

Representacions Digitals III

Guillem Comas Adroer, Jordi Esteve Pastor, Laura Massot Navarro,
Josep Ortega Caparrós

Supervising Teacher: Jordi Esteve Pastor

Content: 1,2,3,4,5

Code: 108088

Credits: 6 ECTS

Course: 3

Semester: 2

Typology: Obligatory

Subject:

Schedules:

Content	Schedules	Teacher
1	08:30 - 12:00	Jordi Esteve Pastor
		Laura Massot Navarro
2	08:30 - 12:00	Jordi Esteve Pastor
3	08:30 - 12:00	Jordi Esteve Pastor
		Guillem Comas Adroer
4	08:30 - 12:00	Jordi Esteve Pastor
		Josep Ortega Caparrós
5	12:30 - 16:00	Laura Massot Navarro
		Jordi Esteve Pastor



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Subject Presentation

This course explores advanced areas of digital design such as web design, three-dimensional modeling, spatial representation and moving images. The aim is to equip students with the skills necessary to develop complex digital projects, integrating various professional tools and techniques.

Learning outcomes of the degree program

Knowledge

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.

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

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.

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.

Learning outcomes of the subject

Competencies

Create digital representations of text, images, spaces, and objects using specific software tools for visualization (CT04)

Generate digital models of three-dimensional objects, adjusting parameters and producing dimensioned drawings when necessary. (CT04)

Create digital representations of spaces in two, three, or more dimensions using appropriate software, incorporating technical and aesthetic criteria according to the project type. (CT04)

Knowledge

To associate the use of digital environments in the creation of audiovisual resources, web design, 3D modeling, and spatial representation, identifying their characteristics, functions, and suitability criteria according to different design contexts (KT05)

Skills

Apply specialized digital tools throughout the different phases of a design project, producing digital representations of text, images, volumes, and spaces with technical and expressive coherence (ST06)

To use various types of software required for the development of design projects, including 3D modeling, graphic editing, web design, and spatial representation programs (ST06)

Content: 1

Brief Description:

Drawing as a main communication tool: In this subject we will study the main systems of graphic representation of spaces with two objectives: In the first case, through technical and detailed graphic documentation to clearly and precisely transmit the project intentions for their materialization and in the second, we will explore freely and personally forms of representation where the drawing itself is the goal. Through contemporary examples and references - such as from the history of representation - we will reflect on how drawing speaks of us and what is the graphic direction that defines our practice.

Training Objectives:

At the end of the course, the student must be able to present projects that are communicatively viable and rigorous, following international codes of technical representation, but at the same time must be able to produce exciting and graphically beautiful documents. Self-criticism and self-demand will be encouraged so that the student finds his own creative potential when representing a project.

In this course we will work on:

Communicate through drawing.

Storytelling: the construction of a story.

Rigor and clarity: The keys to materializing the project.

Efficiency: Dedication vs. Result.

Reflection: Question what you want to represent, learn to look.

Curiosity: Explore other tools/ways of representing.

Recommendations

To take this course, you must have taken the Digital Representations I and II courses, and have competitive knowledge of Autocad, basic Sketchup and Abode Suite (Indesign, Illustrator, Photoshop).

Contents and Methodology

Brief Description:

TOPIC 0 — INTRODUCTION (5%)

- Organization of classes and deliveries.
- Project presentation.
- Initial Exercise

TOPIC 1 — VISUAL COMMUNICATION (10%)

- Visual communication applied to the design of spaces.
- Personal corporate identity.
- Creation of a Visual Communication Plan in CAD
- Line values & initial template

TOPIC 2 — PREVIOUS STUDIES (10%)

- Survey of current state plans.
- Site analysis.
- Orientation & Context Project organization.
- Index Situation & location.
- Representation of the Current State (AS)

TOPIC 3 — PRELIMINARY PROJECT (15%)

- How to communicate first ideas effectively
- References
- The Perception
- Material Moodboard & Color Palette

TOPIC 4 — BASIC PROJECT (20%)

- Finished floors, floors and partitions and ceilings.
- Facilities Plant
- Interior elevations for rooms
- Carpentry picture

TOPIC 5 — REPRESENTATION OF SPACES (15%)

- Retrospective Drawings in 2D and 3D

FINAL DELIVERY (25%)

- A. Graphic Documentation Dossier.
- B. Presentation to client.
- C. PressKit.

