

2S_FB_Introduction to design

Qualification: Degree in Higher Artistic Education in Design in the specialties of graphic design, interior design, fashion design and product design.

Subject: Design fundamentals

Type: Basic Training

Credits: 8 ECTS

Total hours: 200 h

Course: 1

Hours/week: 12,5 h

Semester: 2

Face-to-face hours/week: 6 h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 6,5 h

Prerequisites:

1. Presentation of the subject

The Introduction to Design subject, of a theoretical and practical nature, is taught in 1st grade. It includes content on the world of design, its terminology and its disciplines, as well as the relationship of topics around art, crafts, neo-crafts and design, and on current design trends based on significant references from the four design disciplines. Form and function, the symbols and values they bring to us are studied. Creative processes are also worked on using different creativity strategies.

The subject has the following main objectives:

- Provide the necessary training so that students know and understand the project methodology.
- Introduce the basic principles of design methodology based on a design proposal, which will be developed in the Projects subjects of the following courses.
- Formulate a simulation of a project in order to work on the different project phases: research and analysis, conceptualization and alternatives, implementation and execution.

2. Course contents

The Introduction to Design subject will cover the following content:

- Introduction to the field of design, its context, its terminology and its disciplines.
- Technology. Innovation. Needs and consumption. The responsibility of design.
- Art, crafts, neo-crafts design.
- Form-function. Design functions; practical, formal-aesthetic, symbolic-communicative.
- Reference to significant designs.
- Elements that intervene in the action of designing.
- Introduction to design theories and trends.
- Practical strategies for creativity. Creative processes.
- Project methodology; Research and analysis phase, conceptualization and alternatives phase, executive and communication phase.
- Presentation, exhibition and communication of a work.

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3. Skills worked on in the subject(Real Decret 633/2010)

Transversal skills		Subject	Subject
CT-08	Develop ideas and arguments in a reasoned and critical manner.	X	X

General skills		Subject	Subject
CG-08	Propose research and innovation strategies to resolve expectations focused on functions, needs and materials.	X	X

Specific Graphic Design skills		Subject	Subject
GRA-06	Interrelate formal and symbolic languages with specific functionality.	X	X

Specific Interior Design skills		Subject	Subject
INT-06	Interrelate formal and symbolic languages with specific functionality	X	X

Specific Fashion Design skills		Subject	Subject
MOD-07	Interrelate formal and symbolic languages with specific functionality	X	X

Specific Product Design Skills		Subject	Subject
PRO-04	Value and integrate the aesthetic dimension in relation to the use and functionality of the product.	X	X

4. Subject learning outcomes

SUN	Description of the learning outcome	Skills
RA-01	Classify and interrelate concepts using the terminology of the field of design.	CT-08 / CG-08
RA-02	Analyze and evaluate the action of design compatible with the needs of society, environments and the cultural event.	CT-08 / CG-08
RA-03	Analyze content under given parameters of form and function.	CT-08 / CG-08
RA-04	Reflect on art, crafts, neo-crafts and design and meet leading authors.	CT-08 / CG-08
RA-05	Recognize and determine the aesthetic, formal and symbolic references related to a specific design.	CT-08 / CG-08
RA-06	Understand and analyze current trends and their context.	CT-08
RA-07	Synthesize information clearly.	CT-08
RA-08	Select significant images of a trend to illustrate it.	GRA-06/INT-06/M OD-07/PRO-04
RA-09	Reflect on the problem and apply a coherent methodology.	CT-08 / CG-08
RA-10	Experiment, propose and evaluate basic ideas, concepts and solutions.	GRA-06/INT-06/M

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		OD-07/PRO-04
RA-11	Define and develop the most suitable proposal.	GRA-06/INT-06/M OD-07/PRO-04
RA-12	Present work in a correct, attractive way and following guidelines.	CT-08

5. Teaching methodologies applied to the subject

Get up	Typology	Description	Apply
MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.	x
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.	x
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.	x
MD4	Tests and/or exams	Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies by students. This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.	x
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	x
MD8	Project work	Real-world or professional-based project or problem that must be solved independently or in groups.	x
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.	x

