

Guia Docent del Grau en Disseny

4S_FTHER_Graphic design projects 2

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

Subject: Graphic design projects

Type: Compulsory Graphic Design Training

Credits: 8 ECTS

Total hours: 200 h

Course: 2

Hours/week: 12,5 h

Semester: 4

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

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 7 h

Prerequisites:

1. Presentation of the subject

The Graphic Design Projects 2 subject is configured as a continuation of Graphic Design Projects 1, in which students have acquired a design methodology that they will have to continue developing in order to progress in their learning.

Graphic Design Projects 2 will introduce students in the graphic design specialty to new areas of study such as periodicals, information design and advertising campaigns. Regarding the design of periodicals, the particularities of each medium, origin, evolution, current trends, technical, functional and communicative conditions of this specific environment will be defined.

Through practical implementation, students will pay special attention to the use of typography, compositional elements, layout, photographic images or illustrations applied to publications, project management, presentation materials and finishes. Finally, there will be two projects: one within information design where information will be transmitted in a graphical form and an advertising campaign that will be developed in different media (online and offline).

The subject aims to raise awareness of the fact that the importance of design does not simply lie in the (necessary) tools and technical capabilities but, basically, in the concepts implicit in any design work: awakening interest in the social environment where their work will be developed and curiosity to learn about aspects of culture, politics and the economy of the world around them.

2. Course contents

Specific contents

- Design of periodicals, general characteristics.
 - Current context and trends.
 - Characteristics of the medium from a graphic design point of view.
 - Graphic processing of information: Hierarchies, covers, graphic continuity. Editorial profile.

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- Schematic design.
 - Sequencing of information.
 - Hierarchy of images and texts.
 - Types depending on use.
 - Typologies depending on the support.
- The advertising campaign:
 - Objectives.
 - Strategies and planning.
 - Supports and media.

Generic contents

- Documentary research and interpretation of sources.
- Conceptualization and development of editorial proposals, infographics and advertising campaigns.
- Techniques for visualizing ideas.
- Criteria for ranking and organizing information.
- Presentation resources and techniques.
- Digital technology for presenting the proposal: graphic, audiovisual and interactive resources.
- Planning and organization of teamwork.

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-03	Solve problems and make decisions that meet the objectives of the work being carried out.	x	x
CT-06	Perform self-criticism towards one's own professional and interpersonal performance.	x	x
CT-07	Use communication skills and constructive criticism in teamwork.	x	x
CT-13	Seek excellence and quality in professional activity.	x	x
CT-14	Master the research methodology in the generation of viable projects, ideas and solutions.	x	x

General skills		Subject	Subject
CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.	x	x
CG-11	Communicate ideas and projects to clients, argue reasonably, know how to evaluate proposals and channel dialogue.	x	x
CG-17	Plan, evaluate and develop learning strategies appropriate to achieving personal and professional goals.	x	x

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Specific Graphic Design skills		Subject	Subject
GRA-01	Generate, develop and materialize ideas, concepts and images for complex communication programs.	x	x
GRA-03	Understand and use the capacity for meaning of graphic language.	x	x
GRA-04	Master the procedures for creating communicative codes.	x	x
GRA-06	Interrelate formal and symbolic languages with specific functionality.	x	x

4. Subject learning outcomes

SUN	Description of the learning outcome	Skills
RA-01	Reflect on the problem and apply a coherent methodology (Recognize and apply different documentary search strategies to obtain significant data to conceive a project).	CT-14
RA-02	Follow an orderly and logical methodological process in the situation and communicative environment of the project (Organize and interpret the documentation to define the objectives and conditions of the project).	CG-01, CG-17
RA-03	Argue and represent clearly and globally (Present, communicate, defend and argue the project with critical reasoning and self-critical vision).	CT-06, CG-11
RA-04	Plan, manage and develop ideas to achieve an efficient communicative synthesis (Plan and develop the most suitable proposal).	CT-01, CT-03
RA-05	Establish coherent relationships between form, function and communication (Experiment; propose and evaluate ideas, concepts and solutions).	CT-13, CG-01, GRA-01, GRA-06
RA-06	Know and use communication support channels. (<i>Know the channels that support visual communication and use them according to the project's communication objectives.</i>)	CG-11
RA-07	Rigorously apply representation techniques in material and digital support in the definition of the project.	CT-13, GRA-04, GRA-06
RA-08	Apply presentation techniques with communicative clarity to explain, accept and promote the project.	CG-11, GRA-03, GRA-10
RA-09	Integrate knowledge and analysis of current design trends into the project.	CT-01, CT-14
RA-10	Knowing how to coordinate and integrate with the group, responsibly assuming the relevant role within teamwork.	CT-06, CT-07
RA-11	Recognize and generate the different elements that make up a publication, an infographic and an advertising campaign.	GRA-01, CG-17
RA-12	Intentionally use graphic resources to synthesize and improve communication.	GRA-03
RA-13	Imagine the discursive style (linguistic code), depending on the target.	GRA-01
RA-14	Recognize the different types of information and their graphic treatment, taking into account the different editing elements and levels of communication.	GRA-01
RA-15	Identify problems based on editing, design and communication needs.	CT-06, CT-13, GRA-10
RA-16	Synthesize the information and create an outline with the relevant information to develop the project.	CT-01, CT-14
RA-17	Organize and present specific information, identifying and ranking different reading levels.	GRA-03
RA-18	Deepen concepts about typographic rhythm and color.	GRA-07
RA-19	Use design programs correctly to create a printed editorial product.	CT-13, CG-01
RA-20	Understand the workflow in the field of design, production and final production of a publishing product.	CT-13

