

5/6S_ON_Applied textile techniques

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

Subject: Workshop on applications, techniques and resources

Type: Optional

Credits: 3 ECTS

Total hours: 75 h

Course: 3

Hours/week: 4,7 h

Semester: 5/6

Face-to-face hours/week: 2 h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 2,7 h

Prerequisites:

1. Presentation of the subject

The elective Applied Textile Techniques can be considered a workshop of finishing and finishing of an artisanal and creative type where different coating materials, three-dimensional fabrics, pleating using different techniques, embossing, reserves, etc. are worked on, creating a dossier of different samples. Modifications of the different textile structures are considered in order to give touch, shape and/or color.

To achieve the results, physical and chemical methods are used, in addition to the reuse of plastic materials, fabrics and other support materials. It is aimed at acquiring the theory of the different materials that can be modified, the different types of effects on fabrics and the techniques to be used, and at providing a basis for making samples with different applications. The autonomy of the students is enhanced when choosing the combination of techniques and materials to obtain the desired result according to the proposed options.

The elective allows the expansion of the portfolio of materials and the identification of different techniques in avant-garde designs thanks to research into treatments of textile materials of chemical, physical and natural origin.

2. Course contents

Knowledge and use of tools and materials, especially knowledge of thermoplastic textile fibers and sublimation techniques.

Theoretical and/or scientific bases.

Nature and behavior of materials

Handicraft and traditional techniques.

Fusion of materials on fabrics.

Three-dimensional fabrics and folding techniques.

Experimental trends in materials.

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Current, experimental and innovative techniques with application to designs. New materials. Alternative manufacturing trends.

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-16	Use the means and resources at your disposal responsibly towards cultural and environmental heritage.	x	x

General skills		Subject	Subject
CG-02	Master the languages and expressive resources of representation and communication.	x	x

Specific Graphic Design skills		Subject	Subject
GRA-02	Master the formal resources of expression and visual communication.	x	x

Specific Interior Design skills		Subject	Subject
INT-07	Know the characteristics, physical and chemical properties and behavior of the materials used in interior design	x	x

Specific Fashion Design skills		Subject	Subject
MOD-03	Learn about the characteristics, properties and behavior of materials used in the different areas of fashion design.	x	x

Specific Product Design Skills		Subject	Subject
PRO-07	Know the characteristics, physical and chemical properties and behavior of the materials used in the design of products, services and systems	x	x

4. Subject learning outcomes

RA	Description of the learning outcome	Skills
RA-01	It applies traditional or current techniques, experiments, creates and formalizes works looking for affinities and uses in design specialties.	CT-01,CT-16, CT-03, CG-02,GRA-02, INT-07,MOD-03, PROD-07
RA-02	Acquire traditional or current techniques and evaluate their application to design	CT-01,CT-16,

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	specialties.	CT-03, CG-02, GRA-02, INT-07, MOD-03, PROD-07
RA-03	Interpret and evaluate possibilities and techniques to promote subsequent ideation processes.	CT-01,CT-16, CT-03, CG-02, GRA-02, INT-07, MOD-03, PROD-07

5. Teaching methodologies applied to 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.	AF1
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.	AF1, AF2
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.	AF1,AF2

6. Training activities of the subject

Code	Description	Duration	Weighting
AF1	Sample dossier	10 weeks	50%
AF2	Prototype	6 weeks	50%

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.

