

3S_FO_GRA_Digital tools for graphic design 1

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

Subject: Graphic design tools

Type: Mandatory Training graphic design

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: Have acquired all the knowledge of the subject of Languages and techniques of representation and communication.

1. Presentation of the subject

The Digital Tools for Graphic Design 1 subject aims to provide students with the skills related to the use of specific tools and media in the Graphic Design specialty in order to acquire more expressive, representational and communication resources, and be able to apply them later to their projects.

Resources for the representation and communication of ideas and graphic design projects are worked on by learning infographic representation programs for vector drawing, layout and editing.

Students will receive a theoretical basis that will help them contextualize their learning and that will be combined with practical activities to exemplify the contents covered in each session. The activities that students will carry out are based on instrumental learning of tools and resources, based on problem solving with multiple solutions and aesthetic and visual criteria.

In order to experiment with the selected resources, students will have to carry out different training activities at different degrees of difficulty.

2. Course contents

Computer science for graphic design.

Work environment.

Vector drawing and illustration programs. Type Adobe Illustrator, enlargement.

Layout and editing programs. Type Adobe InDesign.

Closing and exporting to PDF, from any of the previous programs and with Adobe Acrobat.

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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-18	Optimize the use of the resources necessary to achieve the planned objectives.	X	X

Specific Graphic Design skills		Subject	Subject
GRA-02	Master the formal resources of expression and visual communication.	X	X
GRA-08	Know the channels that support visual communication and use them according to the project's communication objectives.	X	X
GRA-11	Master the technological resources of visual communication.	X	X
GRA-12	Master digital technology for processing images, texts and sounds.	X	X

4. Learning outcomes

RA	Description of the learning outcome	Skills
RA1	Solve expression and communication problems with specialized infographic programs.	CG-02 GRA-11 GRA-12
RA2	Relate the usefulness of each program, technique or resource, their complementarity with each other and the suitability of their applications within the process of a design project.	GRA-08 CG-18 GRA-11 GRA-12
RA3	Execute each computer program, technique or resource to achieve a formal resolution in accordance with established criteria.	GRA-08 GRA-11 GRA-12

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
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
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

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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
MD12	Agile methodologies	Type of teamwork in which work is carried out in several short periods of time.	X
MD14	Videotutorials	Video tutorials made by teachers or from networks.	X

6. Training activities of the subject

Code	Description	Duration	Percentage
AF1	Basic tools, pathfinder and grid. Vector drawing with polygonal curves and lines. And path management. Color, color guides, interactive painting, color swatches, blends and gradients. Meshes and blends. 3D effect. Text effects.	3 weeks	25%
AF2	Infographic or complex illustration	4 weeks	25%
AF3	Layout, desktop publishing and typographic management with programs such as Adobe Indesign. Color management and prepress.	6weeks	30%
AF4	Introduction to interactivity with programs such as Adobe Indesign.	3 weeks	20%

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.

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- Class attendance is essential to ensure 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 monitor it. Students who do not attend a minimum of 80% of the face-to-face hours of the subject lose 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 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 the 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

Make correct use of the tools/techniques/resources used. (RA2)

Follow the guidelines indicated for the resolution of each practice. (RA3)

Creative and experimental quality in formal representation in accordance with the established

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requirements. (RA1)

Degree of follow-up in the classroom. (RA3)

Evaluation instruments within continuous evaluation

Rubrics.

Written/practical tests

Application exercises.

Individual and/or group feedback: written or oral.

Direct observations.

Observation records.

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

Make correct use of the tools/techniques/resources used.

Follow the guidelines indicated for solving each practice.

Creative quality and experimentation in formal representation in accordance with established requirements.

Specific recovery criteria outside of continuous assessment

Submission of all course activities that are part of the continuous assessment plus a practical test where you demonstrate your knowledge of the subject. You must pass the practical test to successfully pass the subject. To obtain the final grade, a value of 50% will be given to both the assignments and the test.

Subject recovery instruments outside of continuous assessment

Tests/practices

Complementary exercises / extension activities

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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

Basic bibliography

Reference bibliography and other resources

AMBROS, H. Design Basics. Layout. Parramon Publishing.
APOLONIO, L. (2022). Illustrator 2022. Essential Manuals. Ed. Anaya FUENMAYOR, Elena. (2003) Mouse, mouse. Gustavo Gili, Barcelona.
GALER, Mark and HORVAT, Les. (2005) Digital Image. Anaya Multimedia, Madrid. GOMEZ LAINEZ, F.J. InDesign 2022. Essential Manual. Ed. Anaya.
POZO PUÉRTOLAS, Rafael. (2008) Graphic Image and its Reproduction. CPG. Barcelona. ROYO, Javier. (2004) Digital Design. Paidós Diseño. Barcelona
SÁNCHEZ, Y. and TELLADO, F. Wordpress 4.0. The Spider's Web. Anaya Multimedia, Madrid. WILLIAMS, Robin. (2008) Graphic Design. Fundamentals. Anaya Multimedia, Madrid.

