

PROJECTES 1

Javier Nieto Cubero, Anna Pujadas Matarin, Amadeu Ventayol Soler

Supervising Teacher: Anna Pujadas Matarin

Group: 1,2,3,4

Code: 106035

Credits: 6 ECTS

Course: 1

Semester: 1

Typology: Obligatory

Subject: Projects

Schedules:

Group	Schedules	Teacher
1	Dilluns 08:30 - 11:30	Javier Nieto Cubero
		Anna Pujadas Matarin
		Amadeu Ventayol Soler
2	Dilluns 08:30 - 11:30	Anna Pujadas Matarin
		Javier Nieto Cubero
		Amadeu Ventayol Soler
3	Dilluns 12:00 - 15:00	Anna Pujadas Matarin
		Javier Nieto Cubero
		Amadeu Ventayol Soler



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

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Subject Presentation

Brief Description:

The subject Projects 01 constitutes the student's first contact with the practice of design projects. Its objective is to introduce the methodological, conceptual and material bases of the project process, understanding design as a practice of research, experimentation and transformation of reality.

The subject is organized as a community of practice in which learning is built through the progressive development of projects, critical reflection, collaborative work and experimentation. An open attitude towards the complexity and uncertainty inherent in the design process is encouraged, promoting the ability to observe, interpret, formulate questions and generate creative, rigorous and contextualized responses.

Throughout the semester, the student develops the necessary skills to tackle a design project from the first phases of research and analysis to its conceptualization, development, representation, prototyping and communication, progressively integrating tools, languages and methodologies specific to the discipline.

Training Objectives:

The subject aims to introduce the student to the practice of the design project through the progressive development of various projects that allow them to experience all the phases of the project process: from observation and initial research to conceptualization, development, representation, prototyping and communication of the proposals.

Throughout the semester, students are encouraged to:

- Develop your own work methodology to tackle design projects.
- Learn to observe, analyze and critically interpret the social, cultural, material and technological contexts from which design problems emerge.
- Formulate project questions and define intervention opportunities based on research and experimentation processes.
- Generate and develop design proposals through creative, iterative and critical processes.
- Acquire basic tools for representing, communicating and validating projects.
- Develop the ability to justify design decisions based on conceptual, functional, technical and contextual arguments.
- Incorporate a critical, responsible and open attitude towards the complexity, uncertainty and interdisciplinary nature of the design project.
- Develop autonomous, collaborative and reflective work habits typical of professional design practice.

Recommendations

As this is a practical subject, students are advised to attend all classes led by the professor. Unjustified absences by students may make it difficult to follow the exercises with solvency.

Contents and Methodology

Brief Description:

The course is structured around a minimum of five design projects of progressive difficulty that allow the student to experience the different phases of the design process. Each project poses a specific challenge that promotes the gradual acquisition of knowledge, skills and attitudes specific to the design discipline.

The following aspects are worked on throughout the course:

- Observe and interpret contexts from a critical and sensitive perspective, identifying needs, opportunities and design problems.
- Perceive environments in a multisensory way, incorporating the five senses as tools for analysis and understanding.
- Investigate and contextualize projects through research into references, documentation and case analysis.
- Formulate and solve design problems in open and complex contexts, accepting uncertainty as part of the creative process.
- Generate and develop ideas through processes of experimentation, iteration and critical thinking.
- Use representational languages—graphic, material, digital, audiovisual and verbal—to explore, communicate and validate proposals.
- Experiment with materials, processes and technologies, valuing both the artisanal (making) and the industrial and digital dimensions of design.
- Alternating between abstract thinking and formal concreteness, transforming concepts into tangible proposals and vice versa.
- Develop creative, intuitive and abductive thinking strategies to generate innovative solutions.
- Recognize project opportunities and make reasoned decisions based on functional, social, cultural, environmental and ethical criteria.

Teaching methodology:

The subject is developed using an active, experimental and project-centered methodology, in which the student builds learning based on practice, critical reflection and collaborative work.

The methodology combines:

- Theoretical introduction sessions, aimed at presenting concepts, methodologies, references and tools related to each project.
- Practical development of projects, applying the knowledge acquired to progressively more complex design situations.
- Individual and collective corrections, conceived as spaces for debate, contrasting ideas and continuous monitoring of the work process.
- Critique and public presentation sessions, to share the projects, argue the decisions made and incorporate feedback from the teaching staff and the group.

- Field work, experimentation and prototyping, when the nature of the projects requires it.
- Attendance at conferences, visits or complementary activities related to the content of the subject.

The methodology emphasizes the design process as much as the final result, promoting autonomy, analytical skills, experimentation, iteration and critical reflection throughout the semester.