Teaching methodology:

The subject is clearly practical, with a theoretical basis. The classes are structured in two parts: a theoretical aspect during the first part, and a practical aspect during the second. Thus, the theoretical session includes the basic content of the topic to be covered during the

week and corresponding exercises.

These practices are carried out individually, with the aim of promoting both self-criticism and personal improvement without neglecting camaraderie. The final submission of the subject is nothing more than the compilation, organization, layout and re-edition of the practices that have been carried out throughout the course, just as if it were a project in a real environment. It will be assessed that the student, through the work, has studied and applied the objectives of the course.

Training activities:

During the course, we will be accompanied by two guest specialists on representation to give workshops on the topics.

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.

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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.

Each topic has an exercise to be submitted. The final submission contains a compilation of the exercises done in class:

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TOPIC 1 — Visual communication (10%)

TOPIC 2 — Previous Studies (10%)

TOPIC 3 — Preliminary draft (15%)

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TOPIC 5 — Representation of spaces (15%)

FINAL DELIVERY (25%)

Review process

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Bibliography and Resources

Drawing Matter: <https://drawingmatter.org>

A Series of Rooms: <https://aseriesofrooms.com/>

Content: 2

Brief Description:

Computer technology in product design has become an essential tool for both the designer and the recipient of the project.

The designer's knowledge of modeling programs gives us the possibility of studying the volumes and surfaces of a design, prior to the manufacture of a prototype, model or final product.

Training Objectives:

- Achieve the ability to represent advanced volumes and surfaces in 3D, using computer media.
- Acquire mastery of the following computer programs: SolidWorks and Keyshot. Know how to discern the value of each of them both for the generation of the CAD model, as well as know how to complement them in order to create virtual images and better represent the contents of a project. Control the file extensions of the programs worked on and the export and import relationships of documents.
- Introduce students to advanced modeling through the use of Nurbs surfaces and curves.
- Acquire the ability to perform animations and movement simulations of the components of a product -or several elements- to study their behavior.
- Be self-taught in learning and researching new tools and computer applications that can be useful for our work process.
- Work on presentation techniques and complement computer tools with our communication and speech skills.

Recommendations

Have completed and passed the Digital Representations applied to the design of space and volume subject. Have an intermediate level in the use of SolidWorks. Be accustomed to the use of CAD programs.

Contents and Methodology

Brief Description:

Teaching methodology:

The integration of theoretical and practical knowledge will be carried out with an explanation at the beginning.

of each session where the contents and techniques with which to achieve will be presented the objectives of each session. (videos are made explaining the content, which are then will be shared with students).

The knowledge will then be applied in a training activity of variable duration.

Each activity will be accompanied by the relevant explanations. The activities

they can be developed during the course of the class (guided activities) or

require independent work from the student outside the classroom (supervised and independent activities).

There will be a final work of its own and individual nature that will be carried out as an activity supervised and autonomous, and which will be delivered at the end of the course.

Training activities:

- Theoretical Classes

ECTS: 10%

Teaching/learning methodology: Lectures: key concepts and general procedures of applied computing.

- Program video tutorials

ECTS: 10%

Teaching/learning methodology: Introduction to the specific characteristics of each computer program and guidelines for self-learning

- Workshop

ECTS: 30%

Teaching/learning methodology: Classroom exercises with assistance and resolution of difficulties in the application of the different resources used.

- Performing exercises

ECTS: 50%

Teaching/learning methodology: Independent work: carrying out exercises on the application and synthesis of computer processes. During the course, two guest specialists will accompany us in representation to give workshops on the topics.

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Practice 1 - 25%

Practice 2 - 25%

Final Project - 50%

Review process

Upon obtaining the grade for each scorable activity, these will be reviewed with the student during school hours in order to be able to reevaluate activities if desired.

