

Guia Docent del Grau en Disseny

2S_FB_Design languages and applications 2

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

Subject: Languages and techniques of representation and communication

Type: Basic Training

Credits: 6 ECTS

Course: 1

Semester: 2

Language in which it is taught: Catalan / Spanish

Prerequisites: User-level computing.

Total hours: 150 h

Hours/week: 9,4 h

Face-to-face hours/week: 4,5 h

Self-employed hours/week: 4,9 h

1. Presentation of the subject

The subject of Design Languages and Applications 2 is taught in the 2nd semester and is the continuation of Design Languages and Applications 1. Both establish the theoretical and expressive bases and resources of representation and communication. Its purpose is to provide students with the instrumental and conceptual tools necessary to apply them to both design projects and other subjects in the curriculum.

Based on the concepts around volume and three-dimensional space, students work on the techniques and analog and digital procedures of representation and visual communication in order to obtain effective solutions. The subject is a space for exploration and creation where students integrate tools and resources, work on the project methodology, typical of the field of design in the development of shapes and volumes, the use of techniques and materials for the creation of models, prototypes... or the research and development of qualities and textures to apply to the object or space.

The objective at the end of the semester is for students to have theoretical and expressive bases and resources for the representation and communication of design languages, which they will apply both during their studies and in their professional lives.

2. Course contents

1. VOLUME.

1.1. Basic compositional, structural and expressive principles.

1.2. Modular space.

1.3. Formal analysis of volumetric elements.

1.4. Techniques and processes for representing three-dimensional space.

2. VOLUME CREATION.

VOLUME GENERATION SYSTEMS.

2.1. Folds and cuts, construction and modeling of constructive elements.

2.2. The three-dimensional plane: high and low relief.

2.3. Seriation of the plan, generating volume.

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2.4. Representation, stylization and abstraction. Procedures, techniques and materials.

2.5. Analysis of materials, their technical and expressive possibilities and limitations.

3. VOLUME IN DESIGN.

3.1. Interrelationships between interior and exterior space.

3.2. Assembly. Accumulation of objects.

3.3. Three-dimensional shapes and their interpretation. The significant object.

3.4. The relationships between forms and their environment.

3.5. The viewer's point of view: Locations and distribution.

3.6. Use, position and route.

3.7. Developing creative proposals about the immediate environment by observing, modifying, relating and reinterpreting it.

3.8. Analysis of the processes and resources necessary for the production of visual discourses according to their functionality and/or assignment.

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

Transversal skills		Subject	Subject
CT-01	Organize and plan work in an efficient and motivating way.	x	x
CT-04	Use information and communication technologies efficiently	x	x

General skills		Subject	Subject
CG-02	Master the languages and expressive resources of representation and communication.	x	x
CG-03	Establish relationships between formal language, symbolic language and specific functionality.	x	x
CG-04	Have a scientific view on the perception and behavior of form, matter, space, movement and color.	x	x

4. Subject learning outcomes

SUN	Description of the learning outcome	Skills
RA-01	Analyze, represent, and experiment with shapes, objects, and ideas by applying theories of perception, color, and shape with appropriate graphic resources in two- and three-dimensional space for expressive or communicative purposes.	CG-04
RA-02	Represent the elements that constitute the shape, bodies, proportions and their relationships.	CG-02
RA-03	Know and use analog and digital techniques to interrelate the different languages of representation and communication.	CG-03
RA-04	Interpret and relate the elements that constitute shape, proportions and proportional relationships.	CG-03
RA-05	Prepare graphic and audiovisual presentations. Identify the expressive and communicative characteristics in the creation and presentation of image works: Organize and prioritize content. Graphically compose texts and images.	CG-02

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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
MD5	Workshops and/or internships	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.	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	Project or problem based on the real or professional world that needs to be solved independently or in a group.	x
MD9	Guided practice	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.	x
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.	x
MD12	Agile methodologies	Type of teamwork in which work is carried out in several short periods of time.	x

6. Training activities of the subject

Get up	Description	Duration	Weighting
AF1	Practical activity, which contains exercises, both face-to-face and online, on: volume analysis and experimentation.	6 weeks	20/40%
AF2	Practical activity, which contains exercises, both face-to-face and online, on: volume creation. Volume generation systems.	5 weeks	20/40%
AF3	Practical activity, which contains exercises, both face-to-face and online, on: volume and design. Visual communication and composition.	5 weeks	20/40%

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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 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.

