



Eina Centre Universitari
Fundació Eina
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DISSENY D'ESPAIS DOMÈSTICS

Andrea Navarro i Roya

Supervising Teacher: Andrea Navarro i Roya

Group: 1,2

Code: 105720

Credits: 6 ECTS

Course:

Semester: 1

Typology: Optative

Subject: Design Processes

Schedules:

Group	Schedules	Teacher
1	Dilluns 12:00 - 15:00	Andrea Navarro i Roya
2	12:00 - 15:00	Andrea Navarro i Roya



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Subject Presentation

Brief Description:

Design of Domestic Spaces is an optional fourth-year subject, mandatory for students who want to obtain the mention of Design of Spaces and focuses on studying domestic interiors.

Training Objectives:

The subject aims to provide students with the knowledge, tools and criteria necessary to tackle the interior design project of a domestic space from a critical and functional perspective. The aim is for students to be able to understand housing as a space in constant transformation, and to develop design proposals capable of responding to the real needs of the people who live there.

Throughout the course, the student will acquire the necessary skills to analyze a functional program, interpret the needs of the users and transform them into a coherent spatial proposal, taking into account criteria of quality, comfort, ergonomics, sustainability and well-being. Likewise, they will learn to integrate the technical aspects of the residential project, such as the distribution of spaces, the selection of materials and finishes, lighting, furniture, installations and construction details, understanding them as inseparable elements of the design process.

The subject also aims to foster a critical, reflective and rigorous attitude towards the project, enhancing the capacity for research, analysis and decision-making, as well as the development of one's own criteria.

Recommendations

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

Contents and Methodology

Brief Description:

The subject is structured into several thematic blocks addressing domestic space from a comprehensive perspective, which includes the analysis of user needs, the functional organization of space, the design of the different areas of the home, the definition of materiality, the criteria of comfort and ergonomics, as well as its technical development and its graphic representation. The contents will be developed progressively through different activities and deliveries that will respond to the successive phases of the project process. The sum of these phases will give rise to a complete residential interior design project.

Teaching methodology:

Domestic Spaces is a project-based subject, in which learning is structured around the progressive development of a complete residential interior design project. The project begins on the first day of the course and evolves throughout the semester, gradually incorporating the knowledge and skills corresponding to the different thematic blocks of the subject.

Each block is introduced through theoretical and practical sessions that provide the conceptual, technical and regulatory foundations necessary to address the corresponding project phase. The development of the project will be carried out mainly in the classroom, through workshop sessions in which the teaching staff will continuously monitor the work of each student, encouraging critical reflection, decision-making and the progressive integration of the different functional, technical and expressive aspects of the project.

At the end of each block, the corresponding activity will be delivered, which will form part of the overall development of the residential project. These deliveries may be accompanied by oral presentations and collective critique sessions, with the aim of enhancing the ability to argue, debate, exchange of ideas and shared learning among students.

Training activities:

The student will carry out four assessment activities that will reflect the contents of the different thematic blocks developed throughout the course. Each activity will correspond to a specific phase of the project process and will be submitted at the end of each block.

In the first activity, the student begins the residential project by analyzing the home, the user profile and the needs program. Based on the functional and regulatory constraints, they will develop a project strategy that will include the first decisions on distribution and spatial organization.

In the second activity, the student develops the complete kitchen project, resolving its functional, ergonomic, technical and material aspects. The activity will include the definition of the distribution,

furniture, installations and materiality.

In the third activity, the bathroom project is developed incorporating criteria of comfort, ergonomics, accessibility and spatial quality. The functional and technical resolution of the space will be worked on, as well as the definition of materials, finishes and installations.

In the fourth activity, the student must integrate the learning acquired in the development of a complete residential interior design project. This activity will collect and expand the work developed during the previous phases, incorporating the definition of day and night spaces, materiality, lighting, furniture and the graphic documentation necessary to communicate the project in a coherent and rigorous manner.

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 system

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.

In assignment 1, the ability to analyze and conceptualize the project will be assessed; the identification of user needs and their translation into a functional program; the adequacy of the proposal to the habitability criteria and applicable regulations; the coherence of the project strategy; the quality of the graphic representation, as well as the presentation of the documents and the oral defense of the proposal in class.

In papers 2 and 3, the conceptualization of the developed spaces will be assessed; the adequacy of the solutions adopted to the functional, ergonomic and technical requirements; the integration of materials, furniture, lighting and installations; the quality of the graphic representation and the correct definition of the construction details, as well as the coherence of the project decisions with the overall concept of the home.

In assignment 4, the ability to integrate the knowledge acquired throughout the course into a complete residential interior design project will be assessed; the overall coherence of the proposal, both from a functional and conceptual point of view; the definition of the materiality, lighting and atmosphere of the different spaces; the quality and rigor of the graphic and technical documentation presented, as well as the ability to communicate and defend the project in a clear, well-argued and coherent manner.

The first activity represents 15% of the final grade. Activities 2, 3 and 4 represent 25% each. 5% corresponds to attendance and the remaining 5% to the student's active participation, their degree of autonomy and continued 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 may be submitted no later than 7 days after the due date. If the student submits them later, the maximum grade for the assignment will be 5.

Only work previously submitted at the end of each block may be reassessed during the reassessment period.

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.

Lack of punctuality will count as absence.

Leaving the subject before the end of class will count as a lack of attendance.

Review process

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

Learning outcomes of the degree program

Knowledge

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

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

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.

Learning outcomes of the subject

Skills

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)

Knowledge

Identify the similarities and differences between a design project and other comparable projects within the current market context. (KT01)

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