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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
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
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
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
MD14	Individualized tutoring	Individual monitoring of work progress with personalized feedback.	x

6. Training activities of the subject

Get up	Description	Duration	Weighting
AF1	Periodical publications	7 weeks	45%
AF2	Iconographic scheme design: Infographics	5 weeks	30%
AF3	Online and offline communication campaign	4 weeks	25%

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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 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.
 - Force majeure is understood to mean: serious illness or temporary incapacity (hospitalization) of student or a first-degree relative, coincidence with an official language level or driving license ex

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inexcusable duties before the administration or death of a first- or second-degree relative. It must be requested in an argued and justified manner in the form of [generic application](#), addressed to the campus management, and must necessarily include the original with a stamp of the document proving the major cause alleged.

- The evaluation process is based on the student's personal work and presupposes the authenticity of the authorship and originality of the exercises carried out. Any act of copying and/or plagiarism or irregular use of Artificial Intelligence (AI) will result in the immediate and irrevocable suspension of the assessable activity, without the right to recovery.

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

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

Specific evaluation criteria within continuous evaluation

Phase 1. Documentary Fence
Phase 2. Data interpretation
Phase 3. Creation
Phase 4. Project development
Phase 5. Communicate a project individually

AF1. Periodical publications.

Phase 1. Documentary Fence
Phase 2. Data interpretation

1+2: 20% < 30% Max.

- Relevance of the sources consulted. RA-01, RA-02, RA-09 (20% - 40%)
- Structure of the analysis and synthesis of research information.. RA-02, RA-09, RA-16, RA-12 (20% - 40%)
- Spelling and presentation. RA-07 (20% - 40%)
- Problem definition (briefing). RA-02, RA-15, RA-16 (20% - 40%)
- Teamwork(Not mandatory) RA-10:/ Self-assessment. RA-03 (0 - 10%)

Phase 3. Creation

20% < 30% Max.

- Quality of the proposals.RA-04, RA-07, RA-08 (20% - 30%)
- Use of more manual tools and resources.RA-07, RA-11, RA-19, RA-12(15% - 20%)
- Degree of relationship between ideas and concepts that lead to developing working hypotheses.RA-05, RA-11, RA-13, RA-17, RA-12(20% - 40%)
- Project monitoring with the teaching staffRA-02, RA-20, (5% - 10%)
- Teamwork(Not mandatory) RA-10:/ Self-assessment. RA-03 (0 - 5%)

Phase 4. Project development

20% < 30% Max.

- Formal quality of the solution. RA-05, RA-07, RA-09, RA-11, RA-14, RA-18, RA-19 (20 - 30%)

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- Quality of manual or digital graphic representation (Technical description) RA-05, RA-07 (20 - 30%)
- Quality of presentation of project documents, RA-06, RA-08 (10 - 25%)
- Project monitoring with teaching staff RA-02, RA-20, (5 - 15%)
- Teamwork (Not mandatory) DAY-10:/ Self-assessment. RA-03 (0 - 5%)

Phase 5. Communicate a project individually

10%

- Expression and communication in front of the class group. RA-03, RA-08, RA-17, RA-21 (50%)
- Quality of graphic and audiovisual resources. RA-06 (50%)

The detection of serious spelling errors represents the return of the work and its correction in order to be evaluated.

AF2. Iconographic scheme design: Infographics

Phase 1. Documentary Fence

Phase 2. Data interpretation

1+2: 20% < 30% Max.

- Relevance of the sources consulted. RA-01, RA-02, RA-09 (20% - 40%)
- Structure of the analysis and synthesis of research information.. RA-02, RA-09, RA-16, RA-12 (20% - 40%)
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AF3. Online and offline communication campaign

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Phase 1. Documentary Fence

Phase 2. Data interpretation

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Phase 5. Communicate a project individually

10%

- Expression and communication in front of the class group. RA-03, RA-08, RA-17, RA-21 (50%)
- Quality of graphic and audiovisual resources. RA-06 (50%)

The detection of serious spelling errors represents the return of the work and its correction in order to be evaluated.