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7.1. Continuous evaluation

General evaluation criteria

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

- Subject grading: A weighted average of the grades obtained in each of the training activities will be made in accordance with the percentages described in the teaching guide and classroom schedule. The subject will be passed with a grade of 5.0 (Pass). All assessment activities can be corrected and/or completed within the recovery procedure within the continuous assessment that the teaching staff defines in their classroom schedule.
- Class attendance is essential in order to guarantee that learning is progressive, flexible and allows feedback and adjustments in its achievement within the continuous assessment. For this reason, class attendance is mandatory. The teaching staff establishes the mechanisms to control it. The student who does not attend a minimum of 80% of the face-to-face hours of the subject loses the right to continuous assessment and may present for remediation outside of the continuous assessment defined in the teaching guide and classroom schedule for the subject. In cases of serious absenteeism, with attendance of less than 60% of the face-to-face hours of the subject, the student will lose the right to be evaluated and will have a grade of "Not Presented".
- The ability to organize and plan tasks is part of the learning outcomes that the student must achieve within the training process, therefore the deliverables of the evaluation activities must conform to the deadlines, the format and contents defined in the activity statement in order to be qualified. Activities submitted after the deadline, format and/or minimum content will be considered outside the continuous assessment process, will not be evaluated within it and will have to be resubmitted as a recovery.
- In the event of a submission or exam coinciding with a force majeure situation, the student may request to submit an activity after the deadline or repeat an exam, without being considered out of continuous assessment. This submission or exam will be carried out according to the conditions and calendar determined by the teaching staff.
 - 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

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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

AF1: SAMPLE FILE

Samples (40%)

- Know and apply the treatments worked on in class. (20%)RA1-RA2
- Knows how to use tools, techniques and resources. (10%)RA1-RA2
- Presents and organizes the dossier in a neat and coherent manner. (10%)RA1-RA2

Resolution of the work on the description of the treatments (30%)

- Integrates knowledge of techniques and tools in the work process. (15%)RA1-RA2
- Describe in detail the treatments carried out for a possible reproduction of the sample.(15%)RA1-RA2

Experimental approaches both in the work process and in the final result. (30%)

- Provides multiple, creative and original solutions in the work of samples.RA1
- Use alternative tools and media.RA1

AF2: PROTOTYPE

Description of the chosen techniques (30%)

- Learn and apply the textile techniques worked on in class.(10%)RA1-RA2
- Formal and expressive quality of the final result.(10%)RA3
- Presents and organizes the choice of techniques in a polished and coherent way in relation to the inspiring image.(10%)RA3

Resolution of the prototype work (40%)

- Integrates knowledge of textile techniques into the work process. (10%)RA1
- Success in selecting technical and expressive resources in accordance with the intention of the inspiration. (10%)RA1
- Apply textile techniques appropriately. (10%)RA1
- Formal quality of final result.(10%)RA1-RA3

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Experimental approaches both in the work process and in the final result. (40%)

- Provides multiple, creative and original solutions at work. (20%)RA3-RA1
- Experiment with alternative techniques and materials. (20%)RA1

Evaluation instruments within continuous evaluation

Application exercises.

Individual and/or group feedback: written or oral.

Direct observations.

7.2. Recovery

General recovery criteria

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

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

Specific recovery criteria within continuous assessment

For recovery within the continuous assessment, students will submit the course project, which will be evaluated according to the continuous assessment criteria [adapting the monitoring criteria], on the established day.
by the teachers.

Based on the individual written feedback received in the evaluation feedback, corrections are established and
specific tasks to improve/complement. Based on these premises, the student will develop the corresponding improvements/corrections autonomously.

The delivery of the activity does not imply the recovery of the same, it is necessary that in the delivered activity, an improvement or complementation of the agreed parts is evidenced as well as that the minimum evaluation criteria are achieved.

The student who wishes to improve any of the projects developed in the subject, to raise their grade,
You will be able to hand them in again on the day established for recovery.

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The grade obtained in the recovery/improvement of each activity will be weighted averaged with the grade of the activities submitted in the continuous assessment, during the semester. It will be averaged with the rest of the activities even if any are failed, there is no minimum grade, and if the average is equal to or greater than 5, the subject is considered passed.

Specific recovery criteria outside of continuous assessment

The same criteria for continuous evaluation are maintained.

Subject recovery instruments outside of continuous assessment

To evaluate outside of continuous assessment, coursework, the prototype and an extra explanatory dossier of all the techniques with examples of the specialty must be completed.

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.

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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 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.

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11. Sources of information and teaching resources

Basic bibliography

Reference bibliography and other resources

Clarke, S. A., Castellote, R. M., & Ballantyne, L. (2011). Textile design. Blume.

Jackson, P. (2011). Folding techniques for designers and architects. Promopress.

Kendall, T., Hartung, R., Hein, G., Phillips, P., & Bunce, G. (2006). Manual for dyeing yarns and

fabrics. Acanto. Udale, J. (2014). Textile design: fabrics and techniques. Editorial Gustavo Gili.