Audiovisuals

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12. Content blocks

ACTIVITY 1	Duration: 3 weeks	Weighting: 25%
Description of the activity		

Guided learning practices of the vector program.

Contents

- Behavior and management of the vector stroke. Nomenclature.
- Tools for managing and modulating the stroke.
- Grid and magnetization.
- Trace search. Compound shapes. Compound tracing.
- Types and use of vector text.
- Coloring forms.
- Process and construction of interactive painting versus object in front/behind.
- Gradations and gradient mesh.
- Multiple fillings.
- Creation, use and management of motif samples.
- Transparencies.
- The vector tracing process.
- Masks.
- Malles i fusions.
- 3D effects.
- Observation and debate towards vector aesthetics.
- Resources for the continuity of learning.

Skills

PICK UP	Description
CT - 01	Organize and plan work in an efficient and motivating way.
CT - 04	Use information and communication technologies efficiently.
CG - 18	Optimize the use of the resources necessary to achieve the planned objectives.
GAME - 8	Know the channels that support visual communication and use them according to the communication objectives of the project.
GAME -11	Master the technological resources of visual communication.

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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.
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.
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.
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.
MD12	Agile methodologies	Type of teamwork in which work is carried out in several short periods of time.
MD14	Videotutorials	Video tutorials made by teachers or from networks.

Learning outcomes

RA1	Solve expression and communication problems with specialized infographic programs.
RA2	Relate the usefulness of each program, technique or resource, their complementarity with each other and the suitability of their applications within the process of a design project.
RA3	Execute each computer program, technique or resource to achieve a formal resolution in accordance with established criteria.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Make correct use of the tools/techniques/resources used. 35%

Follow the guidelines indicated for the resolution of each practice. 30%

Creative quality and experimentation in formal representation in accordance with established requirements. 5%

Degree of follow-up in the classroom. 30%

Specific recovery criteria within continuous assessment

Make correct use of the tools/techniques/resources used.

Follow the guidelines indicated for solving each practice.

Creative quality and experimentation in formal representation in accordance with established requirements.

Degree of follow-up in the classroom.

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Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Make correct use of the tools/techniques/resources used.

Follow the guidelines indicated for solving each practice.

Creative quality and experimentation in formal representation in accordance with established requirements.

Recovery instruments outside of continuous assessment

The student must submit all the activities carried out in the subject and pass a practical test where they demonstrate their knowledge of digital tools applied to graphic design.

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ACTIVITY 2	Duration: 4 weeks	Weighting: 25%
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Description of the activity

Design of a complex infographic or illustration.

Contents

- Behavior and management of the vector stroke. Nomenclature.
- Tools for managing and modulating the stroke.
- Grid and magnetization.
- Trace search. Compound shapes. Compound tracing.
- Types and use of vector text.
- Coloring forms.
- Process and construction of interactive painting versus object in front/behind.
- Gradations and gradient mesh.
- Multiple fillings.
- Creation, use and management of motif samples.
- Transparencies.
- The vector tracing process.
- Masks.
- Malles i fusions.
- 3D effects.
- Observation and debate towards vector aesthetics.
- Resources for the continuity of learning.

Skills

CT - 01	Organize and plan work in an efficient and motivating way.
CT - 04	Use information and communication technologies efficiently.
CG-18	Optimize the use of the resources necessary to achieve the planned objectives.
GAME -2	Master the formal resources of expression and visual communication.
GAME -8	Know the channels that support visual communication and use them according to the communication objectives of the project.
GAME -11	Master the technological resources of visual communication.
GRA-12	Master digital technology for processing images, texts and sounds.
CG - 02	Master the languages and expressive resources of representation and communication.

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.
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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.
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.
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.
MD12	Agile methodologies	Type of teamwork in which work is carried out in several short periods of time.
MD14	Videotutorials	Video tutorials made by teachers or from networks.

