Eina Centre Universitari
Fundació Eina
Disseny Art Barcelona

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

USUARI I INTERACCIO

Albert Crispi Brillas

Supervising Teacher: Albert Crispi Brillas

Group: 1,2,101,102,103,201,202
Code: 105743
Credits: 6 ECTS
Course: 3
Semester: 1
Typology: Obligatory
Subject: Technology
Schedules:

Group	Schedules	Teacher
1	Dimecres 08:30 - 10:00	Lena Macau Sanz
		Albert Crispi Brillas
2	Dimecres 10:30 - 12:00	Lena Macau Sanz
101	Dilluns 09:30 - 11:30	Albert Crispi Brillas
102	Dilluns 09:30 - 11:30	Pablo Castillo Urieta
		Albert Crispi Brillas
103	Dimecres 10:30 - 12:30	Albert Crispi Brillas
201	Dimecres 12:30 - 14:30	Eulalia Clos Hernandez
		Jorge Wimes Vicedo
		Albert Crispi Brillas
202	Dimecres 12:30 - 14:30	Eulalia Clos Hernandez
		Jorge Wimes Vicedo
		Albert Crispi Brillas

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Teaching Guide Index

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Subject Presentation

Brief Description:

The main objective of the subject is to provide the student with design approaches that place the user at the center of the project, delving into techniques to detect and question the needs of users and interpret their context in order to generate solutions. User-centered design facilitates everyday life and our relationship with objects, communication and spaces.

Usability, interaction design and user experience (UX) study the way people relate to our context (communication, interfaces, products, spaces and experiences) to make them more intuitive, satisfying, memorable, easier to use and with a more fluid interaction.

We need to understand what the "user point of view" means.

Although User Experience Design is closely linked to websites, web applications and interactive digital products, it actually refers to the "ideal experience" when using a service, product or space, so it allows us to work on solutions to design all the experiences that a person can have in relation to the context in which they live.

Therefore, working on Experience Design is now the responsibility of all areas of design, as we are going through a time when we are experiencing the fusion of the physical and online worlds and an excellent experience started online by a user can be spoiled in the interpretation of a message, at the first moment of using the product, at the hotel reception, when paying in a store or when opening a gift. The Customer Journey does not end until the user finishes using the product or service.

With this approach in mind, the way we approach the project changes by assuming a more empathetic behavior towards the people who will be the users or consumers of our proposals. The point is to observe, explore and visualize how our users feel when using our products and services from start to finish.

Training Objectives:

Learn methods for identifying project requirements from the user's point of view and their approach to the problem posed from a global design perspective.

Understand user experience as a fundamental component within the discipline of design and its application to brands, products or digital experiences.

Understand the parameters that influence the user's interaction with their context, analog or digital.

Apply user testing as an important part of the design process when validating concepts or designs.

Understand the key role of design in the relationship between people and objects, space and/or technology.

Know and interpret the foundations and regulations necessary to develop projects thinking about people's capabilities.

Instruct in the techniques and methodologies for developing complex projects with inter-professional solutions, enhancing inter-human relationships and teamwork.

Recommendations

There is no prior knowledge required to take the subject.

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Contents and Methodology

Brief Description:

The subject is divided into lectures and seminars.
In the lecture part, general and cross-cutting concepts across all specialties will be addressed, delving into specific content specific to each major in the seminar sessions.

Teaching methodology:

In the lecture part of the subject we will work from the combination of various types of content:

• Theoretical content: explanation of concepts related to the role of users and interaction and large group debates in the classroom.
• Examples of real cases: explanation of examples of real cases where the user is a relevant agent in the project.
• Methodologies, tools and techniques: explanation of methodologies, tools and techniques used for the analysis and definition of users and their experience in design projects.
• Seminars by external experts who provide their professional vision.
• Work sessions: development of exercises to integrate the concepts explained in the classroom.
• Tutorials: tutorials for monitoring and correcting the project.
• Presentation of work: public presentation of results, partial and final. Assessments.

Training activities:

The training content is organized around four thematic blocks:

First block: user knowledge
In this section we will focus on getting to know the users with whom we interact as designers and for whom we design. The types of users that exist and the different relationships we have with them. We will also work on methodologies and strategies for immersion in the contexts of the users.

• Expert profiles for co-creation and validation
• End users for co-creation or testing
• Approach methodologies: active observation, in-depth interviews, focus groups, etc.
• Methodologies for co-creation with users
• Examples of cases and projects

In this first block, we will work on an exercise on stakeholders.