6. Training activities of the subject

Get up	Description	Duration	Weighting
AF1	Guided work on Art, crafts, neo-crafts, design, needs, consumption, technology, innovation, context... For example: Hierarchized and organized conceptual map where the different concepts are related. Test / Reading debates on introductory design topics Research and analysis of documents from different designers.	3 weeks	15-20 %
AF2	Guided work on form – function (practical, aesthetic, symbolic...). For example: Analysis of a significant design element under the parameters of form function. Providing information about the author, his philosophy, context and references. Based on concepts, a design reference is sought.	3 weeks	15-20 %
AF3	Guided work on Design and context Current design trends. For example: Based on given trends: study one in particular, in order to identify the relevant aspects (Who? What? Where? Why? When?). Examples and possible paths of development.	2-3 weeks	15-20 %

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AF4	Practices of creativity strategies.	2-3 weeks	10-15 %
AF5	Guided work on project methodology: - Research and analysis phase. - Conceptualization and alternatives phase. - Transformation phase. For example: Product display. Merchandising object.	5-6 weeks	30-35 %

7. Evaluation systems

Due to their typology and educational program, all subjects in the ESDAPC undergraduate design studies include continuous assessment as a procedure to regulate and qualify the learning achieved by students during the semester.

In the event of not achieving the level of sufficiency in the evaluation activities within the closing milestones set out in the subject's schedule, the activities not passed may be corrected and/or completed within the recovery procedure defined by the teaching staff in their schedule.

7.1. Continuous evaluation

General evaluation criteria

The ESDAPC sets some general **evaluation criteria which** are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- Subject grading: A weighted average of the grades obtained in each of the training activities will be made in accordance with the percentages described in the teaching guide and classroom schedule. The subject will be passed with a grade of 5.0 (Pass). All assessment activities can be corrected and/or completed within the recovery procedure within the continuous assessment that the teaching staff defines in their classroom schedule.
- Class attendance is essential in order to guarantee that learning is progressive, flexible and allows feedback and adjustments in its achievement within the continuous assessment. For this reason, class attendance is mandatory. The teaching staff establishes the mechanisms to control it. The student who does not attend a minimum of 80% of the face-to-face hours of the subject loses the right to continuous assessment and may present for remediation outside of the continuous assessment defined in the teaching guide and classroom schedule for the subject. In cases of serious absenteeism, with attendance of less than 60% of the face-to-face hours of the subject, the student will lose the right to be evaluated and will have a grade of "Not Presented".
- The ability to organize and plan tasks is part of the learning outcomes that the student must achieve within the training process, therefore the deliverables of the evaluation activities must conform to the deadlines, the format and contents defined in the activity statement in order to be qualified. Activities submitted after the deadline, format and/or minimum content will be considered outside the

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continuous assessment process, will not be evaluated within it and will have to be resubmitted as a recovery.

- In the event of a submission or exam coinciding with a force majeure situation, the student may request to submit an activity after the deadline or repeat an exam, without being considered out of continuous assessment. This submission or exam will be carried out according to the conditions and calendar determined by the teaching staff.
 - Force majeure is understood to mean: serious illness or temporary incapacity (hospitalization) of student or a first-degree relative, coincidence with an official language level or driving license ex inexcusable duties before the administration or death of a first- or second-degree relative. It must be requested in an argued and justified manner in the form of [generic application](#), addressed to the campus management, and must necessarily include the original with a stamp of the document proving the major cause alleged.
- The evaluation process is based on the student's personal work and presupposes the authenticity of the authorship and originality of the exercises carried out. Any act of copying and/or plagiarism or irregular use of Artificial Intelligence (AI) will result in the immediate and irrevocable suspension of the assessable activity, without the right to recovery.

However, and without contradicting these general criteria, each teacher may define other specific complementary conditions, which must be informed and published in writing at the beginning of the course to all students enrolled in their subject.

These complementary conditions cannot in any case result in a penalty or limitation of the qualification of an activity, nor the loss of the right to recover an activity.

