Eina Centre Universitari
Fundació Eina
Disseny Art Barcelona

Passeig Santa Eulàlia 25
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INVESTIGACIO EN DISSENY

Lara Garcia Diaz

Supervising Teacher: Lara Garcia Diaz

Group: 1

Code: 105753

Credits: 6 ECTS

Course:

Semester: 2

Typology: Optative

Subject: Design Culture

Schedules:

Group	Schedules	Teacher

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Subject Presentation

Brief Description:

The subject Design Research can be studied as a set of practices for the development of knowledge, and its transfer to society. According to this premise, we will approach the origins, trends and future possibilities of research, and also the exploration of the territories where research is carried out today. During the course we will become familiar with the formats and conversations common in the research sector, emphasizing the set of resources inherent to design research, we will participate in two ongoing investigations, and we will explore our own line of research, approaching the interests of each of the students.

Training Objectives:

·Foster research capacity: develop in students the ability to undertake systematic research on innovative concepts, exploring their characteristics, applications and implications in contemporary design.
·Cultivate a historical and cultural vision of the contents: promote the understanding of how the theme to be developed by each student has been previously worked on throughout history and how their choice is influenced by cultural factors. This objective seeks to enrich the students' perspective on the relationship between culture and design.
·Know the classification of the subject to be chosen: enable students to understand classification systems and apply them to their design practice. This will allow for a more informed and intentional selection in future projects.
·Promote a critical debate on the chosen topic: encourage participation in a critical debate on ethical, sustainable and social issues, with the aim of training students with a critical and conscious vision of their role as future designers.
·Integrate social sciences such as anthropology in design, philosophy among others: understand and apply theories that explore the relationship of different topics with society and nature.
·Encourage the critical use of speculation in design: empower students to use speculative design as a tool to explore new possibilities, raise critical questions, and imagine alternative futures in materials design.
These training objectives aim to train design professionals with a solid foundation in the understanding, application and ethical consideration of their topics, preparing them to address contemporary challenges in the field of design with an active source of inspiration.

Recommendations

· Active participation: Active participation in discussions and activities is recommended, as this enriches the understanding of materials and their role in design.
· Interdisciplinary curiosity: curiosity about other disciplines to deepen understanding of the topics addressed.

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Contents and Methodology

Brief Description:

1. Introduction to design research
2. How to develop a good research hypothesis
3. History and culture of design research
4. Structure of an article
5. Bibliographic reference managers
6. Speculative Design
7. Research Through Design
8. Researcher Development Framework
9. Curiosity Driven Research

Teaching methodology:

1. Theoretical and practical classes: theory is accompanied by practical activities to apply the knowledge acquired.
2. Seminars on methodology in design, and speculation in design: sessions dedicated to exploring speculation as a tool for critical vision, through practical projects and debates.
3. Case study: analysis of real case studies on innovative use.

Training activities:

1. Project 1_ individual: Definition of a research hypothesis. Research methodologies. State of the art 40%
2. Project 2_ individual: Speculation on design from an anthropological and sustainable perspective: 10%.
3. Project 3_ individual: Article proposal following the indicated structure: 50%.

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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 student must submit all the exercises set in the different sessions of the subject, taking into account the continuous assessment:
1. Project 1_ individual: Definition of a research hypothesis. Research methodologies. State of the art 40%
2. Project 2_ individual: Speculation on design from an anthropological and sustainable perspective: 10%.
3. Project 3_ individual: Article proposal following the indicated structure: 50%.

Assessment criteria: Assessment of students' ability to conduct comprehensive research on the selected material, highlighting its properties, advantages and limitations. Examine how students apply the methodology in design, materials and sustainability effectively in the conceptualization and development of the project. Assess creativity and innovation in the use of the material, demonstrating a deep understanding of how the properties of the material can influence the design.

Assess students' ability to imagine possible futures through design speculation, relating selected material to innovative contexts and scenarios. Examine the quality of the narrative and presentation of the design speculation project, including visuals and text that effectively communicate the proposed vision. Assess how students address critical issues such as sustainability, ethics, and social impact in the context of their speculation proposal.

Assess students' substantial contribution during discussions and seminars, highlighting the quality of their contributions to the debate. Examine the quality of students' sketchbooks, assessing their ability to document the process of research, thinking and creative exploration throughout the semester. Participation in practical activities, such as workshop sessions, should be considered, highlighting their direct involvement in practical learning experiences.

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 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.

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.

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.

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.

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Bibliography and Resources

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