



Eina Centre Universitari
Fundació Eina
Disseny Art Barcelona

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COMUNICACIÓ VISUAL

Anna Pujadas Matarin

Supervising Teacher: Anna Pujadas Matarin

Group: 1,2,101,201,202

Code: 105712

Credits: 6 ECTS

Course: 1

Semester: 2

Typology: Fundamentals

Subject: Communication

Schedules:

Group	Schedules	Teacher
1	12:15 - 14:15	Anna Pujadas Matarin
2	10:00 - 12:00	Anna Pujadas Matarin
101	09:00 - 10:00	Anna Pujadas Matarin
201	12:30 - 13:30	Anna Pujadas Matarin
202	11:00 - 12:00	Anna Pujadas Matarin



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Subject Presentation

Brief Description:

The subject offers a global vision of communication applied to design, integrating the areas of strategic communication, advertising and public relations. It provides the fundamental knowledge and tools to conceive, plan and develop communication projects linked to the areas of graphic design, product design, space design and artistic practices.

Through a project-based methodology, students will progressively develop the skills necessary to analyze communication contexts, define strategies, create advertising campaigns and design public relations actions. This approach promotes strategic thinking, creativity, analytical skills and collaborative work, while introducing students to the processes and dynamics of professional practice. The subject places special emphasis on the construction of narratives, brand identity, visual communication and the role of the designer as a professional capable of generating meaningful experiences and relationships between organizations and their audiences.

Training Objectives:

At the end of the subject, students will be able to:

- Understand the fundamental principles of strategic communication.
- Analyze the communication positioning of organizations, brands or cultural projects.
- Identify and segment target audiences.
- Define communication objectives and strategies.
- Develop narratives that are consistent with a brand's identity.
- Design an integrated advertising campaign.
- Conceive public relations actions capable of generating experiences and media impact.
- Integrate communication within design processes.
- Professionally present communication projects.

Recommendations

- The Virtual Campus is the main channel of communication between the teacher and the students. It is recommended to consult it regularly and configure the forwarding of institutional mail to the email account you usually use.
- Instructions, teaching materials, the calendar, assessment rubrics and any other relevant information will be published on the Virtual Campus. It is the responsibility of students to stay informed.
- Before each submission, the corresponding evaluation rubric will be provided, with the criteria that will be taken into account to assess each project.
- The Virtual Campus will also provide guidance on information search, the use of academic sources, citation systems and academic integrity standards. It is recommended to consult these materials before preparing assignments.
- The use of generative artificial intelligence tools must comply with the specific instructions for each

activity. When an activity limits or prohibits their use, this restriction will be expressly stated in its statement.

- It is recommended to avoid the use of mobile devices during teaching sessions, unless the teacher authorizes their use for academic purposes.
- The subject is based on a learning methodology based on projects and continuous work. For this reason, regular attendance and active participation in sessions are essential for the correct development of the projects.
- Since the projects will be developed in work teams, it is recommended to plan the tasks appropriately, meet the agreed deadlines and maintain fluid communication between the group members.

Contents and Methodology

Brief Description:

BLOCK 1. STRATEGIC COMMUNICATION

Contents

- Communication as a strategic tool.
- Corporate communication.
- Identity, image and reputation.
- Publics of interest (stakeholders).
- Objectives, messages and positioning.
- Communication strategies and channels.
- Communication planning.

Project 1

Development of a communication proposal applied to an organization, a brand or a design project, incorporating the main elements of a communication strategy.

BLOCK 2. ADVERTISING

Contents

- Fundamentals of advertising.
- The creative process.
- Briefing and creative concept.
- Storytelling and art direction.
- Integrated advertising campaigns.
- Media and dissemination channels.
- Digital advertising.

Project 2

Design of an advertising campaign proposal for a brand, a product, a service or a project, integrating strategy, creativity and development of communication pieces.

BLOCK 3. PUBLIC RELATIONS

Contents

- Fundamentals of public relations.
- Institutional communication.
- Relationship with the public and the media.
- Event organization.
- Brand experiences.
- Communication with prescribers and content creators.
- Evaluation of the communication impact.

Project 3

Design of a public relations action linked to an organization, a brand or a project, aimed at generating experiences, notoriety and relationships with its audiences.