Specific evaluation criteria within continuous evaluation

Activity 1 15-20% of the course

- Selection of sources and contents and assimilation of concepts. 15%-25% activity 1 (RA-01, RA-04).
- Adjust, prioritize, organize and relate the different concepts. 15%-25% activity 1 (RA-07).
- Selection of representative images and/or concepts. 20%-35% activity 1 (RA-08)
- Present carefully following the established guidelines and order. Communicate in a hierarchical, didactic and attractive manner. 15%-25% activity 1 (RA-12, RA-07)
- Critical reflection and conclusions. 4%-15% activity 1 (RA-07, RA-04)
- Presentation of the document, structure, spelling, quotes and source references. 2%-7% activity 1 (RA-12)

Activity 2 15-20% of the course

- Research of various quality documentary sources in all required parts. 7%-15% activity 2 (RA-01, RA-03).
- Demonstrates knowledge and richness of content, applying information, using specific terminology and prioritizing information. 10%-20% activity 2 (RA-03, RA-05).
- Select and adequately synthesize the chosen design (photo, name, year of design, production company, specialty, field...). 10%-15% activity 2 (RA-07, RA-08).
- Recognizes, determines and interrelates theoretical knowledge with the various functions and factors of the chosen design (form, function and symbolism). 20%-35% activity 2 (RA-03, RA-05).

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- The proposal responds to the assignment and represents, in a clear, neat and attractive way, the formal, functional or symbolic relationship with the design and author. 20%-35% activity 2 (RA-03, RA-05).
- The created element includes and displays the contents of the research and analysis of the activity in a clear, neat and attractive way. 0%-15% activity 2 (RA-07).
- Presentation of the report, including the required parts in a structured and visual way, including quotes and references to the sources. 5%-10% activity 2 (RA-12)

Activity 3 15-20% of the course

- Knows how to delve deeper into the information requested on different aspects. 10%-20% activity 3 (RA-01, RA-02, RA-06).
- Analyze, synthesize, interpret including all required parts and under the given parameters. 5%-15% activity 3 (RA-07).
- Shows critical reflection on the topic. 15%-25% activity 3 (RA-02, RA-06).
- The models used are ideally linked to the trend, are wide-ranging and show diversity and quality in different areas of design. 15%-25% activity 3 (RA-07, RA-06, RA-08).
- A visual/graphic relationship with the chosen trend is shown. The images illustrate and reinforce the aspects covered (content). 15%-25% activity 3 (RA-07, RA-06, RA-08).
- The work is written with linguistic correction, specific terminology, spelling and grammar. Written in a structured way, it facilitates reading. The work is clear, hierarchical, attractive and orderly, it cites the sources consulted and references them appropriately. 4%-10% activity 3 (RA-12).

Activity 4 10-15% of the course

- Understanding and application of different strategies for ideation. 30%-40% activity 4 (RA-02, RA-09).
- Degree of relationship of ideas and quality of the proposals that lead to developing the working hypotheses. 40%-60% activity 4 (RA-08, RA-09, RA-10, RA-11).
- Presentation of the document. Rich use of manual and digital tools and resources. 5%-15% activity 4 (RA-08, RA-12).

Activity 5 30-25% of the course

- Follow the established guidelines of project methodology. 10%-15% activity 5 (RA-02, RA-09).
- Quality of the proposals and their suitability for the proposed project. 20%-30% activity 5 (RA-10, RA-11).
- Quality of the proposals. Use of more manual tools and resources. 20%-30% activity 5 (RA-08, RA-10, RA-11).
- Degree of relationship between ideas and concepts that lead to developing working hypotheses. 30%-40% activity 5 (RA-08, RA-09, RA-10, RA-11).
- Formal quality of the solution and suitability of the definitive idea. 15%-30% activity 5 (RA-08, RA-10, RA-11).
- Quality of manual or digital graphic representation. 10%-20% activity 5 (RA-07, RA-08).
- Presentation quality. 5%-10% activity 5 (RA-08, RA-12).
- Relevance of the sources consulted, structure and synthesis of the information and spelling. 2%-5% activity 5 (RA-12).

Evaluation instruments within continuous evaluation

Rubrics.

Written/practical tests

Questionnaires.

Application exercises.

Individual and/or group feedback: written or oral.

Monitoring reports.

Direct observations.

Observation records.

Self-assessment.

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Co-evaluation.

7.2. Recovery

General recovery criteria

The ESDAPC sets general recovery criteria that are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- The ESDAPC provides for a single recovery per activity. The recovery of suspended activities will be done within the deadlines defined by the teaching staff in their teaching guide and classroom schedule within the same semester. In the event that the teaching staff has not established a recovery calendar, the student may submit the recovery activities during the last school week of the semester.

Specific recovery criteria within continuous assessment

The same specific evaluation criteria are maintained as in continuous evaluation.

To recover, the pending activity or activities must be submitted within the recovery period that established by the teacher and, if none is established, the recovery can be done during the week of recoveries with the specific criteria of continuous evaluation.