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- Force majeure is understood to mean: serious illness or temporary incapacity (hospitalization) of the student or a first-degree relative, coincidence with an official language level or driving license exam, inexcusable duties before the administration or death of a first- or second-degree relative 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

1. Work process (RA-01). 30/50%

- Correctly interpret the concepts and problems raised.
- Select useful information to carry out the requested exercise.
- Use appropriate manual and computer resources and tools.
- Generate hypotheses appropriate to the problems raised.

2. Resolution of the work (RA-02, RA-03, RA-04). 30/50%

- Correct application of theoretical knowledge about volume
 - Correct use of techniques and procedures.
 - Experimentation, study and analysis, to reach valid solutions.
 - Selection and use of the most appropriate technique.
- Degree of complexity and depth of the task requested.

3. Exhibition and presentation (RA-05). 20%

- Clearly demonstrate understanding of the process carried out to obtain the expected result.
- Demonstrate the ability to communicate all aspects of the work process.
- Quality of the presentation.

Evaluation instruments within continuous evaluation

Rubrics.

Individual and/or group feedback: written or oral.

Direct observations.

Co-evaluation for group work.

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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 professors in their teaching guide and classroom schedule within the same semester. In the event that the professors have 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 as in the ordinary evaluation.

Specific recovery criteria outside of continuous assessment

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 same criteria that apply to continuous assessment, in addition to the Carrying out a practical test during the recovery week or in the recovery period established by the teacher. The test represents 40% and the activities 60% of the course. (RA-02, RA-03, RA-04)

Subject recovery instruments outside of continuous assessment

Describe how evidence of this recovery is collected and how the qualification occurs.
Practical tests in the classroom.
Activities carried out during continuous assessment.

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.

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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.

11. Sources of information and teaching resources

Basic bibliography

Berger, John. (2000). Ways of Seeing. Barcelona. Gustavo Gili.
Garau, A. (1992) The harmonies of color. Barcelona. Paidós.
Munari, Bruno. (1975). Design and Visual Communication. Barcelona. Gustavo Gili.

Reference bibliography and other resources

Albers, Jose. (1980). The Interaction of Color. Madrid. Alianza Forma.
Aparici, R., García Matilla, A. (2008). Reading images in the digital age. Madrid, Ediciones de la Torre.
Bronowski, J. (1993). The Origins of Knowledge and Imagination. Barcelona. Gedisa.
Beljon, Joop, (1993). The Grammar of Art. Ed. Celeste, Madrid.
Matila, C. (1983). Aesthetics of proportions in nature and the arts. Poseidon.
Munari, B. (1991) Art as a craft. Barcelona. Labor.
Munari, B. (1983) How are objects born? Barcelona. Gustavo Gili.
Samara, T. (2009) The Elements of Design. Barcelona. Gustavo Gili.
Wagensberg Jorge. (2013). The rebellion of forms. Barcelona. Tusquets Editores.

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Wong, Wucius. (1979). Fundamentals of two- and three-dimensional design. Barcelona, Gustavo Gili.

Audiovisuals

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12. Training activity sheets

ACTIVITY 1	Duration: 6 weeks	Weighting: 20-40%
Description of the activity		
1.1 Exercises for analog and digital procedures (with 3D modeling programs, Sketchup, Rhinoceros or Clo 3D), based on the fundamental aspects: the analysis and experimentation of volume. 1.2. Graphic memory in digital and/or printed format of the set of exercises.		
Contents		
1. VOLUME: 1.1. Basic compositional, structural and expressive principles. 1.2 Modular space. 1.3. Formal analysis of volumetric elements. 1.4. Techniques and processes for representing three-dimensional space.		
Skills		
CT-01	Organize and plan work in an efficient and motivating way.	
CT-04	Use information and communication technologies efficiently	
CG-02	Master the languages and expressive resources of representation and communication.	
CG-03	Establish relationships between formal language, symbolic language and specific functionality.	
CG-04	Have a scientific view on the perception and behavior of form, matter, space, movement and color.	
Applied teaching methodologies		
MD1	Conference and/or master class	
MD2	Debate and/or discussion	
MD3	Readings and/or comments	
MD5	Workshops and/or internships	
MD6	Presentations and/or defenses	
MD8	Project work	
MD9	Guided practice	
MD11	Collaborative work	
MD12	Agile methodologies	

