

3S_FB_Design and society

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

Subject: Design culture

Type: Training Basic

Credits: 4 ECTS

Total hours: 100h

Course: 2

Hours/week: 6.3 hours

Semester: 3r

Face-to-face hours/week: 3h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 3.3h

Prerequisites: Cap

1. Presentation of the subject

The Design and Society subject aims to relate design and the social and cultural context in which it is developed.

On the one hand, it is necessary to have a minimum knowledge of the disciplines that have dealt with these issues, such as anthropology and sociology. And, on the other, it is necessary to analyze what role design has traditionally had and what it should fulfill in today's and tomorrow's society. In this way, the subject is proposed as a journey that begins in anthropology and questions questions about issues such as the definition of culture, the imaginary or tradition. Then, sociology takes over, understanding that the mass media come to occupy the place of religious tradition as transmitters of social models. Finally, ethics closes the circle by proposing what action the designer should have in today's society.

The intention is not to specialize students in these disciplines, but to put the debate on the table and make them see the need to reflect and take a conscious and considered position on the issues raised.

2. Course contents

Anthropology applied to design. Definition, objectives and methodologies.

- Definition of culture.
- Types of cultures.
- Design as a defining element of culture.

Sociology applied to design. Definition, objectives and methodologies. Models and societies.

- The function of design in consumer society.
- The usefulness of design in today's society.

The social responsibility of design. The ethics of the designer.

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

Transversal skills		Subject	Subject
CT-02	Collect significant information, analyze it, synthesize it and manage it appropriately.	X	X
CT-07	Use communication skills and constructive criticism in teamwork.	X	X
CT-08	Develop ideas and arguments in a reasoned and critical manner.	X	X

General skills		Subject	Subject
CG-03	Establish relationships between formal language, symbolic language and specific functionality.	X	X
CG-06	Promote knowledge of the historical, ethical, social and cultural aspects of design.	X	X
CG-13	Understand the economic, social and cultural context in which design takes place.	X	X

Specific Graphic Design skills		Subject	Subject
GRA-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.	X	X

Specific Interior Design skills		Subject	Subject
INT-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.	X	X

Specific Fashion Design skills		Subject	Subject
MOD-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.	X	X

Specific Product Design Skills		Subject	Subject
PRO-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.	X	X

4. Learning outcomes

RA	Description of the learning outcome	Skills
RA1	Manage information appropriately.	CT-02
RA2	Use the informative, expressive and communicative capacity of language.	CT-07

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RA3	Establish perceptual connections for the creation and analysis of design.	CG-06 / CG-13
RA4	Value and demonstrate sensitivity towards the function and role of art and design in society.	GRA-15 / PRO-15 / MOD-15 / INT-15
RA5	Have a critical sense. Reasonably present your own and others' ideas.	CG-13
RA6	Show an optimal level in terms of verbal and written expression in Catalan-Spanish (spelling and syntax).	CT-07
RA7	Work independently and in a team, valuing the effort of teamwork.	CT-07

5. Teaching methodologies of the subject

Code	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
MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.	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
MD10	Flipped classroom	Transfer part of the theoretical learning outside the classroom, through online materials or resources prepared by the teacher, to dedicate face-to-face time to practical, participatory activities and knowledge application.	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
MD13	Role-playing games	Role play with the aim of illustrating a situation and the different points of view on it.	X
MD14	Others		X

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6. Training activities of the subject

Code	Description	Duration	Percentage
AF1	Written exam	2-4h	0-25%
AF2	Individual essay with documentary research.	10-35h	30-50%
AF3	Group essay. Research of materials for class discussion: terminology and arguments.	10-35h	10-30%
AF4	Reading and analysis of texts, commentary on audiovisuals and news related to the topics to be covered.	10-35h	25-30%

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".

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- 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 may be resubmitted as a retake.
- 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 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. 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 are included in this teaching guide.

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

Ability to develop a coherent speech.

Correct use of language and relevant terminology. Good writing.

Good use of information sources. Knowing how to choose content of interest and cite references appropriately.

Objective and correct answer to the proposed questions.

Show critical reflection on the topic.

Evaluation instruments within continuous evaluation

Written tests

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Self-assessment
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 teachers in their classroom schedule within the same semester. In the event that the teachers have not established a recovery calendar, students may submit the recovery activities during the last school week of the semester.

Specific recovery criteria within continuous assessment

Relevant information management and the ability to integrate the subject contents through critical reflection are assessed. Evidence is collected from the recovery of the activities defined in this Teaching Guide: written test, individual essay, group essay and extension activities.

