



Eina Centre Universitari
Fundació Eina
Disseny Art Barcelona

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DISSENY D'ESPAIS DE TREBALL

Mireia Sandoval Flores

Supervising Teacher: Mireia Sandoval Flores

Group: 2

Code: 105722

Credits: 6 ECTS

Course:

Semester: 1

Typology: Optative

Subject: Design Processes

Schedules:

Group	Schedules	Teacher
2	Dijous 08:30 - 11:30	Mireia Sandoval Flores



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Subject Presentation

Brief Description:

Work spaces have evolved as quickly as professions and people develop their skills. The balance between private and work life, hyper-connection or mobility has also changed, or is intended to change. Corporate assignments must be considered from the brand strategy in context with diverse users.

Despite the long list of activities and workspaces (laboratories, workshops, warehouses, home offices, etc.), the subject will mainly work on the idea of the office with different programs to get started and explore how to approach workspaces. In this 2025-2026 edition, we will focus on workspaces from the perspective of accessibility and inclusion and shared spaces with common goals (cooperatives).

The subject studies the relationship between spaces, the activities that take place there and the objectives of the various actors. It focuses on understanding:

- What typologies do we find, differences and what they bring to us. New trends and future.
- Comfort, well-being, inclusion and health in the workplace. How we can improve people's lives and continue to take care of the planet.
- Atmosphere and materials to express the philosophy and company identity without losing sight of the needs of the users.
- Study of other non-productive spaces such as living, resting, auxiliary spaces, complementary elements and the relationship between them.

Training Objectives:

Tackle a space project, understand and analyze the particularities of each space and use, who the users are, build a very detailed briefing and establish design objectives to be met. Through theoretical sessions, activities, joint views and practical work, the student is introduced to the different processes of professional practice.

The aim is to develop analytical and conceptualization skills, visualize the objective to plan tasks, use space design resources, know how to communicate and synthesize ideas in a professional presentation. Know how to maintain coherence throughout the exercise and provide a solution according to previously established objectives.

All this in the current context, addressing current issues such as sustainability, inclusion, social participation or new construction configurations such as cooperatives.

Recommendations

It is important to have acquired basic knowledge of space design in previous courses, from the approach of an exercise to visual representation. It is highly recommended to have knowledge of

computer programs applied to space and volume for graphic representation or image editing, freely chosen according to the style of each student. Some examples are Autocad, Sketchup and Enscape.

Contents and Methodology

Brief Description:

The contents and projects are organized into thematic blocks.

BLOCK 1

- Office history
- Universal design, inclusion, barrier removal and accessibility
- Elements, furniture according to use and needs
- Classifications and organization of offices, departments and types of tasks (open, cellular, mixed or flexible)

BLOCK 2

- Ergonomics
- Comfort, well-being and health
- Atmosphere and brand - what does the company want to convey?

BLOCK 3

- Coworking, sharing, different identities and users
- Expressive spaces (brand, storytelling)
- Auxiliary spaces, complementary elements and types of rooms

*if possible, visits and talks will be held about the spaces proposed as an exercise.

Teaching methodology:

The subject is structured to combine theoretical sessions around the content blocks, with small group activities within the class that generate reflection with group debate and individual projection and development work.

The proposed projects will be linked to space visits, talks or collaborations with companies, to work in a way that is more similar to the world of work.

The content blocks are linked in parallel to the execution of the exercises/deliveries. The briefing will be worked on together and individual or joint corrections will be available depending on the exercise. The deliveries will be made in digital format on the Eina platform and some of them will have to be presented orally to the audience (class/company).

Training activities:

- Theoretical sessions and visualization of some examples and references
- Practical sessions in the classroom
- Tutorials and classroom monitoring
- Independent project work and oral presentation in the classroom.

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.

Attendance is necessary to follow the course and its correct evolution, as well as compliance with the structure of the subject calendar. Classes will be taught in Catalan, as will the material to be shared, but doubts can be consulted in Spanish or English on a timely basis.

There are 3 assessable assignments with different delivery methodologies, which will be reviewed at the beginning of each year, along with the assessment of attendance and participation. The guidelines can be consulted on the intranet. The following are planned:

- A report with the research, analysis and conclusions of the initial hypothesis. (20%)
- A document with the proposal, visualizations and specific details in PDF, along with the supporting document for the class presentation, different and specific only to explain the project (PPT, PDF, Video...) (35%)
- A document with the proposal, visualizations and specific details in PDF, along with the supporting document for the class presentation in short video format. (35%)
- Attendance and participation in both activities and debates initiated in the classroom. (10%)

It will be assessed:

- Having acquired a global vision and applying knowledge in concrete practice.
- Capacity for analysis, argumentation and coherence with the proposal.
- The student's ability to express himself visually and orally with precision in the most appropriate

medium for the proposal.

- Linking the reflections with the resources and bibliography presented.
- The challenge and needs of the users have been established and contextualized to provide a creative and coherent solution.

The following will be taken into account for each exercise:

- Analysis, briefing and proposed program (15%)
- Appropriate distribution and coherent moodboard (30%)
- Correct representation in drawing and necessary information (15%)
- Presentation of the minimum documents with the required level of detail (15%)
- Quality of the digital, oral or video presentation + participation in the group (25%)

Any delivery made outside the calendar without prior authorization or information and up to 48 hours later will be assessed with 2 points less. In case of delivery after 48 hours it will not be assessable.

Review process

The review can be requested from the teachers according to the published academic calendar, in the planned weeks. To participate in the reassessment, the students must have submitted the activity and have been previously evaluated. The submission and definition will be done at the end of the course depending on which of the tasks needs to be reassessed.

Learning outcomes of the subject

Knowledge

Identify the similarities and differences between a design project and other comparable projects within the current market context. (KT01)

Skills

Apply research and evaluation methodologies specific to the professional design sector targeted by the project. (ST10)

Conduct a preliminary analysis prior to project development, identifying the characteristics of the professional design sector and incorporating gender and diversity criteria into the study of the context and stakeholders. (ST02)

Learning outcomes of the degree program

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.

Graphically represent spaces, volumes, planes, and surfaces using the characteristic techniques of design.

Adapt visual languages, media, and artistic techniques to the communicative goals of each design project.

Competencies

Manage the development of design projects—individually or in teams—with adaptability, within the organisational context of companies and institutions.

Apply acquired knowledge to the execution of design and art projects with professional standards, considering user and audience diversity.

Bibliography and Resources

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