Evaluation instruments within continuous evaluation

Rubrics.

Questionnaires.

Individual and/or group feedback: written or oral.

Monitoring reports.

Direct observations.

Self-assessment.

Co-evaluation.

Course activities.

7.2. Recovery

General recovery criteria

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

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

Specific recovery criteria within continuous assessment

To make up, the pending activity or activities must be submitted with the requested improvements or changes, within the recovery period established by the teaching staff and, if none is established, recovery can be done during the recovery week with the specific criteria of continuous assessment.

Specific recovery criteria outside of continuous assessment

Students with attendance between 60 and 80%:

- Written/practical test of an eliminatory nature with the content of the entire subject. The same evaluation criteria are considered, excluding the monitoring of the project with the teaching staff. (40%).
- Submission of pending work with the same initial requirements and evaluation criteria (60%).

Students with activities that do not comply with the format and delivery deadline conditions:

- Delivery of pending work with the same initial requirements and evaluation criteria.

In all cases, deliveries and tests will be carried out during the week of recoveries.

end of semester.

Subject recovery instruments outside of continuous assessment

Written/practical tests

Course activities

Rubrics

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.

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

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

9. Copying, plagiarism, and academic honesty

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

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

10. Use of Artificial Intelligence (AI)

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

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

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

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

11. Sources of information and teaching resources

Basic bibliography

Editorial:

JARDÍ, E. (2021) Fifty-some tips on typography. Barcelona: Editorial Gustavo Gili.
MÜLLER-BROCKMAN, J. (1992) Grid systems. Barcelona: Editorial Gustavo Gili.

Schematic

COSTA, J. (1998) Schematics: Visualizing Information. Barcelona: Paidós Ibérica.

Campaign

BERNAYS, E. (2008) Propaganda. Editorial Melusina.

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Reference bibliography and other resources

Periodical publications

- CALDWELL, C., and ZAPPATERRA, Y. (2014) Editorial design. Newspapers and magazines / Print and digital media. Barcelona: Editorial Gustavo Gili.
- DE BUEN, J. (2000) Editorial Design Manual. Mexico: Santillana Publishing House
- LESLIE, J. (2003) New magazine design 2. Barcelona: Editorial Gustavo Gili.
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- SAMARA, T. (2004) Designing with and without a grid. Barcelona: Editorial Gustavo Gili.
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- VILCHES, L. (1995) Reading the Image. Barcelona: Ed. Paidós.

Information design

- AA.VV. (2008) Dataflow. Berlin: Ed. Gestalten
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- CAIRO, A. (2011) Functional Art. Madrid: Alamut Publishing House
- COSTA, J. (1998) Schematics. Barcelona: Editorial Paidós
- COSTA, J., MOLES, A., and JANISZEWSKI, L. (1988) The didactic image. Barcelona: Editorial Ceac
- MAEDA, J. (2007) The laws of simplicity. Barcelona: Gedisa Editorial
- MEIRELLES, I. (2014) Information in Design. Barcelona: Ed. Parramón. Arts & Design
- MIJKSENAAR, P. (2001) An Introduction to Information Design. (Original ed. 1997). Barcelona: Gustavo Gili.
- TUFTE, E. The Visual Representation of Quantitative Information. Ebook. Retrieved from www.tufte.com
- WILDBUR, P., and BURKE, M. (1998). Infographics. Innovative solutions in contemporary design. Barcelona: Gustavo Gili.
- CCCB. Big Band Data. Retrieved at <http://bigbangdata.cccb.org/es/>
- Krum, Randy. Cool Infographics. Recuperat a coolinfographics.com
- McCandless, D. Information is beautiful. Recuperat a www.informationisbeautiful.net
- Data visualization. Recuperat a <http://selection.datavisualization.ch/>
- Visual Complexity. Recuperat a www.visualcomplexity.com
- Visualizing. Recuperat a visualizing.org
- Visualising Data. Recuperat a www.visualisingdata.com
- TheGuardian - DataBlog. Recuperat a www.theguardian.com/news/datablog
- La Nación - DataBlog. Recover at <http://blogs.lanacion.com.ar/data/>
- Advertising campaigns and media evaluation instruments within the
- BARFOOT, C., BURTENSCHAW, K., & MAHON, N. (2008). Principles of Advertising: The Creative Process - Agencies, Campaigns, Media, Ideas, and Art Direction. Gustavo Gili
- BASSAT, L. (2001). The Red Book of Advertising. Barcelona: Plaza y Janés.
- KLEPPNER. (2005) Advertising (16th edition). Mexico: Prentice Hall
- NAVARRO GUTIÉRREZ, C. (2007). Effective Advertising Creativity. Madrid: ESIC.
- ROMERO, M. V. (2005). Advertising Language. Barcelona: Ariel Comunicación.
- PRICKEN, M. (2004). Creative Advertising. Madrid: Gustavo Gili.
- Advertising creation. Recovered from <http://adsoftheworld.com>