In this case, the recovery of activities within the continuous assessment will be carried out based on the expansion of the content and requirements in the bibliography consulted.

Specific criteria outside of continuous assessment

Students who have exceeded 20% of unexcused absences and do not have an exemption or justification for major cause or have failed to comply with the deadline and format conditions for submitting assessment activities and do not have an exemption or justification for major cause, lose the right to continuous assessment.

In this case, and as long as the absences do not exceed 60%, you may be eligible for recovery.

The specific criteria for continuous assessment are maintained, and the general ones that depend on the continuous monitoring of the subject are excluded.

Subject recovery instruments outside of continuous assessment

This recovery will consist of working independently on the different texts from the basic bibliography defined in the Course Guide, as well as that worked on during the subject, to complete a written test.

This can be in the form of an exam, questionnaire, development of a topic or any appropriate written formula.

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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)

The 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. The use of AI in the teaching and evaluation context is governed by the principles, criteria and recommendations established in the ESDAPC Guide to the Ethical and Responsible Use of Artificial Intelligence, which constitutes the institutional reference document in this matter.

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, recommending their use as an assistance tool during the research, analysis or conceptual exploration process, but not as a replacement for their own work or professional judgment.

For their part, students undertake to follow the instructions of the ESDAPC when carrying out the assessment activities, as well as the criteria included in the Guide for the Ethical and Responsible Use of AI. Within this framework, students must transparently cite the AI tools used and explicitly identify texts, images or other content generated with AI systems, which may not be presented as their own production.

Misuse of Artificial Intelligence can seriously affect the evaluation of assessment activities. In case of doubt, it is recommended that students consult the teacher responsible for the subject before submitting.

The specifics of the use of Artificial Intelligence in each subject—including the authorized tools, conditions of use and associated evaluation criteria— will be defined in the classroom programming, where teachers will

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contextualize the Teaching Guide and the Guide for the Ethical and Responsible Use of AI based on the objectives, skills and methodologies of the subject.

In all cases, students are responsible for any possible errors, omissions or biases that may be generated by the Artificial Intelligence used in the work process.

11. Sources of information and teaching resources

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Audiovisuals

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12. Content blocks

ACTIVITY 1	Duration:2-4 hours	Weighting: 0-25%
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Description of the activity

Written exam on the information provided in the classroom.

Contents

Anthropology applied to design. Definition, objectives and methodologies.

Sociology applied to design. Definition, objectives and methodologies. Models and societies.

The social responsibility of design. The ethics of the designer.

Skills

CG-03	Establish relationships between formal language, symbolic language and specific functionality.
GRA-15,	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the
INT-15,	environment and its capacity to generate identity, innovation and quality in production.
PRO-15,	
MOD-15	
CG-05	Act as mediators between technology and art, ideas and purposes, culture and commerce.
CG-06	Promote knowledge of the historical, ethical, social and cultural aspects of design.
CG-13	Understand the economic, social and cultural context in which design takes place.
CG-14	Value the dimension of design as a factor of equality and social inclusion, and as a transmitter of cultural values.
CG-19	Demonstrate critical thinking skills and know how to propose research strategies.

Applied teaching methodologies

MD4	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.
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Learning outcomes

RA1	Manage information appropriately.
RA2	Use the informative, expressive and communicative capacity of language
RA3	Establish perceptual connections for the creation and analysis of design
RA4	Value and demonstrate sensitivity towards the function and role of art and design in society.
RA5	Have a critical sense. Reasonably present your own and others' ideas.
RA6	Show an optimal level in terms of verbal and written expression in Catalan-Spanish (spelling and syntax).
RA7	Work independently and in a team, valuing the effort of teamwork.

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Continuous evaluation

Specific evaluation criteria within continuous evaluation

20-50% Objective and correct answer to the proposed questions // LO1, LO7
20-50% Ability to develop a coherent discourse. // RA3, RA4, RA5
5-20% Correct use of language and relevant terminology. // LO2, LO6
5-20% Good writing. // LO2, LO6
10-30% Good use of information sources. // RA1

Evaluation instruments within continuous evaluation

Written test

Specific recovery criteria within continuous assessment

20-50% Objective and correct answer to the proposed questions // LO1, LO7
20-50% Ability to develop a coherent discourse. // RA3, RA4, RA5
5-20% Correct use of language and relevant terminology. // LO2, LO6
5-20% Good writing. // LO2, LO6
10-30% Good use of information sources. // RA1

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

20-50% Objective and correct answer to the proposed questions // LO1, LO7
20-50% Ability to develop a coherent discourse. // RA3, RA4, RA5
5-20% Correct use of language and relevant terminology. // LO2, LO6
5-20% Good writing. // LO2, LO6
10-30% Good use of information sources. // RA1

Recovery instruments outside of continuous assessment

Written test

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ACTIVITY 2		Duration:10-35h	Weighting: 30-50%
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Description of the activity

Individual essay with documentary research.