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Learning outcomes

RA-01	Analyze, represent, and experiment with shapes, objects, and ideas by applying theories of perception, color, and shape with appropriate graphic resources in two- and three-dimensional space for expressive or communicative purposes.
RA-02	Represent the elements that constitute the shape, bodies, proportions and their relationships.
RA-03	Know and use analog and digital techniques to interrelate the different languages of representation and communication.
RA-04	Interpret and relate the elements that constitute shape, proportions and proportional relationships.
RA-05	Prepare graphic and audiovisual presentations. Identify the expressive and communicative characteristics in the creation and presentation of image works: Organize and prioritize content. Graphically compose texts and images.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

1. Work process (RA-01). 30/50%

- Correctly interpret the concepts and problems raised.
- Select useful information to carry out the requested exercise.
- Use appropriate manual and computer resources and tools.
- Generate hypotheses appropriate to the problems raised

2. Resolution of the work (RA-02, RA-03, RA-04). 30/50%

- Correct application of theoretical knowledge about volume
- Correct use of techniques and procedures.
- Experimentation, study and analysis, to reach valid solutions.
- Selection and use of the most appropriate technique.

Degree of complexity and depth of the task requested.

3. Exhibition and presentation (RA-05). 20%

- Clearly demonstrate understanding of the process carried out to obtain the expected result.
- Demonstrate the ability to communicate all aspects of the work process.
- Quality of the presentation.

Evaluation instruments within continuous evaluation

Rubrics.

Individual and/or group feedback: written or oral.

Direct observations.

Co-evaluation for group work.

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Specific recovery criteria within continuous assessment

The same ones that apply to continuous assessment.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The same ones that apply to continuous assessment.

Recovery instruments outside of continuous assessment

Practical tests in the classroom.

Activities carried out during continuous assessment.

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ACTIVITY 2	Duration: 5 weeks	Weighting: 20-40%
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Description of the activity

2.1 Exercises for analog and/or digital procedures (with 3D modeling programs, Cinema 4D, Rhino, Sketchup, 3DMax, Clo 3D, Maya...) on the basic aspects of volume creation. Volume generation systems.

2.2. Graphic memory in digital and/or printed format of the set of exercises.

Contents

2.VOLUME CREATION.

VOLUME GENERATION SYSTEMS.

2.1. Folds and cuts, construction and modeling of constructive elements.

2.2. The three-dimensional plane: high and low relief.

2.3. Seriation of the plane, generating volume.

2.4. Representation, stylization and abstraction. Procedures, techniques and materials.

2.5. Analysis of materials, their technical and expressive possibilities and limitations.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-04	Use information and communication technologies efficiently
CG-02	Master the languages and expressive resources of representation and communication.
CG-03	Establish relationships between formal language, symbolic language and specific functionality.
CG-04	Have a scientific view on the perception and behavior of form, matter, space, movement and color.

Applied teaching methodologies

MD1	Conference and/or master class
MD2	Debate and/or discussion
MD3	Readings and/or comments
MD5	Workshops and/or internships
MD6	Presentations and/or defenses
MD8	Project work
MD9	Guided practice

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MD11 Collaborative work

MD12 Agile methodologies

Learning outcomes

RA-01	Analyze, represent, and experiment with shapes, objects, and ideas by applying theories of perception, color, and shape with appropriate graphic resources in two- and three-dimensional space for expressive or communicative purposes.
RA-02	Represent the elements that constitute the shape, bodies, proportions and their relationships.
RA-03	Know and use analog and digital techniques to interrelate the different languages of representation and communication.
RA-04	Interpret and relate the elements that constitute shape, proportions and proportional relationships.
RA-05	Prepare graphic and audiovisual presentations. Identify the expressive and communicative characteristics in the creation and presentation of image works: Organize and prioritize content. Graphically compose texts and images.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

1. Work process (RA-01). 30/50%

- *Correctly interpret the concepts and problems raised.*
- *Select useful information to carry out the requested exercise.*
- *Use appropriate manual and computer resources and tools.*
- *Generate hypotheses appropriate to the problems raised*

2. Resolution of the work (RA-02, RA-03, RA-04). 30/50%

- *Correct application of theoretical knowledge about volume*
 - *Correct use of techniques and procedures.*
 - *Experimentation, study and analysis, to reach valid solutions.*
 - *Selection and use of the most appropriate technique.*
- Degree of complexity and depth of the task requested.*

3. Exhibition and presentation (RA-05). 20%

- *Clearly demonstrate understanding of the process carried out to obtain the expected result.*
- *Demonstrate the ability to communicate all aspects of the work process.*
- *Quality of the presentation.*

Evaluation instruments within continuous evaluation

Rubrics.