Second block: processes and interactions
In this section, we will focus on analyzing and identifying processes and actions that users take to obtain relevant information for our project. We will not only analyze what they do, but also what they

feel during the process. User emotions are a starting point for immersive and experiential design.

• Process storyboards
• Diagrams and data visualization
• Emotional design
• Immersive design
• Experience design
• Examples of cases and projects

In this second block, an exercise on processes and actions will be worked on.

Third block: prototypes and testing with users
In this section, we will work on the tools and materials available for the creation of rapid prototypes to be able to interact with users and facilitate the understanding of what we are trying to show them. The choice of the moment in which we want to do the testing based on the maturity of the project and the choice of the sample of participants are also two key elements. In addition, strategies will be worked on to show the data obtained in the testing.

• Types and materials for prototypes
• Selection of the sample of participants
• Choice of the moment of maturity of the project to carry out the testing based on the data we want to obtain
• How to capture and diagram the data obtained
• Value perceived by the user
• User non-verbal communication during testing
• Satisfaction measurement systems
• Examples of cases and projects

In this third block, an exercise on prototypes and testing will be worked on.

Fourth block: other dimensions of interaction with users
This section works on peripheral and adjacent topics to the user experience and interaction explained in the previous thematic blocks. Topics such as:
• The role of cultures in user experience and usability
• Technology and user experience
• Speculative design for usability and experience design
• Inclusive experience design
• Design communication to clients or specifiers
• Traces left by users in the use of spaces, objects or graphics that reveal a use different from what was designed
• Examples of cases and projects

In this fourth block, the last part of the exercise will be worked on and the complete exercise corresponding to this half of the subject will be submitted, which brings together the sum of all the exercises from the previous three blocks.

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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.

- First exercise: Submission of the report on Archetypes (25%)
- Second exercise: Submission of process and interaction diagrams (25%)
- Third exercise: Delivery of prototypes and testing reports (25%)
- Fourth exercise: Delivery of the completed project including the first three exercises (20%)
- Active participation in sessions, workshops and debates (5%)

The final grade for the course will be based on a continuous assessment of the student's work. The teacher will monitor the student's evolution and progress on an individual basis. The assessment criteria correspond to the acquisition of the competencies corresponding to this subject, described in detail in this teaching guide.

The weighting of the overall grade for the subject will be as follows:
- 50% the master class
- 50% of the seminar fee

For each of the projects, the competencies and skills to be assessed will be indicated. Each project will have an evaluation system linked to the defined type of deliverables.

The weighting of the exercises and projects of the lecture part will be as follows:

• 25% of the grade corresponds to the exercise related to the first thematic block on user knowledge.
• 25% of the grade corresponds to the exercise related to the second thematic block on processes and interactions.
• 25% of the grade corresponds to the exercise related to the third thematic block on prototypes and testing.
• 20% of the grade corresponds to the exercise related to the fourth block which incorporates the sum of the previous three blocks.
• The remaining 5% corresponds to active participation in workshop sessions and debates.

Submissions are mandatory, but failure to submit does not prevent you from being approved if the average is 5 or higher.

Review process

The review can be requested from the teaching staff and will be carried out according to the school calendar.

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Learning outcomes of the subject

Skills

To effectively apply the basic concepts of anthropometry, visual perception physiology, and ergonomics in the planning and development of design projects. (ST04)

Competencies

Adapt the design project to the specific regulations and conditions of the context in which it is proposed. (CT02)

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.

Reference essential knowledge of the sciences and auxiliary disciplines of design, such as anthropometry, ergonomics, visual communication, evaluation methods, marketing, and prospecting.

Describe the legal framework and the ethical and deontological values of the design profession, along with the contexts and agents that apply them, with

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.

Propose design solutions (or solutions in related areas) clearly and precisely, using appropriate vocabulary and techniques of expression and representation.

Use digital tools and technologies according to creative and production processes in the field of design

Structure visual information hierarchically and apply typographic families and font architecture appropriately.

Apply ethical and aesthetic criteria and values to design practice, taking into account the formal dimensions of environments and their diversity.

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

Make value judgments about design projects by interpreting data and justifying critical analysis using

knowledge of graphic communication, space, objects, and reference texts.

Synthesize knowledge from diverse sources—studies, fieldwork, literature, direct observation, or practical experience—in the field of design and related disciplines within the cultural industries.

Evaluate the social, economic, environmental, and technological feasibility of a design project, incorporating gender and diversity perspectives, and ensuring respect for sustainability, democratic values, and fundamental rights.

Competencies

Manage design-related tasks autonomously, planning and organising time and processes in professional and/or academic settings.

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

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