



Eina Centre Universitari  
Fundació Eina  
Disseny Art Barcelona

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## DISSENY D'ESPAIS DE TREBALL

Mireia Sandoval Flores

Supervising Teacher: Mireia Sandoval Flores

Group: 1

Code: 105722

Credits: 6 ECTS

Course:

Semester: 1

Typology: Optative

Subject: Design Processes

Schedules:

| Group | Schedules     | Teacher                |
|-------|---------------|------------------------|
| 1     | 08:30 - 11:30 | Mireia Sandoval Flores |



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## Subject Presentation

### **Brief Description:**

Work spaces have evolved as quickly as professions and people develop their skills. The balance between private and work life, hyper-connection or mobility has also changed, or is intended to change. Corporate assignments must be considered from the brand strategy in context with diverse users.

Despite the long list of activities and workspaces (laboratories, workshops, warehouses, home offices, etc.), the subject will mainly work on the idea of the office, analyzing and exploring how to approach workspaces. In this 2026-2027 edition, we will focus on delocalized workspaces that bring new perspectives (ecofeminism, circularity, climate resilience, inclusion, etc.) and shared spaces with common goals (cooperativism). We want to work in equal parts on analysis, speculation, and more functional realism.

The subject studies the relationship between spaces, the activities that take place there and the objectives of the various users. It focuses on understanding:

- Where does the idea of the office come from and how has it evolved?
- What types of organization do we find, their differences and what they bring to us. New trends and future.
- Comfort, well-being, inclusion and health in the workplace. How we can improve people's lives and continue to take care of the planet.
- Atmosphere and materials to express the philosophy and company identity without losing sight of the needs of the users.
- Study of other non-productive spaces such as living, resting, auxiliary spaces, complementary elements and the relationship between them.

### **Training Objectives:**

- Understand the concepts and trends that are developing in workplaces, know how to detect and analyze them.
- Detect what are the minimum elements necessary to carry out a job, how they can be improved and what they bring us.
- Tackle a complete project, understand and analyze the particularities of each space and use, who the users are, build a very detailed briefing and establish design objectives to be met. Through theoretical sessions, activities, joint views and practical work, the student is introduced to the different processes of professional practice.

The aim is to develop analytical and conceptualization skills, visualize the objective to plan tasks, use space design resources, know how to communicate and synthesize ideas in a professional

presentation. Know how to maintain coherence throughout the exercise and provide a solution according to previously established objectives.

All this in the current context, addressing real issues such as mobility, sustainability, inclusion, job insecurity, social participation or new construction configurations such as cooperatives.

## Recommendations

It is important to have acquired basic knowledge of space design in previous courses, from the approach of an exercise to visual representation. It is highly recommended to have knowledge of computer programs applied to space and volume for graphic representation or image editing, freely chosen according to the style of each student. Some examples are Autocad, Sketchup and Enscape.

## Contents and Methodology

### **Brief Description:**

- Brief history of the office, groupings and distributions
- Workplace design concepts and trends
- Elements and furniture according to use and needs
- Ergonomics, comfort, well-being and health
- Coworking and the coexistence of different spaces and identities
- Users, universal design, inclusion, removal of barriers and accessibility
- Atmosphere and brand, what does the company want to explain? How to create expressive and experiential spaces?
- Materials and sustainability
- Auxiliary spaces and technological integration
- Basic facilities for work spaces

\*Whenever possible, visits will be made to the spaces proposed as an exercise and we will carry out workshops or exercises in the classroom.

### **Teaching methodology:**

The subject is structured to combine theoretical sessions around the content blocks, with small group activities within the class that generate reflection with group debate and individual projection and development work.

While some projects are more conceptual, other proposed projects will be linked to space visits and/or collaborations with companies, to work in a way more similar to the world of work.

The content blocks are linked in parallel to the execution of the exercises and assignments. The beginnings will be worked on together and individual or joint corrections will be available depending on the specific exercise. The assignments will be made in digital format on the Eina platform and some of them will have to be presented orally to the audience (class/company).

### **Training activities:**

Attendance is necessary to follow the course and its correct evolution, as well as compliance with the structure of the subject calendar. Classes will be taught in Catalan, as will the material to be shared, but doubts can be consulted in Spanish or English on a timely basis.