Individual and/or group feedback: written or oral.

Direct observations.

Co-evaluation for group work.

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Specific recovery criteria within continuous assessment

The same ones that apply to continuous assessment.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The same ones that apply to continuous assessment.

Recovery instruments outside of continuous assessment

Practical tests in the classroom.

Activities carried out during continuous assessment.

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ACTIVITY 3	Duration: 5 weeks	Weighting: 20-40%
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Description of the activity

- 3.1 Exercises using analog and/or digital procedures (with 3D modeling programs, Sketchup, Rhinoceros or Clo 3D) on the basic aspects of volume and design: visual communication. Composition.
- 3.2. Graphic memory in digital and/or printed format of the set of exercises.

Contents

3. VOLUME IN DESIGN.

- 3.1. Interrelationships between interior and exterior space.
- 3.2. Assembly. Accumulation of objects.
- 3.3. Three-dimensional forms and their interpretation. The significant object.
- 3.4. The relationships between forms and their environment.
- 3.5. The viewer's point of view: Locations and distribution.
- 3.6. Use, position and route.
- 3.7. Development of creative proposals about the immediate environment by observing, modifying, relating and reinterpreting it.
- 3.8. Analysis of the processes and resources necessary for the production of visual discourses according to their functionality and/or assignment.

Skills

- | | |
|-------|---|
| CT-01 | Organize and plan work in an efficient and motivating way. |
| CT-04 | Use information and communication technologies efficiently |
| CG-02 | Master the languages and expressive resources of representation and communication. |
| CG-03 | Establish relationships between formal language, symbolic language and specific functionality. |
| CG-04 | Have a scientific view on the perception and behavior of form, matter, space, movement and color. |

Applied teaching methodologies

- | | |
|-----|--------------------------------|
| MD1 | Conference and/or master class |
| MD2 | Debate and/or discussion |
| MD3 | Readings and/or comments |
| MD5 | Workshops and/or internships |

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MD6	Presentations and/or defenses
MD8	Project work
MD9	Guided practice
MD11	Collaborative work
MD12	Agile methodologies

Learning outcomes

RA-01	Analyze, represent, and experiment with shapes, objects, and ideas by applying theories of perception, color, and shape with appropriate graphic resources in two- and three-dimensional space for expressive or communicative purposes.
RA-02	Represent the elements that constitute the shape, bodies, proportions and their relationships.
RA-03	Know and use analog and digital techniques to interrelate the different languages of representation and communication.
RA-04	Interpret and relate the elements that constitute shape, proportions and proportional relationships.
RA-05	Prepare graphic and audiovisual presentations. Identify the expressive and communicative characteristics in the creation and presentation of image works: Organize and prioritize content. Graphically compose texts and images.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

1. Work process (RA-01). 30/50%
 - Correctly interpret the concepts and problems raised.
 - Select useful information to carry out the requested exercise.
 - Use appropriate manual and computer resources and tools.
 - Generate hypotheses appropriate to the problems raised
2. Resolution of the work (RA-02, RA-03, RA-04). 30/50%
 - Correct application of theoretical knowledge about volume
 - Correct use of techniques and procedures.
 - Experimentation, study and analysis, to reach valid solutions.
 - Selection and use of the most appropriate technique.Degree of complexity and depth of the task requested.
3. Exhibition and presentation (RA-05). 20%
 - Clearly demonstrate understanding of the process carried out to obtain the expected result.
 - Demonstrate the ability to communicate all aspects of the work process.
 - Quality of the presentation.

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Evaluation instruments within continuous evaluation

Rubrics.
Individual and/or group feedback: written or oral.
Direct observations.
Co-evaluation for group work.

Specific recovery criteria within continuous assessment

The same ones that apply to continuous assessment.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The same ones that apply to continuous assessment.

Recovery instruments outside of continuous assessment

Practical tests in the classroom.
Activities carried out during continuous assessment.