It can be reassessed:

Practice 1

Practice 2



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Bibliography and Resources

<https://www.solidworks.com/>

<https://www.keyshot.com/>

<https://www.3dcontentcentral.es/>

<http://www.solidworkstutorials.com/>

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Content: 4

Brief Description:

In an increasingly digital world, it is essential to constantly stay up to date on new ways to reach the millions of users who are within our reach, just a click or touch of the screens. Since the arrival of the Internet more than three decades ago, and with practically permanent access to the network by the vast majority of users worldwide, designers must master and adapt to new ways of expression and work that never stop evolving.

In the 21st century, designing with and for technology has become essential for any designer, as well as for other disciplines and solutions offered by design. The discipline of web design offers us the opportunity to take our creativity to unimaginable levels thanks to technology, seeing each technological advance as both a creative and business opportunity.

By working on the fundamentals of digital design and by considering the projects that will be developed throughout this course, concepts such as defining content architecture, wireframe design, design interface (UI), user experience (UX), responsive web design and usability will soon be incorporated into our professional vocabulary.

Training Objectives:

The educational objectives of the web design subject are the following:

1. Understand the fundamentals of web design: Students should gain a solid understanding of the fundamental principles and elements of web design, such as typography, color, composition, and visual hierarchy. You should understand how these elements apply in the context of the web and how they affect the user experience.
2. Master web design tools and technologies: Students should become familiar with the tools and technologies used in web design, such as Figma. They should be able to use these tools effectively to create websites.
3. Design attractive and functional user interfaces: Students should learn to design intuitive and attractive user interfaces that meet the needs and expectations of users. They should be able to create wireframes and prototypes, and apply usability and accessibility principles in the design of web interfaces.
4. Optimize performance and loading speed: Students should learn optimization techniques such as image compression, file minification, and efficient resource usage to ensure websites are fast and efficient.

5. Apply responsive design concepts: Students should understand the importance of responsive web design and be able to create websites that adapt and function correctly on different devices and screen sizes. They should master responsive design and development techniques, such as the use of half queries and grids.

6. Integrate multimedia and interactive content: Students should learn how to effectively incorporate multimedia content, such as images, videos, and audio, into websites. They should also be able to implement interactive elements, such as forms and animations, to enhance the user experience.

7. Understand the concepts of SEO and search engine optimization: Students must acquire basic knowledge of SEO (Search Engine Optimization) and learn to apply optimization techniques to improve the visibility and positioning of websites in search engines.

8. Teamwork and managing web design projects: Students should develop teamwork skills and learn to collaborate with other designers, developers, and related professionals to carry out web design projects. They should understand project management processes, including planning, organization, and effective communication.

These training objectives seek to provide students with the knowledge and skills necessary to design and develop attractive, functional and efficient websites, taking into account best practices and the latest trends in the field of web design.

Recommendations

It is suggested to have completed one of the following subjects before taking this one:

- User and interaction
- Computer resources for text and images
- Audiovisual resources for design
- Motion graphics
- App design

It is not essential to have programming knowledge or HTML and/or CSS code.

It is recommended to have basic knowledge of Figma.

Contents and Methodology

Brief Description:

The subject will be developed in a dual approach combining theoretical sessions and practical workshop-type sessions.

The syllabus will consist of classes where we will analyze the new variables and their impact on the user experience and interface, as well as other classes focused on the digital graphic production of various web projects.

BLOCK 1: INTRODUCTION TO WEB DESIGN

- Introduction to Web Design.
- Current overview and references.
- Technology and work methodologies.
- Figma as a work tool.

BLOCK 2: USER EXPERIENCE

- User experience.
- UX Research: surveys and definition of User Personas
- Information architecture and navigation flows.
- Wireframing: design of base structures for the different screens of the project in responsive format.
- Low-level prototyping.

BLOCK 3: DIGITAL GRAPHIC IDENTITY

- Identity design for the digital sphere.
- Atomic Design.
- Design systems.

BLOCK 4: USER INTERFACE

- Fundamentals of interaction design.
- Responsive web design.
- Advanced prototyping.
- Artificial intelligence and web design.

Teaching methodology:

There will be a combination of explanation of technical procedures with the completion of practical exercises to consolidate the understanding of each block of work.

Throughout the semester, classes dedicated to usability analysis, graphic production, supervised work

sessions and consultations, both individual and group, will alternate. Each topic covered will be supported by practical exercises and case studies that exemplify its application.