If an activity is submitted to recover or improve the grade obtained in the first submission, the new assessment will replace the previous grade. If deficiencies are detected in the review of this recovery, the grade may be reduced, affecting the final grade for the subject.

To be evaluated, it is essential that the teacher has monitored the student's work process.

Specific recovery criteria outside of continuous assessment

- Students who do not meet the general evaluation criteria, described in point 7.1, will have to make up the activities outside of continuous evaluation.
- To opt for retake, the pending activities must be submitted during the retake period indicated by the teacher or, if this is not established, the retake can be done during the retake week. In addition to submitting all of the course activities, to retake the subject, the teacher requests a supplementary test and/or exercise to demonstrate that the skills and contents of the subject have been achieved. This supplementary test and/or exercise will have a weight of 30% with respect to the final grade for the course.
- This test may include the contents and skills of the five activities of the subject (AF1, AF2, AF3, AF4, A5).
- Specific evaluation criteria for the practical test: the same specific evaluation criteria are maintained as in the continuous evaluation, specifically the assessment and intervention in the presentations of classmates.

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Subject recovery instruments outside of continuous assessment

- Course activities (Delivery of pending assignment, if it has not been submitted) (70%).
- Written and/or practical tests, in person in the classroom, within the period assigned for retakes (30%).

8. Educational care within the framework of an inclusive education system

This Teaching Guide takes into account educational care within the framework of an inclusive educational system that includes two reference frames that support it:

- MISU: Universal Measures and Supports to promote personal and social development in equity and equality.
- DUA: Universal Learning Design, which allows flexible learning situations to be created based on a design that detects and minimizes the barriers of the context, from the beginning, and that considers variability.

However, to ensure freedom of thought and opportunities in relation to the gender perspective, a co-educational dynamic is carried out that avoids the predisposition of differential treatment, role attributions or assumptions of abilities determined by gender.

The MISU and DUA will be applied to all ESDAPC students. Those students in need of additional measures and support will be included through an Individualized Support Plan.

9. Copying, plagiarism, and academic honesty

From a legal point of view, plagiarism is an infringement of copyright.

The ESDAPC NOFC describes in section 5.4 irregular conduct in the evaluation procedure, which includes copying or plagiarism in any academic activity.

10. Use of Artificial Intelligence (AI)

ESDAPC recognizes the value of Artificial Intelligence (AI) in the educational field, while highlighting the risks it entails if it is not used ethically, critically and responsibly. In this sense, in each assessment activity, students will be informed about the AI tools and resources that can be used and under what conditions, recommended whenever it is used as an assistant during the research process or as another source. In both cases, it must comply with the [citation regulations established by the APA](#).

For their part, students undertake to follow the instructions of the ESDAPC when carrying out the evaluation activities and citing the tools used and, specifically, to identify the texts or images generated by AI systems, which they may not present as their own.

Misuse of this tool can seriously affect the evaluation of the assessment activities. If in doubt, it is recommended that, before submitting the activity, a consultation be sent to the teacher.

For the evaluation, students are responsible for any possible errors that Artificial Intelligence may make.

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11. Sources of information and teaching resources

Basic bibliography

Reference bibliography and other resources

- Acaso, M. (2006) Visual Language. Paidós. Barcelona.
- Bachrach, E. (2012) AgileMind. Barcelona: Conecta
- Bürdek, B. (2002) Design, history, theory and practice of industrial design. Barcelona: Gustavo Gili Campi,
- I. (1995). What is design?. Barcelona: Columna.
- Gallego, F. (2001) Learning to generate ideas. Barcelona: Paidós
- Guayabero, O. Ubeda, R. (2016). Polyphonic conversation about design and other things. Imperfect portrait of Curro Claret. Barcelona: Columna.
- Guilera, Ll. (2011) Anatomy of creativity.<http://old.esdi.es/public/docs/zjqbvkem.pdf> Barcelona: Last
- Huber, L. Jan Veldman, G. (2017) Manual Thinking. The tool for managing creative teamwork. Barcelona: Ediciones Urano, S.A.
- Munari, B. (1987). How are objects born? Notes for a design methodology. Barcelona: Gustavo Gili. Ricard, A. (2017) The creative adventure, the roots of design. Barcelona: Ariel.
- Sennett, R. (2009) The Craftsman. Barcelona: Anagrama.
- Sudjic, D. (2009). The Language of Things. Madrid: Turner Publications. Eames, C.
- (1995) What is Design? Barcelona: Gustavo Gili. Pages 20-30.
- Galan, J. Gual, J. Marin, J.M. fighter, J. Torrent, R. Vidal, R. The industrial design in Spain. Madrid: Manuals Art Chair. Pages 421 to
- Heskett, J. Design in everyday life. Barcelona: Gustavo Gili. Pages 2 to 9.
- Martí i Font, J.M. (1999) Introduction to design methodology. Barcelona: University of Barcelona. Chap. 2 Pg. 78 to 153.
- Norman, D. A. (2005). The emotional design. Barcelona: Paidós. Head. 3: p. from 81 to 121. Potter,
- N. (1999) What a designer is. Barcelona: Paidós. Pg. 19 to 25.
- Rom, J. (2002) The foundations of graphic design, project process and methodology. Barcelona: Trípodos Pg. 181 to 221.