Teaching methodology:

The subject adopts a methodology based on project-based learning, combining theoretical foundations with the development of projects specific to the professional context of communication, advertising and public relations.

The development of the subject is structured in four phases:

1. Conceptual introduction, through lectures, readings and analysis of case studies.
2. Practical application, through seminars and activities aimed at developing the tools and methodologies specific to each content block.
3. Tutored development of projects, with monitoring sessions, periodic reviews and intermediate presentations that allow the work process to be guided.
4. Presentation and defense of projects, promoting argumentation skills, critical thinking and oral and visual communication.

The subject promotes collaborative work, critical analysis skills, creativity, experimentation and communication problem solving. The projects will be developed based on real or simulated cases linked to the fields of graphic design, product design, space design and artistic practices, favoring an interdisciplinary approach oriented towards professional reality.

Training activities:

The subject combines theoretical, practical and project-based activities, aimed at the progressive development of the skills necessary to conceive, plan and develop communication projects applied to the fields of design.

Training activities include:

- Participatory master classes, aimed at introducing the fundamental concepts of communication, advertising and public relations, as well as the main methodologies, tools and work models specific to the sector.
- Critical analysis of case studies, based on the observation, comparison and discussion of campaigns, communication strategies and actions developed by brands, institutions, companies and cultural projects linked to design.
- Project seminars, aimed at applying the knowledge acquired through practical exercises and the progressive development of the subject's projects.
- Project-Based Learning, structured into three progressive projects corresponding to the main areas of the discipline: a communication strategy, an integrated advertising campaign and a public relations action proposal.
- Group project tutorials, aimed at monitoring the work process, methodological guidance, problem solving and reviewing projects in the different phases of development.
- Intermediate project presentations, conceived as spaces for reviewing, contrasting and validating proposals, with the aim of facilitating decision-making and the progressive improvement of projects.
- Professional presentations (pitch), aimed at the argumentative defense of proposals in front of the group, enhancing the ability to synthesize, oral communication and the justification of strategic and creative decisions.
- Debates and collective criticism sessions (crits), aimed at developing critical thinking, analytical skills and reflection on the different strategies and solutions proposed.
- Independent work, dedicated to documentary research, analysis of references, preparation of submissions, development of projects and preparation of the documentation necessary for their presentation.
- Reading and discussion of specialized texts, aimed at delving deeper into the theoretical

foundations of contemporary communication, advertising, public relations, branding and strategic communication.

- Conferences, visits or meetings with professionals (when possible), with the aim of bringing students closer to the professional reality of the sector and learning about experiences, methodologies and real cases.
- Critical use of digital tools and generative artificial intelligence, as support for information research, idea generation, project planning, content production and results analysis. Responsible, transparent and critical use will be encouraged, respecting the specific indications established for each evaluation activity.

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.

Each subject will define the use of generative AI tools in assessed activities according to one of the following three levels: use not permitted; use restricted to specific tasks indicated by the teaching staff; or use permitted as part of the working process, provided that it is declared and justified.

When AI has played a significant role in an assessed activity, the student must declare which tool they used, for what purpose, at which stage of the work, and what subsequent review, selection or transformation they carried out.

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 evaluation of the subject is continuous and is based on the progressive development of the projects proposed throughout the semester, as well as on active participation and continuous monitoring of the learning process.

Weight assessment activity

Project 1. Communication strategy 25%

Project 2. Advertising campaign 30%

Project 3. Public relations action 25%

Participation, follow-up activities and intermediate presentations 20%

Total 100%

The projects will be evaluated progressively, so that the knowledge and skills acquired in each of the blocks will serve as a basis for the development of subsequent projects.

In the evaluation of the projects, the understanding of the problem posed, the capacity for analysis and synthesis, the definition of the communication objectives, the strategic coherence of the proposal, the creativity, the conceptual and formal quality of the solutions developed, the viability of the proposals, the capacity for argumentation and the quality of oral and written communication will be assessed, among other aspects. The specific criteria for each activity will be detailed through the corresponding evaluation rubrics, which will be provided before each submission.

The grade corresponding to the follow-up activities and intermediate presentations will assess the progressive development of the projects, active participation in the proposed activities, intermediate presentations, follow-up of the seminars, the ability to incorporate the feedback received and the evolution of the work throughout the semester.