Audiovisuals

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12. Training activity sheets

ACTIVITY 1	Duration: 7 weeks	Weighting: 45%
Description of the activity		
PERIODIC PUBLICATIONS Study of the characteristics of a periodical publication. Students will have to detect the parameters that define the basis of a publication: its structure, typography, editing, rhythm, etc. and make a proposal for an editorial product. One or two editorial projects can be worked on depending on the complexity of the proposed publication (as a team or individually). Or, propose a publication whose contents integrate the rest of the projects and subjects worked on throughout the course. PUBLICATION PROPOSAL IN DIFFERENT PHASES: Phase 1. Documentary Fence Selection and study of a publication taking into account conceptual, formal, functional and commercial parameters: content, structure, hierarchy, rhythm, readability, production, use and audience. Study of covers and double pages, typographic criteria, styles, etc. Treatment of photographs, illustrations and infographics. Phase 2. Data interpretation Choice of the topic on which the publication will be made. Research of the content. Analysis and discrimination of the graphic material. Possible approaches, presentation of one or more alternatives. Proposal to the teacher on how the project will be developed. Phase 3. Creation Presentation of the project approach and development sketches. Design of the model. Phase 4. Development of the project Layout. Creation of a printed mockup of the publication. The mockup will also be delivered in digital format. Phase 5. Communicate a project individually Presentation of the process until reaching the final solution. A report will be submitted based on given guidelines.		
Contents		

- Design of periodicals, general characteristics.
 - Current context and trends.
 - Characteristics of the medium from a graphic design point of view.
 - Graphic processing of information: Hierarchies, covers, graphic continuity. Editorial profile.

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- Generic contents
 - Documentary research and interpretation of sources.
 - Conceptualization and development of editorial proposals, infographics and advertising campaigns.
 - Techniques for visualizing ideas.
 - Criteria for ranking and organizing information.
 - Presentation resources and techniques.
 - Digital technology for presenting the proposal: graphic, audiovisual and interactive resources.
 - Planning and organization of teamwork.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-06	Perform self-criticism towards one's own professional and interpersonal performance.
CT-07	Use communication skills and constructive criticism in teamwork
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CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.
CG-11	Communicate ideas and projects to clients, argue reasonably, know how to evaluate proposals and channel dialogue.
CG-17	Plan, evaluate and develop learning strategies appropriate to achieving personal and professional goals.
GRA-01	Generate, develop and materialize ideas, concepts and images for complex communication programs.
GRA-03	Understand and use the capacity for meaning of graphic language.
GRA-04	Master the procedures for creating communicative codes.
GRA-06	Interrelate formal and symbolic languages with specific functionality.
GRA-10	Apply methods to verify communicative effectiveness.

Applied teaching methodologies

MD1	Conference and/or master class The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD2	Debate and/or discussion The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.

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MD3	Readings and/or comments Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
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.
MD6	Presentations and/or defenses Publicly presenting the results of a work, project or research in front of an audience.
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.
MD8	Project work Project or problem based on the real or professional world that needs to be solved independently or in a group.
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.
MD11	Collaborative work Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.
MD14	Individualized tutoring Individual monitoring of work progress with feedback

Learning outcomes

RA-01	Reflect on the problem and apply a coherent methodology (Recognize and apply different documentary search strategies to obtain significant data to conceive a project).
RA-02	Follow an orderly and logical methodological process in the situation and communicative environment of the project (Organize and interpret the documentation to define the objectives and conditions of the project).
RA-03	Argue and represent clearly and globally (Present, communicate, defend and argue the project with critical reasoning and self-critical vision).
RA-04	Plan, manage and develop ideas to achieve an efficient communicative synthesis (Plan and develop the most suitable proposal).
RA-05	Establish coherent relationships between form, function and communication (Experiment; propose and evaluate ideas, concepts and solutions).
RA-06	Know and use communication support channels. (<i>Know the channels that support visual communication and use them according to the project's communication objectives.</i>)
RA-07	Rigorously apply representation techniques in material and digital support in the definition of the project.
RA-08	Apply presentation techniques with communicative clarity to explain, accept and promote the project.
RA-09	Integrate knowledge and analysis of current design trends into the project.
RA-10	Knowing how to coordinate and integrate with the group, responsibly assuming the relevant role within a teamwork.
RA-11	Recognize and generate the different elements that make up a publication, an infographic and an advertising campaign.