An approximate cost of €110 per student is expected, intended for the acquisition of materials, the creation of prototypes and expenses arising from outings or activities linked to the projects developed during the course.

Training activities:

Training activities

THEORETICAL MASTER CLASSES AND LECTURES (15% ECTS)

Teaching and learning methodology

Expository sessions aimed at introducing the conceptual, methodological and technical foundations of the projects, complemented by debates, case analysis and conferences by invited professionals.

Skills

CE1, CE2, CE20

INFORMATION, DOCUMENTATION AND DATA COLLECTION (15% ECTS)

Teaching and learning methodology

Research, selection and analysis of documentary sources, observation of contexts, collection of qualitative and quantitative data and preparation of the documentation necessary for the development of projects.

Skills

CB5, CE19, CT3, CT4

PROJECT DEVELOPMENT (30% ECTS)

Teaching and learning methodology

Progressive development of design projects based on situations presented in the classroom. Includes the definition of the design program, the generation and development of ideas, the resolution of conceptual, technical and formal aspects, as well as continuous monitoring through individual and collective corrections.

Skills

CB2, CB4, CE2, CE8, CE10, CE11, CE21, CT6, CT9, CT10, CT13, CT14, CT15, CT19, CE20

TECHNOLOGY (10% ECTS)

Teaching and learning methodology

Advice on construction processes, materials, technologies and production systems necessary for the development of projects.

Skills

CE7, CE20, CT13

REPRESENTATION AND VALIDATION (10% ECTS)

Teaching and learning methodology

Application of graphic, three-dimensional and digital representation techniques, as well as development of prototypes and validation tools for design proposals.

Skills

CE5, CE6

TUTORIALS (10% ECTS)

Teaching and learning methodology

Individual and collective monitoring sessions aimed at supporting the project process, resolving doubts and providing methodological guidance for projects.

Skills

CE1, CE2, CE8, CE10, CE20, CT9, CT10, CT12, CT13, CT14, CT15, CT16, CT19

EVALUATION (10% ECTS)

Teaching and learning methodology

Oral and visual presentation of the projects, delivery of the required documentation, argumentative defense of the proposals and participation in the critique and assessment sessions.

Skills

CB2, CB4, CE2, CE6, CE17, CT2

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.

EVALUATION TESTS

The continuous assessment of the subject is based on the development of a series of microprojects that cover the different phases of the design process worked on during the semester.

Each microproject will constitute evidence of independent learning and none of them will represent more than 25% of the final grade, in accordance with the UAB's continuous assessment regulations.

EVALUATION CRITERIA

The evaluation will take into account both the project development process and the quality of the final results. The following aspects will be assessed, among others:

- The ability to analyze and research the context.
- The coherence between the initial approach and the developed proposal.

- Creativity and the ability to experiment.
- The appropriate application of project methodologies and tools.
- The quality of the representation, communication and presentation of the projects.
- The capacity for critical reflection and argumentation of the decisions adopted.
- Active participation and continuous monitoring of the subject.

The specific criteria for each evaluation activity will be specified in the corresponding statement.

Review process

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

SINGLE REVIEW PROCESS

This subject does not support the single assessment modality, since the learning outcomes are achieved through a continuous process of project development, experimentation, teaching monitoring and active participation throughout the semester.

Learning outcomes of the subject

Competencies

Propose a programme of uses and functions to guide the development of a design project.. (CT01)

Produce a written report and an oral presentation of a design project in line with the conventions and specific characteristics of the target design sector. (CT05)

Skills

Critically analyze the problems associated with the use of an element in the immediate environment—such as graphic communications, objects, spaces, or services—prior to developing a design project. (ST01)

Develop an action plan for a design project based on the collection and analysis of quantitative and qualitative data, experimental tests, interviews, and interpretation of existing data. (ST11)

Critically evaluate the results and effectiveness of a design project based on the objectives defined in the activity programme, using comparative analysis with the pre-existing situation. (ST11)

Learning outcomes of the degree program

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.

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.

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



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Bibliography and Resources

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

- Brown, T. (2009). Change by design: How design thinking transforms organizations and inspires innovation. Harper Business.
- Cross, N. (2023). Design thinking: Understanding how designers think and work. Bloomsbury.
- Huber, L. (2015). Manual Thinking: The tool to manage creative team work. Active Company
- Ingold, T. (2013). Making: Anthropology, archaeology, art and architecture. Routledge.
- Manzini, E. (2015). Design, when everybody designs: An introduction to design for social innovation. MIT Press.
- Norman, DA (2013). The design of everyday things (Rev. ed.). Basic Books.
- Papaneck, V. (2019). Design for the real world: Human ecology and social change (2nd ed.). Thames & Hudson.