Continuous assessment requires regular participation in the course activities and the submission of assessable activities within the established deadlines. The feedback provided during the course aims to guide students in the progressive improvement of their learning and in the development of the subject's specific skills.

The formal presentation of the projects will form part of the evaluation process. The quality of the documentation submitted, the clarity of the presentation, the ability to present arguments and the adequacy of the materials to the standards of professional communication will be assessed.

The specific conditions for submissions, deadlines, presentation criteria and operating rules for the subject will be communicated through the Virtual Campus at the beginning of the semester.

TEAMWORK

The assessment activities will preferably be carried out in work teams, with the aim of promoting the skills of collaboration, coordination, communication and project management inherent in the professional practice of communication and design. The composition of the teams and the specific characteristics of each activity will be established at the beginning of the course.

Projects will generally have a common grade for all team members. However, in cases where significant differences are detected in the degree of involvement, participation or responsibility assumed by the different members, the teacher may individually modulate the final grade based on the evidence collected during the work monitoring process.

REASSESSMENT

This subject does not include reassessment activities. Given its methodology, based on continuous assessment, progressive project development, monitoring of work processes and active student participation, learning outcomes cannot be adequately assessed through a single reassessment activity.

Single evaluation system

The student can request a single assessment in those subjects that allow it, due to their content and teaching methodologies, as established in the course guide. This implies the submission on a single date of the required evaluative evidences for the subject. A motivated request that justifies it must be submitted within the deadlines set by the center.

From the second enrollment onwards, the assessment of the subject may consist, at the discretion of the teachers, of a synthesis test, which allows the evaluation of the learning outcomes outlined in the course guide of the subject. In this case, the grade for the subject will correspond to the grade of the synthesis test.

This subject does not support the single assessment modality, since the teaching methodology is based on continuous assessment, the progressive development of projects, teamwork and the active participation of the student throughout the semester.

Single review process

This subject does not support the single review modality, since the teaching methodology is based on continuous evaluation, the progressive development of projects, teamwork and the active participation of the student throughout the semester.

Learning outcomes of the subject

Knowledge

Describe the common and specific features of design disciplines in the critical analysis of communicative characteristics and strategies within the field of design. (KT01)

Identify the basic principles of human and social communication at its different stages, as well as the criteria for visual analysis . (KT05)

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.

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

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.

Competencies

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

Sustainable Development Goals (SDGs).

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

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.

Bibliography and Resources

The classes will be based mainly on the following bibliographical sources:

- APPROPRIATE. (2003). 40 successes in communication. Pearson Education.
 - Costa, J. (2004). Brand image: A social phenomenon. paid
 - Grunig, JE, & Hunt, T. (2000). Public relations department. Management 2000.
 - Garden, E. (2012). Think with images. Gustavo Gili.
 - Keller, KL (2020). Strategic Brand Management: Building, Measuring, and Managing Brand Equity (5th ed.). Pearson.
 - Levinson, JC, Frishman, H., & Lublin, S. (2020). Guerrilla Publicity. Morgan James Publishing.
 - Mahon, N. (2012). Ideation: How to generate great advertising ideas. Gustavo Gili.
 - Palencia-Lefler, M. (2011). 90 communication techniques and public relations. Editorial profit.
 - Pricken, M. (2008). Creative advertising: Ideas and techniques of the best international campaigns. Gustavo Gili.
 - Schmitt, BH (1999). Experiential Marketing. Free Press.
 - Steele, J. (2012). Truths, lies and advertising: The art of strategic planning. Eresma
 - Wilcox, DL, Cameron, GT, & Xifra, J. (2012). Public relations: Strategies and tactics (10th ed.). Pearson.
- Complementary bibliography (highly recommended)
- Godin, S. (2018). This Is Marketing. Portfolio.
 - Heath, C., & Heath, D. (2007). Made to Stick. Random House.
 - Ries, A., & Trout, J. (2001). Positioning: The battle for your mind. McGraw-Hill.
 - Aaker, DA (2014). Aaker on Branding. Morgan James Publishing.
 - Kotler, P., Kartajaya, H., & Setiawan, I. (2021). Marketing 5.0: Technology for Humanity. Wiley.