Summary and personal expansion of the topics covered in class, based on group discussions and proposed readings.

Contents

Sociology applied to design. Definition, objectives and methodologies. Models and societies.

- The function of design in consumer society.
- The usefulness of design in today's society.

Skills

CG-03 GRA-15, INT-15, PRO-15, MOD-15	Establish relationships between formal language, symbolic language and specific functionality. Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.
CG-05 CG-06 CG-13 CG-14	Act as mediators between technology and art, ideas and purposes, culture and commerce. Promote knowledge of the historical, ethical, social and cultural aspects of design. Understand the economic, social and cultural context in which design takes place. Value the dimension of design as a factor of equality and social inclusion, and as a transmitter of cultural values.
CG-19 CT-02 CT-08	Demonstrate critical thinking skills and know how to propose research strategies. Collect significant information, analyze it, synthesize it and manage it appropriately. Develop ideas and arguments in a reasoned and critical manner.

Applied teaching methodologies

MD1	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD2	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD3	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
MD4	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	Publicly presenting the results of a work, project or research in front of an audience.
MD7	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.

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Learning outcomes

RA1	Manage information appropriately.
RA2	Use the informative, expressive and communicative capacity of language
RA3	Establish perceptual connections for the creation and analysis of design
RA4	Value and demonstrate sensitivity towards the function and role of art and design in society.
RA5	Have a critical sense. Reasonably present your own and others' ideas.
RA6	Show an optimal level in terms of verbal and written expression in Catalan-Spanish (spelling and syntax).
RA7	Work independently and in a team, valuing the effort of teamwork.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

20-60% Ability to develop a coherent discourse. // RA2, RA3, RA7
10-30% Richness in content. // RA4, RA5
5-20% Correct use of language and relevant terminology. // RA6
5-20% Good writing. // RA6
10-30% Good use of information sources. // RA1

Evaluation instruments within continuous evaluation

Work, debate, presentation and/or written test.

Specific recovery criteria within continuous assessment

20-60% Ability to develop a coherent discourse. // RA2, RA3, RA7
10-30% Richness in content. // RA4, RA5
5-20% Correct use of language and relevant terminology. // RA6
5-20% Good writing. // RA6
10-30% Good use of information sources. // RA1

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

20-50% Objective and correct answer to the proposed questions // LO4, LO5
20-50% Ability to develop a coherent discourse. // RA2, RA3, RA7
5-20% Correct use of language and relevant terminology. // LO1, LO6
5-20% Good writing. // RA1
10-30% Good use of information sources.

Recovery instruments outside of continuous assessment

Written test or Written assignment

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ACTIVITY 3	Duration:10-35h	Weighting: 10-30%
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Description of the activity

Group essay. Research of materials for class discussion: terminology and arguments.

Contents

3- The social responsibility of design. The ethics of the designer.

Skills

CG-03 GRA-15, INT-15, PRO-15, MOD-15	Establish relationships between formal language, symbolic language and specific functionality. Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.
CG-05 CG-06 CG-13 CG-14 CG-19 CT-07 CT-08	Act as mediators between technology and art, ideas and purposes, culture and commerce. Promote knowledge of the historical, ethical, social and cultural aspects of design. Understand the economic, social and cultural context in which design takes place. Value the dimension of design as a factor of equality and social inclusion, and as a transmitter of cultural values. Demonstrate critical thinking skills and know how to propose research strategies. Use communication skills and constructive criticism in teamwork. Develop ideas and arguments in a reasoned and critical manner.

