, students will work on three exercises that will address complex contemporary challenges with the aim of fostering critical reflection through design practice.

Training Objectives:

The main objective of the subject is to give students tools to apply interdisciplinarity in their project processes.
Other specific objectives are:
- Develop projects that connect diverse disciplines in response to contemporary problems.
- Experiment with hybrid project methodologies and research techniques from other disciplines.
- Reflect on the role of design as an agent for ecosocial transformation.
- Promote collaborative, cooperative and interdisciplinary work.

Recommendations

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Contents and Methodology

Brief Description:

The course is structured mainly through three exercises, accompanied by a theoretical basis. This is provided at the beginning of the course and in the initial sessions of each of the exercises. The sessions throughout the course will be open workshops for co-creation, monitoring, discussion and exchange.

Teaching methodology:

Each exercise consists of three parts; (1) An initial part of research and methodological configuration, (2) a second part of application of the methodology and carrying out the exercise, and (3) a final part of oral and written presentation (depending on the exercise) of the results.
The exercises are designed for group work (exercise 1), work in teams of 2 people (exercise 2), and individual work (exercise 3).
The assignments during the course are divided according to the three exercises:
1- Delivery and results of exercise 1: PDF describing the analysis carried out (individual) + final presentation (group) (20% of the final grade).
2- Submission and results of exercise 2: Written essay (individual) + final presentation (team). (25% of the final grade).
3- Delivery and results of exercise 3: Designed artifact + written report of the entire process + final presentation (all individual) (45% of the final grade).
4- Participation and attendance: 10% of the final grade.

Training activities:

Initial session: Introduction and conceptual framework (week 1)
The first theoretical session is designed to expose the relationships between design and other disciplines through case studies and examples. Interdisciplinary research methodologies will be introduced, research techniques and exercises will be presented, and guidelines for creating your own methodologies will be presented. Several ecosocial conflicts will be presented to be addressed throughout the course through exercises. Interdisciplinary groups will be created for the first exercise.

Exercises

The exercises are designed to address various scales from an interdisciplinarity perspective; the object, the system and the territory.

Exercise 1 (Object-System): In this first exercise, students will work in groups, formed by students from different disciplines (interior design, product, graphics, design culture). In this first exercise, design will be approached from the most everyday point of view, from the specific object/artifact. In this case, an object/artifact will be analyzed from an ecosocial perspective and they will work collectively to

understand its relationship with the environment. Various analysis methodologies from other disciplines will be worked on.

Exercise 2 (Community): In this second exercise, students will work in pairs, formed by students from different majors. In this second exercise, they will approach it from a systemic perspective and think of proposals that will positively impact the community.

Exercise 3 (Territory): In this last exercise, students will work individually. The objective is for the student to build their own methodological process through various tools and techniques presented throughout the course. This last exercise will be approached from a territorial and bioregional perspective, thus investigating a specific context and the relationship between local dynamics and how they impact on a global scale.

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Continuous evaluation system

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The continuous assessment process must include a minimum of three evaluative activities, of two different types, distributed throughout the course, none of which can represent more than 50% of the final grade.

The assignments scheduled in the program will be scored numerically based on 10 as partial grades. The final grade will take into account the partial grades in the various phases of the project, as well as attendance and completion of the assignments:
Exercise 1= 20% of the final grade
Exercise 2= 35% of the final grade
Exercise 3= 45% of the final grade
Attendance = 10% of the final grade.
The assignments are scheduled in phases and must be completed in full and within the time set out in the syllabus in order to pass the course. Assignments submitted after the deadline will be assessed with a maximum grade of 6.

The student will know the grade of each submission 5/7 days after the due date set in the program. Once the grade has been communicated, the results can be improved through the reassessment task. It is advisable to conduct follow-up tutorials prior to the reassessment.
As these are class-workshops, attendance is mandatory. Unjustified absences of more than 20% of the face-to-face sessions will be graded as “non-evaluable”.
In order to be reassessed, all projects must have been submitted in advance and the student must not have exceeded the number of absences in the subject.

Review process

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Economy of the common good https://catalunya.econgood.org/

Atlas of the future https://atlasofthefuture.org/

Donut Economics https://doughnuteconomics.org/about-doughnut-economics

IFF Model - International Futures Forum World Systems Model.
https://www.internationalfuturesforum.com/world-model

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Content: 6

Brief Description:

The subject of Projects 6 in Spatial Design is the precursor to the TFG.

The main educational objective of the subject is to promote project resources and conceptual scaffolding in order to give richness and depth to the work.

The project is an abstract TOOL in a process that brings together a multiplicity of variables where issues of graphic and volumetric representation, constructive solutions, semantic meanings, spatial concepts and material agencies are often addressed simultaneously.

Training Objectives:

- The realization of space projects providing conceptual, technical and formal solutions.
- Develop analytical and reasoning skills. Learn to follow the thread of creative processes.
- Promote the spirit of content synthesis, while maintaining consideration of technical and conceptual requirements.
- The student must achieve the ability to present and reason (orally and in writing) the project results and conclusions of their work process.
- Problem-solving skills will be developed, research, decision-making and clear, logical and effective communication will be encouraged.

Recommendations

As this is an eminently practical subject, students are advised to attend all classes. Unjustified absences by students may make it difficult to follow the different phases of the projects.

Mastery of the main digital graphic representation programs.

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Contents and Methodology

Brief Description:

There will be an individual exercise throughout the workshop, but it is a process divided into several parts. The exercise begins with a basically abstract compositional work resulting in the document from which the project will be worked on.

In a second stage, a series of particular narratives are analyzed, which will condition the creative process and the conceptual development of the proposal.

In a third stage, the focus is on fundamental domestic actions in order to question the minimum habitable space and find the fair and necessary scale of the intervention.

The next step consists of working on the volume with basic three-dimensional models, such as paper or cardboard, in order to find the third dimension from a two-dimensional document.

The last step is to give constructive and material value to the proposal through a model, which must be consistent with the variables and characteristics accumulated in the process.

The final delivery will be formalized together with this model with a presentation document that includes all the project aspects of the course.

Teaching methodology:

Analysis and theoretical explanation of the topic to be developed in the project.
Critical sessions for sharing and validating the different solutions being worked on.
Mainly theoretical classes will be combined with practical workshop classes.

Training activities:

In addition to the usual course processes, a special guest will accompany us during a session with a conference/jury/workshop.

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The continuous assessment process must include a minimum of three evaluative activities, of two different types, distributed throughout the course, none of which can represent more than 50% of the final grade.

The assignments scheduled in the program will be scored numerically based on 10 as partial grades. For the final grade, the partial grades in the various differentiated phases of the project will be taken into account, which will be with a total of 6, taking into account that the first 5 have a weight of 60% of the course (20% each of this 60%) plus the final assignment, which has a weight of 40% of the subject. Attendance and compliance with the assignments will be assessed throughout the course and are part of the partial grades as final.

The assignments are planned in phases and it is necessary to complete them in their entirety and within the time marked in the program in order to pass the subject.

In order to be reassessed, all partial submissions must have been submitted in advance and the student must have attended at least 80% of the sessions.

Review process

The review can be requested from the corresponding teacher and will be carried out during the week indicated in the school calendar.

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