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RA-12	Intentionally use graphic resources to synthesize and improve communication.
RA-13	Imagine the discursive style (linguistic code), depending on the target.
RA-14	Recognize the different types of information and their graphic treatment, taking into account the different editing elements and levels of communication.
RA-15	Identify problems based on editing, design and communication needs.
RA-16	Synthesize the information and create an outline with the relevant information to develop the project.
RA-17	Organize and present specific information, identifying and ranking different reading levels.
RA-18	Deepen concepts about typographic rhythm and color.
RA-19	Use design programs correctly to create a printed editorial product.
RA-20	Understand the workflow in the field of design, production and final production of a publishing product.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Phase 1. Documentary Fence

Phase 2. Data interpretation

1+2: 20% < 30% Max.

- Relevance of the sources consulted. LA1, LA2, LA9 (20% - 40%)
- Structure of the analysis and synthesis of research information.. RA2, RA9, RA16, RA12 (20% - 40%)
- Spelling and presentation. LO7 (20% - 40%)
- Problem definition (briefing). LO2, LO15, LO16 (20% - 40%)
- Teamwork(Not mandatory), LA10:/ Self-assessment. LO3 (0 - 10%)

Phase 3. Creation

20% < 30% Max.

- Quality of the proposals.RA-04, RA-07, RA-08 (20% - 30%)
- Use of more manual tools and resources.RA-07, RA-11, RA-19, RA-12(15% - 20%)
- Degree of relationship between ideas and concepts that lead to developing working hypotheses.RA-05, RA-11, RA-13, RA-17, RA-12(20% - 40%)
- Project monitoring with the teaching staffRA-02, RA-20, (5% -10%)
- Teamwork(Not mandatory) RA-10:/ Self-assessment. RA-03 (0 - 5%)

Phase 4. Project development

20% < 30% Max.

- Formal quality of the solution. RA-05, RA-07, RA-09, RA-11, RA-14, RA-18, RA-19 (20-30%)
- Quality of manual or digital graphic representation (Technical description) RA-05, RA-07 (20-30%)
- Quality of presentation of project documents, RA-06, RA-08 (10-25%)
- Project monitoring with the teaching staffRA-02, RA-20, (5-15%)
- Teamwork(Not mandatory) RA-10:/ Self-assessment. RA-03 (0-5%)

Phase 5. Communicate a project individually

10%

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- Expression and communication in front of the class group. RA-03, RA-08, RA-17, RA-21 (50%)
- Quality of graphic and audiovisual resources. RA-06 (50%)

The detection of serious spelling errors represents the return of the work and its correction in order to be evaluated.

Evaluation instruments within continuous evaluation

Rubrics.
Questionnaires.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Self-assessment.
Co-evaluation.
Course activities.

Specific recovery criteria within continuous assessment

To make up, the pending activity or activities must be submitted with the requested improvements or changes, within the recovery period established by the teaching staff and, if none is established, recovery can be done during the recovery week with the specific criteria of continuous assessment.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students with attendance between 60 and 80%:

- Written/practical test of an eliminatory nature with the content of the entire subject. The same evaluation criteria are considered, excluding the monitoring of the project with the teaching staff. (40%).
- Submission of pending work with the same initial requirements and evaluation criteria (60%).

Students with activities that do not comply with the format and delivery deadline conditions

- Delivery of pending work with the same initial requirements and evaluation criteria.

In all cases, deliveries and tests will be carried out during the week of recoveries.

end of semester.

Recovery instruments outside of continuous assessment

Written/practical tests
Course activities
Rubrics

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ACTIVITY 2	Duration: 5 weeks	Weighting: 30%
Description of the activity		

SCHEMATIC DESIGN: INFOGRAPHIC

Creation of an infographic to visualize and make certain data understandable.

The documentation phase will be done in a group (optional) and then the visualization proposal will be done individually.

PREPARATION OF AN INFOGRAPHIC IN DIFFERENT PHASES:

Phase 1. Documentary Fence

Creation of working groups. Research of printed examples of infographic languages suitable for the proposed assignment.

Data collection.

Synthesize the information.

Creation of an outline of the infographic information.

Phase 2. Data interpretation

Possible approaches, presentation of one or more alternatives. Proposal to the teacher on how the project will be developed.

Phase 3. Creation

Preparation of two graphic tests at the sketch level based on the diagram (individual).

Phase 4. Project development

Final layout (individual).

The final result will be delivered in print and digital format.

Phase 5. Communicate a project individually

Presentation of the process until reaching the final solution.