Audiovisuals

- "Helvetica": <https://www.rtve.es/play/videos/helvetica/>
- "New Arc AI" <https://www.newarc.ai/>
- "Vml.Futures and trend agency": <https://www.vml.com/es/insight/the-future-100-2025>

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12. Training activity sheets

ACTIVITY 1	Duration: 2-4 weeks	Weighting:15-20 %
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Description of the activity

Guided work on Art, crafts, neo-crafts, design, needs, consumption, technology, innovation, context... For example: Hierarchized and organized conceptual map where the different concepts are related. Test / Reading debates on introductory design topics Research and analysis of documents from different designers.

Contents

- Introduction to the field of design, its context, its terminology and its disciplines.
- Technology. Innovation. Needs and consumption. The responsibility of design.
- Art, crafts, neo-crafts design.

Skills

CT-08	Develop ideas and arguments in a reasoned and critical manner.
CG-08	Propose research and innovation strategies to resolve expectations focused on functions, needs and materials.
GRA-06 / INT-06 / MOD-07 / PRO-04	Interrelate formal and symbolic languages with specific functionality. Determine the appropriate construction solutions, materials and production principles for each case.

Applied teaching methodologies

MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
MD4	Tests and/or exams	Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies by students. This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.

Learning outcomes

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RA-01	Classify and interrelate concepts using the terminology of the field of design.
RA-04	Reflect on art, crafts, neo-crafts and design and meet leading authors.
RA-07	Synthesize information clearly.
RA-08	Select significant images of a trend to illustrate it.
RA-12	Present work in a correct, attractive way and following guidelines.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Activity 1 15-20% of the course

- Selection of sources and contents and assimilation of concepts.15%-25% activity 1 (RA-01, RA-04).
- Adjust, prioritize, organize and relate the different concepts.15%-25% activity 1 (RA-07).
- Selection of representative images and/or concepts.20%-35% activity 1 (RA-08)
- Present carefully following the established guidelines and order. Communicate in a hierarchical, didactic and attractive manner.15%-25% activity 1 (RA-12, RA-07)
- Critical reflection and conclusions.4%-15% activity 1 (RA-07, RA-04)
- Presentation of the document, structure, spelling, quotes and source references.2%-7% activity 1 (RA-12)

Evaluation instruments within continuous evaluation

Rubrics.

Written/practical tests

Individual and/or group feedback: written or oral.

Monitoring reports.

Direct observations.

Observation records.

Self-assessment.

Co-evaluation.

Specific recovery criteria within continuous assessment

The same specific evaluation criteria are maintained as in continuous evaluation.

To recover, the pending activity or activities must be submitted within the recovery period that established by the teacher and, if none is established, the recovery can be done during the week of recoveries with the specific criteria of continuous evaluation.

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If an activity is submitted to recover or improve the grade obtained in the first submission, the new assessment will replace the previous grade. If deficiencies are detected in the review of this recovery, the grade may be reduced, affecting the final grade for the subject.

To be evaluated, it is essential that the teacher has monitored the student's work process.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students who do not meet the general evaluation criteria, described in point 7.1, will have to make up the activities outside of continuous evaluation.

To opt for retake, the pending activities must be submitted during the retake period indicated by the teacher or, if this is not established, the retake can be done during the retake week. In addition to submitting all of the course activities, to retake the subject, the teacher requests a supplementary test and/or exercise to demonstrate that the skills and contents of the subject have been achieved. This supplementary test and/or exercise will have a weight of 30% with respect to the final grade for the course.