Applied teaching methodologies

MD1	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD2	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD3	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
MD4	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. Publicly presenting the results of a work, project or research in front of an audience.
MD6 MD7	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references. Project or problem based on the real or professional world that needs to be solved independently or in a group.
MD8	

Learning outcomes

RA1	Manage information appropriately.
RA2	Use the informative, expressive and communicative capacity of language

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RA3	Establish perceptual connections for the creation and analysis of design.
RA4	Value and demonstrate sensitivity towards the function and role of art and design in society.
RA5	Have a critical sense. Reasonably present your own and others' ideas.
RA6	Show an optimal level in terms of verbal and written expression in Catalan-Spanish (spelling and syntax).
RA7	Work independently and in a team, valuing the effort of teamwork.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

30-60% Prepare a coherent speech following the given work guidelines. // LO2, LO3, LO4, LO5
10-20% Know how to choose content of interest and cite references appropriately. // RA5, RA6
20-50% Show critical reflection on the topic // LO5
0-25% Self-assessment of oneself and other group members (questionnaire) // RA7

Evaluation instruments within continuous evaluation

Work, debate, presentation and/or written test.

Specific recovery criteria within continuous assessment

20-50% Objective and correct answer to the proposed questions // LO1, LO7
20-50% Ability to develop a coherent discourse. // RA2, RA3, RA4, RA5
5-20% Correct use of language and relevant terminology. // RA6
5-20% Good writing. // RA6
10-30% Good use of information sources. // RA1

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

20-50% Objective and correct answer to the proposed questions // LO1, LO7
20-50% Ability to develop a coherent discourse. // RA2, RA3, RA4, RA5
5-20% Correct use of language and relevant terminology. // RA6
5-20% Good writing. // RA6
10-30% Good use of information sources. // RA1

Recovery instruments outside of continuous assessment

Written test

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ACTIVITY 4	Duration:10-35h	Weighting: 20-30%
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Description of the activity

Reading and analysis of texts, commentary on audiovisuals and news related to the topics to be discussed.

Contents

Anthropology applied to design. Definition, objectives and methodologies.

Sociology applied to design. Definition, objectives and methodologies. Models and societies.

The social responsibility of design. The ethics of the designer.

Skills

CG-03	Establish relationships between formal language, symbolic language and specific functionality.
GRA-15,	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the
INT-15,	environment and its capacity to generate identity, innovation and quality in production.
PRO-15,	
MOD-15	
CG-05	Act as mediators between technology and art, ideas and purposes, culture and commerce.
CG-06	Promote knowledge of the historical, ethical, social and cultural aspects of design.
CG-13	Understand the economic, social and cultural context in which design takes place.
CG-14	Value the dimension of design as a factor of equality and social inclusion, and as a transmitter of cultural values.
CG-19	Demonstrate critical thinking skills and know how to propose research strategies.

Applied teaching methodologies

MD1	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role,
MD2	that of a receiver.
	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and
MD3	active participation of students in the classroom.
	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate
MD4	among students.
	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:
MD6	questionnaires, problems, open questions, practical exercises, etc.
MD7	Publicly presenting the results of a work, project or research in front of an audience.
	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing
MD8	different intervention or solution proposals through examples or references.
	Project or problem based on the real or professional world that needs to be solved independently or in a group.

Learning outcomes

RA1	Manage information appropriately.
RA2	Use the informative, expressive and communicative capacity of language
RA3	Establish perceptual connections for the creation and analysis of design.
RA4	

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RA5	Value and demonstrate sensitivity towards the function and role of art and design in society.
RA6	Have a critical sense. Reasonably present your own and others' ideas.
RA7	Show an optimal level in terms of verbal and written expression in Catalan-Spanish (spelling and syntax).
	Work independently and in a team, valuing the effort of teamwork.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

10-20% The result responds objectively and correctly to the requested task. // RA1, RA7
 20-50% Show critical reflection on the topic // LO3, LO4,
 10-30% Ability to develop a coherent speech. // RA5
 10-30% Richness in content. // RA4
 0-25% Solid oral expression in form and content. // RA2, RA6

Evaluation instruments within continuous evaluation

Work, debate, presentation and/or written test.

Specific recovery criteria within continuous assessment

10-20% The result responds objectively and correctly to the requested task. // RA1, RA7
 20-50% Show critical reflection on the topic // LO3, LO4,
 10-30% Ability to develop a coherent discourse. // RA5
 10-30% Richness in content. // RA4
 0-25% Solid oral expression in form and content. // RA2, RA6

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

10-20% The result responds objectively and correctly to the requested task. // RA1, RA7
 20-50% Show critical reflection on the topic // LO3, LO4,
 10-30% Ability to develop a coherent discourse. // RA5
 10-30% Richness in content. // RA4
 0-25% Solid oral expression in form and content. // RA2, RA6

Recovery instruments outside of continuous assessment

Written test