A report will be submitted based on given guidelines, which will include the documentary search, data interpretation and the evolution of the design proposal.

Contents

- Schematic design.
 - Sequencing of information.
 - Hierarchy of images and texts.
 - Types depending on use.

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- Typologies depending on the support.
- Generic contents
 - Documentary research and interpretation of sources.
 - Conceptualization and development of editorial proposals, infographics and advertising campaigns.
 - Techniques for visualizing ideas.
 - Criteria for ranking and organizing information.
 - Presentation resources and techniques.
 - Digital technology for presenting the proposal: graphic, audiovisual and interactive resources.
 - Planning and organization of teamwork.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-06	Perform self-criticism towards one's own professional and interpersonal performance.
CT-07	Use communication skills and constructive criticism in teamwork
CT-13	Seek excellence and quality in professional activity.
CT-14	Master the research methodology in the generation of viable projects, ideas and solutions.
CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.
CG-11	Communicate ideas and projects to clients, argue reasonably, know how to evaluate proposals and channel dialogue.
CG-17	Plan, evaluate and develop learning strategies appropriate to achieving personal and professional goals.
GRA-01	Generate, develop and materialize ideas, concepts and images for complex communication programs.
GRA-03	Understand and use the capacity for meaning of graphic language.
GRA-04	Master the procedures for creating communicative codes.
GRA-06	Interrelate formal and symbolic languages with specific functionality.
GRA-10	Apply methods to verify communicative effectiveness.

Applied teaching methodologies

MD1	Conference and/or master class The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD2	Debate and/or discussion The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking

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and active participation of students in the classroom.

MD3	Readings and/or comments Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
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.
MD6	Presentations and/or defenses Publicly presenting the results of a work, project or research in front of an audience.
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.
MD8	Project work Project or problem based on the real or professional world that needs to be solved independently or in a group.
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.
MD11	Collaborative work Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.
MD14	Individualized tutoring. Individual monitoring of work progress with feedback.

Learning outcomes

RA-01	Reflect on the problem and apply a coherent methodology (Recognize and apply different documentary search strategies to obtain significant data to conceive a project).
RA-02	Follow an orderly and logical methodological process in the situation and communicative environment of the project (Organize and interpret the documentation to define the objectives and conditions of the project).
RA-03	Argue and represent clearly and globally (Present, communicate, defend and argue the project with critical reasoning and self-critical vision).
RA-04	Plan, manage and develop ideas to achieve an efficient communicative synthesis (Plan and develop the most suitable proposal).
RA-05	Establish coherent relationships between form, function and communication (Experiment; propose and evaluate ideas, concepts and solutions).
RA-06	Know and use communication support channels. (<i>Know the channels that support visual communication and use them according to the project's communication objectives.</i>)
RA-07	Rigorously apply representation techniques in material and digital support in the definition of the project.
RA-08	Apply presentation techniques with communicative clarity to explain, accept and promote the project.
RA-09	Integrate knowledge and analysis of current design trends into the project.
RA-10	Knowing how to coordinate and integrate with the group, responsibly assuming the relevant role within a teamwork.
RA-11	Recognize and generate the different elements that make up a publication, an infographic and an advertising

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	campaign.
RA-12	Intentionally use graphic resources to synthesize and improve communication.
RA-13	Imagine the discursive style (linguistic code), depending on the target.
RA-14	Recognize the different types of information and their graphic treatment, taking into account the different editing elements and levels of communication.
RA-15	Identify problems based on editing, design and communication needs.
RA-16	Synthesize the information and create a diagram with the relevant information to develop the project.
RA-17	Organize and present specific information, identifying and ranking different reading levels.
RA-18	Deepen concepts about typographic rhythm and color.
RA-19	Use design programs correctly to create a printed editorial product.
RA-20	Understand the workflow in the field of design, production and final production of a publishing product.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Phase 1. Documentary Fence

Phase 2. Data interpretation

1+2: 20% < 30% Max.

- Relevance of the sources consulted. RA-01, RA-02, RA-09 (20% - 40%)
- Structure of the analysis and synthesis of research information.. RA-02, RA-09, RA-16, RA-12 (20% - 40%)
- Spelling and presentation. RA-07 (20% - 40%)
- Problem definition (briefing). RA-02, RA-15, RA-16 (20% - 40%)
- Teamwork(Not mandatory) RA-10:/ Self-assessment. RA-03 (0 - 10%)

Phase 3. Creation

20% < 30% Max.

