PEDAGOGIES DEL DISSENY

Berta Fontbote Pradilla

Supervising Teacher: Berta Fontbote Pradilla

Group: 1

Code: 105761

Credits: 6 ECTS

Course:

Semester: 1

Typology: Optative

Subject: Design Culture

Schedules:

Group	Schedules	Teacher
1	Dimecres 08:30 – 11:30	Berta Fontbote Pradilla

Teaching Guide Index

Eina Centre Universitari
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Subject Presentation

Brief Description:

This subject brings together two seemingly distant fields: design and pedagogy. Through dialogue with references from critical thinking and radical pedagogies, it proposes to explore the communicating vessels between design, education and cultural and artistic mediation.

The recognition of design as a tool for social transformation allows us to rethink learning spaces through situated practices capable of questioning and influencing new realities, connecting the imaginaries of design with contemporary social and political contexts.

The subject also aims to expand the professional possibilities of design and offer new possibilities for hybrid profiles between creation, education, thought and cultural management.

Training Objectives:

Explore the link between design and pedagogy, reviewing the teaching models of the design discipline itself and the discourses that support them.

Get to know key references in the fields of critical pedagogy, design pedagogy and research in artistic mediation.

Explore the political burden present in the act of designing and its potential for impact in social contexts.

Know the language, legislation and institutions specific to the formal and non-formal educational field.

Approach cultural and educational mediation in spaces such as museums, art centers or community projects, understanding them as alternative learning environments.

Become familiar with practices and methodologies to energize groups and promote co-creation processes.

Design and implement a pedagogical proposal in a real context, putting into practice the knowledge acquired.

Promote group work, self-management and autonomy; and stimulate the capacity for critical analysis, self-reflection and collaborative learning.

Experiment with open and unconventional formats for formalizing and documenting learning

processes.

Learn about alternative professional opportunities within the discipline of design, linked to education, mediation, cultural management and research.

Recommendations

This is an optional subject open to all the mentions of the Degree, and therefore, the interdisciplinarity of profiles is very welcome. The active participation and commitment of the students to the group are fundamental for the smooth functioning of the subject.

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Contents and Methodology

Brief Description:

1. Who educates? Who designs?

2. Beyond the classroom: mediation and collective practices

3. Critical pedagogies: thinking about otherness

4. Making school: pedagogical genealogies in art and design

5. Designing learning: tools and scenarios for formal education

Teaching methodology:

The subject is conceived as a collective learning laboratory, open to experimentation, critical reflection and shared work. To promote this approach, several teaching formats will be combined:

Theoretical-practical sessions focused on key references in the field of education and design pedagogy.

Reading and analysis seminars, in which a careful reading of fundamental texts is proposed, with the support of the creation of synthesis diagrams, oral presentations and collective debates in the classroom.

Work on projects and practical exercises, based on the topics and questions that emerge from the sessions.

Monitoring, self-reflection and shared reporting sessions, as a way of documenting the group's learning.

Collaborations with external agents, linked to the fields of education, culture or design, with the aim of connecting academic practice with real contexts and expanding the educational experience beyond the classroom.

Training activities:

Active participation:
Assessment of the student's involvement in the sessions, including participation in seminars, debates and group dynamics. The group's self-management capacity and the production of learning reports will be taken into account, as a form of shared documentation of the training process.

Individual exercises:

Specific assignments linked to theoretical sessions and reading seminars. They may include outlines, synthesis diagrams, critical summaries or personal contributions based on the texts studied.

Collective project:

Group work aimed at designing a pedagogical proposal. The project will be developed progressively and will culminate in its application in a real educational environment outside the classroom, as well as its documentation and self-evaluation.

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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.

(20%) Active participation:
Assessment of attendance, involvement in sessions, commitment to the collective process and self-management capacity within the class group.

(40%) Deliveries individually or in pairs:
Specific exercises linked to the readings, theoretical sessions and practicals of the subject. The ability to analyze, synthesize and critically apply the contents will be assessed.

(30%) Collective project:
Creation, development and application of an educational project in a group, implemented in a real context. Both the process and the results and their documentation will be assessed.

(10%) Self-reflection on learning:
Personal reflection on one's own journey within the subject, identifying learning, tensions and processes of change.

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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Learning outcomes of the subject

Knowledge

Describe the social groups and agents involved in cultural industries, defining their functions and interactions in their different contexts. (KT01)

Distinguish the characteristics and functions of the main institutions operating in the field of design culture and cultural industries. (KT06)

Distinguish different paradigms in the pedagogy of arts and design, analysing their methodological approaches and their impact on educational practice. (KT05)

Skills

Apply basic concepts of design history and theory by critically analyzing objects, discourses, and practices using bibliographic sources. (ST10)

Critically discuss the canons and evaluation criteria established in design culture, with particular attention to the gender perspective. (ST12)

Competencies

Design a strategy for the dissemination and promoting design culture. (CT06)

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.

Correctly reference documentary sources, the necessary bibliography and knowledge of the heritage environment both for the projection and for the analysis and reasoned criticism of design and/or art.

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.

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.

Conduct research with a critical spirit in the field of design and related disciplines, considering innovation, experimentation, and the ongoing renewal of the cultural industries, while promoting equality and democratic values.

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

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

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.

Formulate viable business plans for the development of design-related products, services, or initiatives that incorporate sustainability, inclusion, and gender perspectives, and align with democratic and fundamental rights.

Bibliography and Resources

Ellsworth, E. (1989). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. Harvard Educational Review, 59(3), 297–324.

hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. Routledge.

The Agency. (2016). Knowledge factory: Escuela de Garaje. The Agency / Lugar a dudas.

Manzini, E. (2015). Design, when everybody designs: An introduction to design for social innovation. MIT Press.

PERMEA - Experimental Program in Mediation and Education through Art. (2024). Permeable Texts #0 PERMEA Master. Consortium of Museums of the Valencian Community & University of Valencia. Retrieved from https://www.consorcimuseus.gva.es/master-permea-va/