This test may include the contents and skills of the five activities of the subject (AF1, AF2, AF3, AF4, A5).

Specific evaluation criteria for the practical test: the same specific evaluation criteria are maintained as in the continuous evaluation, except for the communication part of the project, specifically the assessment and intervention in the presentations of classmates.

Recovery instruments outside of continuous assessment

- Course activities (Delivery of pending assignment, if it has not been submitted) (70%).
- Written and/or practical tests, in person in the classroom, within the period assigned for retakes (30%).

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ACTIVITY 2	Duration: 2-4 weeks	Weighting:15-20 %
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Description of the activity

Guided work on form – function (practical, aesthetic, symbolic...). For example: Analysis of a significant design element under the parameters of form function. Providing information about the author, his philosophy, context and references. Based on concepts, a design reference is sought.

Contents

- Form-function. Design functions; practical, formal-aesthetic, symbolic-communicative.
- Reference to significant designs.
- Elements that intervene in the action of designing.

Skills	
CT-08	Develop ideas and arguments in a reasoned and critical manner.
CG-08	Propose research and innovation strategies to resolve expectations focused on functions, needs and materials.
GRA-06 / INT-06 / MOD-07 / PRO-04	Interrelate formal and symbolic languages with specific functionality. Determine the construction solutions, materials and production principles appropriate to each case.

Applied teaching methodologies

MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
MD4	Tests and/or exams	Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies by students. This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.

Learning outcomes

RA-01	Classify and interrelate concepts using the terminology of the field of design.
RA-03	Analyze content under given parameters of form and function.

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RA-05	Recognize and determine the aesthetic, formal and symbolic references related to a specific design.
RA-07	Synthesize information clearly.
RA-08	Select significant images of a trend to illustrate it.
RA-12	Present work in a correct, attractive way and following guidelines.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Activity 2 15-20% of the course

- Research of various quality documentary sources in all required parts.7%-15% activity 2 (RA-01, RA-03).
- Demonstrates knowledge and richness of content, applying information, using specific terminology and prioritizing information.10%-20% activity 2 (RA-03, RA-05).
- Select and adequately synthesize the chosen design (photo, name, year of design, production company, specialty, field...).10%-15% activity 2 (RA-07, RA-08).
- Recognizes, determines and interrelates theoretical knowledge with the various functions and factors of the chosen design (form, function and symbolism).20%-35% activity 2 (RA-03, RA-05).
- The proposal responds to the assignment and represents, in a clear, neat and attractive way, the formal, functional or symbolic relationship with the design and author.20%-35% activity 2 (RA-03, RA-05).
- The created element includes and displays the contents of the research and analysis of the activity in a clear, neat and attractive way.0%-15% activity 2 (RA-07).
- Presentation of the report, including the required parts in a structured and visual way, including quotes and references to the sources.5%-10% activity 2 (RA-12)

Evaluation instruments within continuous evaluation

Rubrics.

Written/practical tests

Questionnaires.

Application exercises.

Individual and/or group feedback: written or oral.

Monitoring reports.

Direct observations.

Observation records.

Self-assessment.

Co-evaluation.

Specific recovery criteria within continuous assessment

The same specific evaluation criteria are maintained as in continuous evaluation.

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To recover, the pending activity or activities must be submitted within the recovery period that established by the teacher and, if none is established, the recovery can be done during the week of recoveries with the specific criteria of continuous evaluation.

If an activity is submitted to recover or improve the grade obtained in the first submission, the new assessment will replace the previous grade. If deficiencies are detected in the review of this recovery, the grade may be reduced, affecting the final grade for the subject.

To be evaluated, it is essential that the teacher has monitored the student's work process.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students who do not meet the general evaluation criteria, described in point 7.1, will have to make up the activities outside of continuous evaluation.

To opt for retake, the pending activities must be submitted during the retake period indicated by the teacher or, if this is not established, the retake can be done during the retake week. In addition to submitting all of the course activities, to retake the subject, the teacher requests a supplementary test and/or exercise to demonstrate that the skills and contents of the subject have been achieved. This supplementary test and/or exercise will have a weight of 30% with respect to the final grade for the course.