- Quality of the proposals.RA-04, RA-07, RA-08 (20% - 30%)
- Use of more manual tools and resources.RA-07, RA-11, RA-19, RA-12(15% - 20%)
- Degree of relationship between ideas and concepts that lead to developing working hypotheses.RA-05, RA-11, RA-13, RA-17, RA-12(20% - 40%)
- Project monitoring with the teaching staffRA-02, RA-20, (5% - 10%)
- Teamwork(Not mandatory) RA-10:/ Self-assessment. RA-03 (0 - 5%)

Phase 4. Project development

20% < 30% Max.

- Formal quality of the solution. RA-05, RA-07, RA-09, RA-11, RA-14, RA-18, RA-19 (20 - 30%)
- Quality of manual or digital graphic representation (Technical description) RA-05, RA-07 (20 - 30%)
- Quality of presentation of project documents, RA-06, RA-08 (10 - 25%)
- Project monitoring with teaching staff RA-02, RA-20, (5 - 15%)
- Teamwork (Not mandatory)DAY-10:/ Self-assessment. RA-03 (0 - 5%)

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Phase 5. Communicate a project individually

10%

- Expression and communication in front of the class group. RA-03, RA-08, RA-17, RA-21 (50%)
- Quality of graphic and audiovisual resources. RA-06 (50%)

The detection of serious spelling errors represents the return of the work and its correction in order to be evaluated.

Evaluation instruments within continuous evaluation

Rubrics.

Questionnaires.

Individual and/or group feedback: written or oral.

Monitoring reports.

Direct observations.

Self-assessment.

Co-evaluation.

Course activities.

Specific recovery criteria within continuous assessment

To make up, the pending activity or activities must be submitted with the requested improvements or changes, within the recovery period established by the teaching staff and, if none is established, recovery can be done during the recovery week with the specific criteria of continuous assessment.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students with attendance between 60 and 80%:

- Written/practical test of an eliminatory nature with the content of the entire subject. The same evaluation criteria are considered, excluding the monitoring of the project with the teaching staff. (40%).
- Submission of pending work with the same initial requirements and evaluation criteria (60%).

Students with activities that do not comply with the format and delivery deadline conditions

- Delivery of pending work with the same initial requirements and evaluation criteria.

In all cases, deliveries and tests will be carried out during the week of recoveries.

end of semester.

Recovery instruments outside of continuous assessment

Written/practical tests

Course activities

Rubrics

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ACTIVITY 3	Duration: 4 weeks	Weighting: 25%
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Description of the activity

ON AND OFFLINE COMMUNICATION CAMPAIGN

Development of the concept and graphic image for an advertising campaign based on given communication objectives.

Other types of projects can be proposed such as the design of the campaign image, graphic system and applications.

Phase 1. Documentary Fence

Contribution to expanding the documentation of the proposed topic.

Creation of conceptual maps and research of references.

Phase 2. Data interpretation

Possible approaches, presentation of one or more alternatives.

Proposal to the teacher on how the project will be developed.

Phase 3. Creation

Preparation of two graphic proposals.

Phase 4. Project development Final layout.

The final result will be delivered in print and digital format.

Phase 5. Communicate a project individually Presentation of the process until reaching the final solution.

A report will be submitted based on given guidelines.

Contents

- The advertising campaign:
 - Objectives.
 - Strategies and planning.
 - Supports and media.
- Generic contents:
 - Documentary research and interpretation of sources.
 - Conceptualization and development of editorial proposals, infographics and advertising campaigns.
 - Techniques for visualizing ideas.
 - Criteria for ranking and organizing information.
 - Presentation resources and techniques.
 - Digital technology for presenting the proposal: graphic, audiovisual and interactive resources.
 - Planning and organization of teamwork.

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Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-06	Perform self-criticism towards one's own professional and interpersonal performance.
CT-07	Use communication skills and constructive criticism in teamwork
CT-13	Seek excellence and quality in professional activity.
CT-14	Master the research methodology in the generation of viable projects, ideas and solutions.
CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.
CG-11	Communicate ideas and projects to clients, argue reasonably, know how to evaluate proposals and channel dialogue.
CG-17	Plan, evaluate and develop learning strategies appropriate to achieving personal and professional goals.
GRA-01	Generate, develop and materialize ideas, concepts and images for complex communication programs.
GRA-03	Understand and use the capacity for meaning of graphic language.
GRA-04	Master the procedures for creating communicative codes.
GRA-06	Interrelate formal and symbolic languages with specific functionality.
GRA-10	Apply methods to verify communicative effectiveness.

Applied teaching methodologies

MD1	Conference and/or master class The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD2	Debate and/or discussion The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD3	Readings and/or comments Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
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.
MD6	Presentations and/or defenses Publicly presenting the results of a work, project or research in front of an audience.
MD7	Case study

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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.

MD8	Project work Project or problem based on the real or professional world that needs to be solved independently or in a group.
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.
MD11	Collaborative work Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.
MD14	Individualized tutoring. Individual monitoring of work progress with feedback.

