Eina Centre Universitari
Fundació Eina
Disseny Art Barcelona

Passeig Santa Eulàlia 25
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DISSENY D'ESPAIS COMERCIALS

Silvia Santaeugenia Gerones

Supervising Teacher: Silvia Santaeugenia Gerones

Group: 2

Code: 105719

Credits: 6 ECTS

Course:

Semester: 2

Typology: Optative

Subject: Design Processes

Schedules:

Group	Schedules	Teacher
2	Dijous 15:30 - 18:30	Silvia Santaeugenia Gerones

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Subject Presentation

Brief Description:

Commercial Space Design studies and analyzes the conceptualization and development of restaurant or retail projects, learning the techniques and strategies to design a commercial space that involves a relationship between a user who buys and a product or service that is sold.

Training Objectives:

The main educational objective of the subject is to familiarize students with the design method for commercial spaces.

Based on theoretical content sessions in the form of a master class and debate and work sessions in the classroom, two topics of commercial typologies will be studied, one more linked to restaurant spaces and the other to retail.

The student will learn to design spaces adapted to the specific needs of commercial projects according to different variables such as the client, the user, the product, the service and the brand, among others.

Recommendations

To follow the subject correctly, it is important to have acquired basic project and drawing knowledge of space design in previous courses and to have computer knowledge applied to the design of spaces and volumes.

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Contents and Methodology

Brief Description:

The following topics will be covered in the course:

The context: market and journey analysis. Product versus service.

Emotional and sensory experience: the project as an emotional experience;
the user as the subject of a unique sensory experience.

Brand identity: study of the brand and its values.
Brand strategy applied to the design of commercial spaces.

Conceptual development of the commercial space.

Commercial space planning:
Program and uses.
Location and morphology of the premises.
Zoning. Circulations and routes. Distribution.

Atmosphere, materiality and lighting in the commercial space project.

Teaching methodology:

Commercial Spaces is a basically project-based subject that is accompanied by theoretical and technical sessions that introduce students to the specific topics of commercial space design and debate sessions around its foundations.
The classroom sessions will be complemented with visits to commercial spaces to analyze them firsthand.
Throughout the course, there will be direct monitoring of the work being carried out.

Training activities:

3 assignments will be completed during the course:

The first work focuses on the theme of restaurant spaces. The first part
of this work will be carried out in a group (setting proposal) and the second will be
individual (distribution proposal).

The second assignment is individual and the student must analyze different commercial spaces.
current through a letter.

The third assignment can be done individually or in a group (maximum 3 students) and a store will be designed based on the premises indicated.

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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 following will be taken into account in the general evaluation criteria: the student's active participation in classes, the submission of assignments on the specified dates and attendance.

Regarding assignments 1 and 3, the conceptualization and study of the brand will be assessed; the adaptation of the project to the program of uses and the distribution of the spaces; the general atmosphere of the project with the coherent choice of materials and finishes; the correct drawing of the plans and details; the 3D representation and the oral presentation in the classroom.

In assignment 2, the content and quality of the information will be assessed; the presentation of the documentation, the order and clarity of the discourse, the level of professionalism and the follow-up of the indicated guidelines; the critical positioning, assessments and own conclusions.

The first assignment represents 35% of the final grade (10% group work and 25% individual work). The second assignment represents 20% and the third assignment 35%. 5% corresponds to attendance and the remaining 5% to the student's active participation, degree of autonomy and monitoring of the subject.

Specific regulations for the subject:

Assignments submitted after the due date will be scored 1 point less than the grade obtained. They can be submitted a maximum of 7 days after the due date. If the student submits them later, the maximum grade for the assignment will still be 5.

Class attendance is mandatory. Since this is a project subject, with a progressive delivery schedule, it is very difficult to acquire knowledge and do the practicals without continuous in-person monitoring of the classes.

To participate in the re-evaluation, students must have previously been evaluated for the work they wish to re-evaluate.

Review process

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

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

Demonstrate mastery of basic infographic resources to present the sectors and frameworks of action relevant to the project. (ST06)

Integrate concepts and procedures from different professional design sectors in the development of comprehensive design projects. (ST09)

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

Knowledge

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

Catalogue materials, their properties and physical principles in relation to the conceptualisation and formalisation of design projects, taking into account environmental and sustainability criteria.

Categorise technologies and production processes, along with their respective costs, in relation to the conceptualisation and formalisation of design projects, while ensuring rigour and quality in finishes and details.

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

Competencies

Propose creative, socially and environmentally sustainable design solutions, aligned with the

Sustainable Development Goals (SDGs).

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

Produce academic and professional reports related to design, the arts, and their supporting disciplines.

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.

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.

Apply plastic expression skills and knowledge of materials and production technologies in accordance with the objectives of a design project.

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

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

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

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.

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.

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Bibliography and Resources

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