This test may include the contents and skills of the five activities of the subject (AF1, AF2, AF3, AF4, A5).

Specific evaluation criteria for the practical test: the same specific evaluation criteria are maintained as in the continuous evaluation, except for the communication part of the project, specifically the assessment and intervention in the presentations of classmates.

Recovery instruments outside of continuous assessment

- Course activities (Delivery of pending assignment, if it has not been submitted) (70%).
- Written and/or practical tests, in person in the classroom, within the period assigned for retakes (30%).

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ACTIVITY 3	Duration: 2-3 weeks	Weighting:15-20 %
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Description of the activity

Guided work on Design and context Current design trends.

For example: Based on given trends: study one in particular, in order to identify the relevant aspects (Who? What? Where? Why? When?). Examples and possible paths of development.

Contents

- Introduction to design theories and trends.

Skills

CT-08	Develop ideas and arguments in a reasoned and critical manner.
CG-08	Propose research and innovation strategies to resolve expectations focused on functions, needs and materials.
GRA-06 / INT-06 / MOD-07 / PRO-04	Interrelate formal and symbolic languages with specific functionality. Determine the construction solutions, materials and production principles appropriate to each case.

Applied teaching methodologies

MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.

Learning outcomes

RA-01	Classify and interrelate concepts using the terminology of the field of design.
RA-02	Analyze and evaluate the action of design compatible with the needs of society, environments and the cultural event.
RA-06	Know and analyze current trends and their context.

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RA-07	Synthesize information clearly.
RA-08	Select significant images of a trend to illustrate it.
RA-12	Present work in a correct, attractive way and following guidelines.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Activity 3 15-20% of the course

- Knows how to delve deeper into the information requested on different aspects.10%-20% activity 3 (RA-01, RA-02, RA-06).
- Analyze, synthesize, interpret including all required parts and under the given parameters.5%-15% activity 3 (RA-07).
- Shows critical reflection on the topic.15%-25% activity 3 (RA-02, RA-06).
- The models used are ideally linked to the trend, are wide-ranging and show diversity and quality in different areas of design.15%-25% activity 3 (RA-07, RA-06, RA-08).
- A visual/graphic relationship with the chosen trend is shown. The images illustrate and reinforce the aspects covered (content).15%-30% activity 3 (RA-07, RA-06, RA-08).
- The work is written with linguistic correction, specific terminology, spelling and grammar. Written in a structured way, it facilitates reading. The work is clear, hierarchical, attractive and orderly, it cites the sources consulted and references them appropriately.4%-10% activity 3 (RA-12).

Evaluation instruments within continuous evaluation

Rubrics.

Individual and/or group feedback: written or oral.

Monitoring reports.

Direct observations.

Self-assessment.

Co-evaluation.

Specific recovery criteria within continuous assessment

The same specific evaluation criteria are maintained as in continuous evaluation.

To recover, the pending activity or activities must be submitted within the recovery period that established by the teacher and, if none is established, the recovery can be done during the week of recoveries with the specific criteria of continuous evaluation.

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If an activity is submitted to recover or improve the grade obtained in the first submission, the new assessment will replace the previous grade. If deficiencies are detected in the review of this recovery, the grade may be reduced, affecting the final grade for the subject.

To be evaluated, it is essential that the teacher has monitored the student's work process.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students who do not meet the general evaluation criteria, described in point 7.1, will have to make up the activities outside of continuous evaluation.

To opt for retake, the pending activities must be submitted during the retake period indicated by the teacher or, if this is not established, the retake can be done during the retake week. In addition to submitting all of the course activities, to retake the subject, the teacher requests a supplementary test and/or exercise to demonstrate that the skills and contents of the subject have been achieved. This supplementary test and/or exercise will have a weight of 30% with respect to the final grade for the course.

This test may include the contents and skills of the five activities of the subject (AF1, AF2, AF3, AF4, A5).

Specific evaluation criteria for the practical test: the same specific evaluation criteria are maintained as in the continuous evaluation, except for the communication part of the project, specifically the assessment and intervention in the presentations of classmates.

Recovery instruments outside of continuous assessment

- Course activities (Delivery of pending assignment, if it has not been submitted) (70%).
- Written and/or practical tests, in person in the classroom, within the period assigned for retakes (30%).

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ACTIVITY 4	Duration: 2-3 weeks	Weighting:10-15 %
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Description of the activity

Practices of creativity strategies.