There are 5 assessable assignments with different delivery methodologies, which will be reviewed at the beginning of each year, along with the assessment of attendance and participation. The guidelines can be consulted on the intranet. The following are planned:

1. Office culture: Viewing some videos, analysis and conclusions (10%)

2. Workplace concepts and trends: detection, analysis and conclusions of concepts applied to real offices. (10%)
3. Mobile office project: we will work on the proposal for a delocalized office through visualizations and specific details in PDF, along with the supporting document for the class presentation, different and specific only to explain the project (PPT, PDF, Video, Model...) (35%)
4. Open offices/coworking: we will work on the proposal for an open-plan office with a coworking organization through visualizations and specific details in PDF, along with the supporting document for the class presentation. (30%)
5. Partial deliveries of open offices/coworking (5%). We will continuously make partial deliveries that will help evaluate and improve the proposal step by step.
6. Attendance and participation in both the activities and the debates initiated in the classroom. (10%). Participation within the group will be taken into account.

It will be assessed:

1. Having acquired a global vision and applying knowledge in concrete practice.
2. Capacity for analysis, argumentation and coherence with the proposal.
3. The student's ability to express himself visually and orally with precision in the most appropriate medium for the proposal.
4. Linking the reflections with the resources and bibliography presented.
5. The challenge and needs of the users and the contextualization have been met to provide a creative and coherent solution.

The following will be taken into account for each exercise:

1. Analysis, briefing and proposed program
2. Adequate distribution and coherent moodboard
3. Correct representation in drawing and necessary information (useful details)
4. Submission of minimum documents with the required level of detail
5. Quality of the digital, oral or video presentation + participation in the group

The use of artificial intelligence in the analysis and conclusions of the exercises is not permitted. It is accepted in support for the organization of content or creation of bibliographies, and occasionally, for the virtual representation of the project, as long as it does not detract from the real project proposed. The use that has been made and the prompts used will always be indicated.

Any delivery made outside the calendar without prior authorization or information and up to 48 hours later will be assessed with 2 points less. In case of delivery after 48 hours it will not be assessable.

Reassessment:

The review can be requested from the teachers according to the published academic calendar, in the planned weeks. To participate in the reassessment, the students must have submitted the activity and have been previously evaluated. The submission and definition will be scored at the end of the course depending on which of the tasks must be reassessed. The submission will be done individually, even if the work has previously been group.

## 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.

Delivery 1: Analysis (10%)

Delivery 2: Analysis (10%)

Delivery 3: Proporta design (35%)

Delivery 4: Proporta design (30%)

Assignment 5: Follow-up to Exercise 4 (5%)

Attendance and participation (10%)

It will be assessed:

1. Having acquired a global vision and applying knowledge in concrete practice.
2. Capacity for analysis, argumentation and coherence with the proposal.
3. The student's ability to express himself visually and orally with precision in the most appropriate

medium for the proposal.

4. Linking the reflections with the resources and bibliography presented.

5. The challenge and needs of the users and the contextualization have been met to provide a creative and coherent solution.

The following will be taken into account for each exercise:

1. Analysis, briefing and proposed program

2. Adequate distribution and coherent moodboard

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The use that has been made and the prompts used will always be indicated.

Any delivery made outside the calendar without prior authorization or information and up to 48 hours later will be assessed with 2 points less. In case of delivery after 48 hours it will not be assessable.

### **Review process**

The review can be requested from the teachers according to the published academic calendar, in the planned weeks. To participate in the reassessment, the students must have submitted the activity and have been previously evaluated. The submission and definition will be scored at the end of the course depending on which of the tasks must be reassessed. The submission will be done individually, even if the work has previously been group.

## Learning outcomes of the subject

### **Skills**

Apply research and evaluation methodologies specific to the professional design sector targeted by the project. (ST10)

Conduct a preliminary analysis prior to project development, identifying the characteristics of the professional design sector and incorporating gender and diversity criteria into the study of the context and stakeholders. ( ST02)

### **Knowledge**

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

## Learning outcomes of the degree program

### **Competencies**

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

Apply acquired knowledge to the execution of design and art projects with professional standards, considering user and audience diversity.

### **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.

### **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.

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.

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