The following scheme will be followed:

1. Contextualization of the work environment: Documentation and analysis of the specific characteristics of the environment. (Case study)
2. Theoretical explanation of production tools: A theoretical explanation of the tools used in the production process will be provided. Subsequently, practical exercises will be carried out to consolidate the concepts learned.
3. Projects with supervised tutored control sessions: Students will work on different projects that will be supervised in tutoring sessions.

In this way, it seeks to combine theory and practice to provide students with a solid understanding of the concepts and skills necessary in the specific work environment.

Training activities:

The evaluation will be carried out continuously, taking into account the student's progress based on the exercises submitted throughout the course. To obtain the final grade, all the exercises proposed during the course must be submitted.

Class attendance and punctuality are important aspects for the proper development of teaching dynamics and will be taken into account in the final evaluation.

Different exercises will be given that will be evaluated with the following percentages:

Group work 1 (40% of the total final grade)

- Concept (10%)
- Architecture (10%)
- Mobile wireframes (15%)
- Desktop wireframes (15%)
- Mobile design (20%)
- Desktop design (20%)
- Prototypes (10%)

Group work 2 (60% of the total final grade)

- Concept (5%)
- UX research (5%)
- Architecture (10%)
- Mobile wireframes (10%)
- Desktop wireframes (10%)
- Identity (10%)
- Design System (10%)
- Mobile design and prototype (20%)
- Desktop design and prototype (20%)

Participation and follow-up in classroom activities will be assessed, as well as the review of partial assignments during follow-up tutorials. Attendance at sessions must also be taken into account.

In this way, both the performance in the exercises delivered and the involvement and active monitoring in the activities and tutorials will be evaluated, with the aim of obtaining a comprehensive evaluation of the student.

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.

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Continuous evaluation system

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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 will be carried out continuously, assessing the student's progress based on the exercises submitted throughout the course. It will be required to submit all the proposed exercises to be entitled to the final grade.

Class attendance and punctuality are important aspects for the correct development of the educational dynamics and will be considered in the final evaluation.

Participation and follow-up in planned classroom activities will be assessed. In addition, partial assignments will be reviewed through follow-up tutorials, along with taking into account attendance at sessions.

In this way, the student's performance will be evaluated continuously, taking into account participation, monitoring and submission of the proposed exercises, as well as attendance and punctuality in class.

The final grade will be the average of the different assignments completed (individual – 60% and group – 40%).

Review process

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Bibliography and Resources

Current events

<http://www.theverge.com/>
<https://techcrunch.com/>
<https://www.engadget.com/>
<https://www.smashingmagazine.com/>
<https://uifrommars.com/>

Inspiration

<http://www.awwwards.com/>
<https://thefwa.com/>
<http://collectui.com/>
<http://dribbble.com>
<http://mobbin.com>

Product

<https://www.kickstarter.com/>
<https://www.producthunt.com/>

Tools

<https://www.figma.com>
<https://www.youtube.com/channel/UCQsVmhSa4X-G3lHIUtejzLA>
<https://claude.ai/design>

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The subject is clearly practical, with a theoretical basis. The classes are structured in two parts: a theoretical aspect during the first part, and a practical aspect during the second. Thus, the theoretical session includes the basic content of the topic to be covered during the

week and corresponding exercises.

These practices are carried out individually, with the aim of promoting both self-criticism and personal improvement without neglecting camaraderie. The final submission of the subject is nothing more than the compilation, organization, layout and re-edition of the practices that have been carried out throughout the course, just as if it were a project in a real environment. It will be assessed that the student, through the work, has studied and applied the objectives of the course.

Training activities:

During the course, we will be accompanied by two guest specialists on representation to give workshops on the topics.

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.

Each topic has an exercise to be submitted. The final submission contains a compilation of the exercises done in class:

TOPIC 0 — Introduction (5%)

TOPIC 1 — Visual communication (10%)

TOPIC 2 — Previous Studies (10%)

TOPIC 3 — Preliminary draft (15%)

TOPIC 4 — Basic project (20%)

TOPIC 5 — Representation of spaces (15%)

FINAL DELIVERY (25%)

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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Bibliography and Resources

Drawing Matter: <https://drawingmatter.org>

A Series of Rooms: <https://aseriesofrooms.com/>