Contents

- Practical creativity strategies.
- Creative processes.

Skills

CT-08	Develop ideas and arguments in a reasoned and critical manner.
CG-08	Propose research and innovation strategies to resolve expectations focused on functions, needs and materials.
GRA-06 / INT-06 / MOD-07 / PRO-06	Interrelate formal and symbolic languages with specific functionality. Determine the appropriate construction solutions, materials and production principles for each case.

Applied teaching methodologies

MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
MD4	Tests and/or exams	Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies by students. This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.

Learning outcomes

RA-02	Analyze and evaluate the action of design compatible with the needs of society, environments and the cultural event.
RA-08	Select significant images of a trend to illustrate it.

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RA-09	Reflect on the problem and apply a coherent methodology.
RA-10	Experiment, propose and evaluate basic ideas, concepts and solutions.
RA-11	Define and develop the most suitable proposal.
RA-12	Present work in a correct, attractive way and following guidelines.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Activity 4 10-15% of the course

- Understanding and application of different strategies for ideation.30%-40% activity 4 (RA-02, RA-09).
- Degree of relationship of ideas and quality of the proposals that lead to developing the working hypotheses.40%-60% activity 4 (RA-08, RA-09, RA-10, RA-11).
- Presentation of the document. Rich use of manual and digital tools and resources.5%-15% activity 4 (RA-08, RA-12).

Evaluation instruments within continuous evaluation

Rubrics.
Application exercises.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.
Self-assessment.
Co-evaluation.

Specific recovery criteria within continuous assessment

The same specific evaluation criteria are maintained as in continuous evaluation.

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To be evaluated, it is essential that the teacher has monitored the student's work process.

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Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

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Specific evaluation criteria for the practical test: the same specific evaluation criteria are maintained as in the continuous evaluation, except for the communication part of the project, specifically the assessment and intervention in the presentations of classmates.

Recovery instruments outside of continuous assessment

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- Written and/or practical tests, in person in the classroom, within the period assigned for retakes (30%).

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ACTIVITY 5	Duration: 5-6 weeks	Weighting: 30-35 %
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Description of the activity

Guided work on project methodology:

- Research and analysis phase.
- Conceptualization and alternatives phase.
- Transformation phase.

For example: Product display. Merchandising object.

Contents

- Project methodology; Research and analysis phase, conceptualization and alternatives phase, executive and communication phase.
- Presentation, exhibition and communication of a work.

Skills

CT-08	Develop ideas and arguments in a reasoned and critical manner.
CG-08	Propose research and innovation strategies to resolve expectations focused on functions, needs and materials.
GRA-06 / INT-06 / MOD-07 / PRO-06	Interrelate formal and symbolic languages with specific functionality. Determine the appropriate construction solutions, materials and production principles for each case.

Applied teaching methodologies

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Learning outcomes

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RA-02	Analyze and evaluate the action of design compatible with the needs of society, environments and the cultural event.
RA-07	Synthesize information clearly.
RA-08	Select significant images of a trend to illustrate it.
RA-09	Reflect on the problem and apply a coherent methodology.
RA-10	Experiment, propose and evaluate basic ideas, concepts and solutions.
RA-11	Define and develop the most suitable proposal.
RA-12	Present work in a correct, attractive way and following guidelines.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Activity 5 30-25% of the course

- Follow the established guidelines of project methodology.10%-15% activity 5 (RA-02, RA-09).
- Quality of the proposals and their suitability for the proposed project.20%-30% activity 5 (RA10, RA-11).
- Quality of the proposals. Use of more manual tools and resources.20%-30% activity 5 (RA-08, RA10, RA-11).
- Degree of relationship between ideas and concepts that lead to developing working hypotheses.30%-40% activity 5 (RA-08, RA-09, RA-10, RA-11).
- Formal quality of the solution and suitability of the definitive idea.15%-30% activity 5 (RA-08, RA-10, RA-11).
- Quality of manual or digital graphic representation.10%-20% activity 5 (RA-07, RA-08).
- Presentation quality.5%-10% activity 5 (RA-08, RA-12).
- Relevance of the sources consulted, structure and synthesis of the information and spelling.2%-5% activity 5 (RA-12).

Evaluation instruments within continuous evaluation

Rubrics.
Application exercises.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.
Self-assessment.
Co-evaluation.

Specific recovery criteria within continuous assessment

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