Learning outcomes

RA-01	Reflect on the problem and apply a coherent methodology (Recognize and apply different documentary search strategies to obtain significant data to conceive a project).
RA-02	Follow an orderly and logical methodological process in the situation and communicative environment of the project (Organize and interpret the documentation to define the objectives and conditions of the project).
RA-03	Argue and represent clearly and globally (Present, communicate, defend and argue the project with critical reasoning and self-critical vision).
RA-04	Plan, manage and develop ideas to achieve an efficient communicative synthesis (Plan and develop the most suitable proposal).
RA-05	Establish coherent relationships between form, function and communication (Experiment; propose and evaluate ideas, concepts and solutions).
RA-06	Know and use communication support channels. (<i>Know the channels that support visual communication and use them according to the project's communication objectives.</i>)
RA-07	Rigorously apply representation techniques in material and digital support in the definition of the project.
RA-08	Apply presentation techniques with communicative clarity to explain, accept and promote the project.
RA-09	Integrate knowledge and analysis of current design trends into the project.
RA-10	Knowing how to coordinate and integrate with the group, responsibly assuming the relevant role within a teamwork.
RA-11	Recognize and generate the different elements that make up a publication, an infographic and an advertising campaign.
RA-12	Intentionally use graphic resources to synthesize and improve communication.
RA-13	Imagine the discursive style (linguistic code), depending on the target.
RA-14	Recognize the different types of information and their graphic treatment, taking into account the different editing elements and levels of communication.
RA-15	Identify problems based on editing, design and communication needs.
RA-16	Synthesize the information and create an outline with the relevant information to develop the project.
RA-17	Organize and present specific information, identifying and ranking different reading levels.

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RA-18	Deepen concepts about typographic rhythm and color.
RA-19	Use design programs correctly to create a printed editorial product.
RA-20	Understand the workflow in the field of design, production and final production of a publishing product.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Phase 1. Documentary Fence

Phase 2. Data interpretation

1+2: 20% < 30% Max.

- Relevance of the sources consulted. RA-01, RA-02, RA-09 (20% - 40%)
- Structure of the analysis and synthesis of research information.. RA-02, RA-09, RA-16, RA-12 (20% - 40%)
- Spelling and presentation. RA-07 (20% - 40%)
- Problem definition (briefing). RA-02, RA-15, RA-16 (20% - 40%)
- Teamwork(Not mandatory) RA-10:/ Self-assessment. RA-03 (0 - 10%)

Phase 3. Creation

20% < 30% Max.

- Quality of the proposals.RA-04, RA-07, RA-08 (20% - 30%)
- Use of more manual tools and resources.RA-07, RA-11, RA-19, RA-12(15% - 20%)
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- Project monitoring with the teaching staffRA-02, RA-20, (5% - 10%)
- Teamwork(Not mandatory) RA-10:/ Self-assessment. RA-03 (0 - 5%)

Phase 4. Project development

20% < 30% Max.

- Formal quality of the solution. RA-05, RA-07, RA-09, RA-11, RA-14, RA-18, RA-19 (20 - 30%)
- Quality of manual or digital graphic representation (Technical description) RA-05, RA-07 (20 - 30%)
- Quality of presentation of project documents, RA-06, RA-08 (10 - 25%)
- Project monitoring with teaching staff RA-02, RA-20, (5 - 15%)
- Teamwork (Not mandatory)DAY-10:/ Self-assessment. RA-03 (0 - 5%)

Phase 5. Communicate a project individually

10%

- Expression and communication in front of the class group. RA-03. RA-08. RA-17. RA-21 (50%)
- Quality of graphic and audiovisual resources. RA-06 (50%)

The detection of serious spelling errors represents the return of the work and its correction in order to be evaluated.

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Evaluation instruments within continuous evaluation

Rubrics.
Questionnaires.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Self-assessment.
Co-evaluation.
Course activities.

Specific recovery criteria within continuous assessment

To make up, the pending activity or activities must be submitted with the requested improvements or changes, within the recovery period established by the teaching staff and, if none is established, recovery can be done during the recovery week with the specific criteria of continuous assessment.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students with attendance between 60 and 80%:

- Written/practical test of an eliminatory nature with the content of the entire subject. The same evaluation criteria are considered, excluding the monitoring of the project with the teaching staff. (40%).
- Submission of pending work with the same initial requirements and evaluation criteria (60%).

Students with activities that do not comply with the format and delivery deadline conditions

- Delivery of pending work with the same initial requirements and evaluation criteria.

In all cases, deliveries and tests will be carried out during the week of recoveries.

end of semester.

Recovery instruments outside of continuous assessment

Written/practical tests
Course activities
Rubrics

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