Learning outcomes

RA1	Solve expression and communication problems with specialized infographic programs.
RA2	Relate the usefulness of each program, technique or resource, their complementarity with each other and the suitability of their applications within the process of a design project.
RA3	Execute each computer program, technique or resource to achieve a formal resolution in accordance with established criteria.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Make correct use of the tools/techniques/resources used. 50%

Follow the guidelines indicated for the resolution of each practice. 20%

Creative quality and experimentation in formal representation in accordance with established requirements. 10%

Degree of follow-up in the classroom. 20%

Recovery instruments outside of continuous assessment

The student must submit all the activities carried out in the subject and pass a practical test where they demonstrate their knowledge of digital tools applied to graphic design.

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ACTIVITY 3	Duration:6weeks	Weighting:30%
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Description of the activity

Layout, desktop publishing and typographic management with programs such as Adobe Indesign:

Guided practice for learning the InDesign program. An identical copy of a selection of pages from a newspaper, Sunday newspaper or specialized magazine is requested.

And then an autonomous layout exercise where the student must create a complex editorial piece such as a catalog or a section of a magazine or newspaper.

Contents

- The Swiss structure of graphic space and the page.
- Order in graphic space. Grid systems.
- The grid based on line spacing. Typographic calculation with fields and intervals for grid fit.
- Style sheets. Paragraph, character, nested...
- Processing of long texts.
- Processing and exploration of short texts.
- Alignments and justification parameters.
- Syllable separation adequacy
- Image processing. Resolution control, container/content matching.
Linking/embedding,
- Technical coexistence between text and image.
- File management between vector and layout software.
- Introduction to useful orthotypography tips.
- Color management and prepress.

Skills

CT - 01	Organize and plan work in an efficient and motivating way.
CT - 04	Use information and communication technologies efficiently.
CG-18	Optimize the use of the resources necessary to achieve the planned objectives.
GAME -2	Master the formal resources of expression and visual communication.
GAME -8	Know the channels that support visual communication and use them according to the communication objectives of the project.
GAME -11	Master the technological resources of visual communication.
CG - 02	Master the languages and expressive resources of representation and communication.

Applied teaching methodologies

MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of
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		students, the student has a passive role, that of a receiver.
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.
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.
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.
MD12	Agile methodologies	Type of teamwork in which work is carried out in several short periods of time.
MD14	Videotutorials	Video tutorials made by teachers or from networks.

Learning outcomes

RA1	Solve expression and communication problems with specialized infographic programs.
RA2	Relate the usefulness of each program, technique or resource, their complementarity with each other and the suitability of their applications within the process of a design project.
RA3	Execute each computer program, technique or resource to achieve a formal resolution in accordance with established criteria.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Make correct use of the tools/techniques/resources used. 50%

Follow the guidelines indicated for the resolution of each practice. 20%

Creative quality and experimentation in formal representation in accordance with established requirements. 10%

Degree of follow-up in the classroom. 20%

Recovery instruments outside of continuous assessment

The student must submit all the activities carried out in the subject and pass a practical test where they demonstrate their knowledge of digital tools applied to graphic design.

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ACTIVITY 4	Duration: 3 weeks	Weighting:20%
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Description of the activity

Introduction to interactivity with programs such as Adobe Indesign.

Contents

- Indesign interaction.
- Links with hyperlinks.
- Links with buttons.
- Pop-Up Buttons,
- Object states.
- Videos and sound.
- Bookmarks.
- TDC.
- Animations.
- Image gallery
- Transitions
- Forms.
- Export formats / interactive pdf and epub.

Skills

CT - 01	Organize and plan work in an efficient and motivating way.
CT - 04	Use information and communication technologies efficiently.
CG-18	Optimize the use of the resources necessary to achieve the planned objectives.
GAME -8	Know the channels that support visual communication and use them according to the communication objectives of the project.
GAME -11	Master the technological resources of visual communication.
GAME -12	Master digital technology for processing images, texts and sounds.
CG - 02	Master the languages and expressive resources of representation and communication.

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.
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.
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.

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MD12	Agile methodologies	Type of teamwork in which work is carried out in several short periods of time.
MD14	Videotutorials	Video tutorials made by teachers or from networks.

Learning outcomes

RA1	Solve expression and communication problems with specialized infographic programs.
RA2	Relate the usefulness of each program, technique or resource, their complementarity with each other and the suitability of their applications within the process of a design project.
RA3	Execute each computer program, technique or resource to achieve a formal resolution in accordance with established criteria.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Make correct use of the tools/techniques/resources used. 50%

Follow the guidelines indicated for the resolution of each practice. 20%

Creative quality and experimentation in formal representation in accordance with established requirements. 10%

Degree of follow-up in the classroom. 20%

Recovery instruments outside of continuous assessment

The student must submit all the activities carried out in the subject and pass a practical test where they demonstrate their knowledge of digital tools applied to graphic design.