Audiovisuals

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12. Training activity sheets

ACTIVITY 1	Duration: weeks	Weighting: 50%
Description of the activity		
Sample dossier Guided practice in collecting and creating different types of samples that make up the dossier. Knowledge and use of tools (such as transfer machines), and materials, especially knowledge of thermoplastic textile fibers and sublimation techniques. Theoretical or scientific bases.		
Contents		
Sublimation printing and different types of reserves. Nature and behavior of materials Traditional and artisanal techniques. Fusion of plastic materials on fabrics. Application of natural dyes. Three-dimensional fabrics and folding techniques.		
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-16	Use the means and resources at your disposal responsibly towards cultural and environmental heritage.	
CG-02	Master the languages and expressive resources of representation and communication.	
GRA-02	Master the formal resources of expression and visual communication.	
INT-07	Know the characteristics, physical and chemical properties and behavior of the materials used in interior design.	
MOD-03	Learn about the characteristics, properties and behavior of materials used in different areas of fashion design.	
PROD-07	Know the characteristics, physical and chemical properties and behavior of the materials used in the design of products, services and systems	
Applied teaching methodologies		
MD1	Conference and/or master class	
MD5	Workshops and/or internships	
MD9	Guided practice	
Learning outcomes		
RA1	It applies traditional or current techniques, experiments, creates and formalizes works looking for affinities and uses in design specialties.	
RA2	Acquire traditional or current techniques and evaluate their application to design specialties.	
RA3	Interpret and evaluate possibilities and techniques to promote subsequent ideation processes.	

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Continuous evaluation

Specific evaluation criteria within continuous evaluation

AF1: SAMPLE FILE

Samples (40%)

- Know and apply the treatments worked on in class. (20%)RA1-RA2
- Knows how to use tools, techniques and resources. (10%)RA1-RA2
- Presents and organizes the dossier in a neat and coherent manner. (10%)RA1-RA2

Resolution of the work on the description of the treatments (30%)

- Integrates knowledge of techniques and tools in the work process. (15%)RA1-RA2
- Describe in detail the treatments carried out for a possible reproduction of the sample.(15%)RA1-RA2

Experimental approaches both in the work process and in the final result. (30%)

- Provides multiple, creative and original solutions in the work of samples.RA1
- Use alternative tools and media.RA1

Evaluation instruments within continuous evaluation

Application exercises.

Individual and/or group feedback: written or oral.

Direct observations.

Specific recovery criteria within continuous assessment

For recovery within the continuous assessment, students will submit the course project, which is evaluated according to the continuous assessment criteria [adapting the monitoring criteria], on the established day. by the teachers.

Based on the individual written feedback received in the evaluation feedback, corrections are established and specific tasks to improve/complement. Based on these premises, the student will develop the corresponding improvements/corrections autonomously.

The delivery of the activity does not imply the recovery of the same, it is necessary that the activity delivered, evidence an improvement or complementation of the agreed parts as well as that the minimum evaluation criteria are met.

The student who wishes to improve any of the projects developed in the subject, to raise their grade,

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You will be able to hand them in again on the day established for recovery.

The grade obtained in the recovery/improvement of each activity will be weighted averaged with the grade of the

activities submitted in the continuous assessment, during the semester. It will be averaged with the rest of the activities even if any are failed, there is no minimum grade, and if the average is equal to or greater than 5, the subject is considered passed.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The specific evaluation criteria are maintained within the continuous evaluation.

To opt for retake, the pending activities must be submitted during the retake period indicated by the teacher or, if not established, the retake can be done during the retake week. In addition to the submission of all course activities, to retake the subject, the teacher requests a complementary test and/or exercise to demonstrate that the skills and contents of the subject have been achieved.

This test and/or complementary exercise will have a weight of 40% of the final grade for the course.

Recovery instruments outside of continuous assessment

AF1 30%

AF2 30%

Extra work 40%

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ACTIVITY 2	Duration: weeks	Weighting: 50%
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Description of the activity

Making a prototype applying techniques.

The activity consists of applying the techniques learned in the workshop based on inspiration proposed by the students..

Contents

Sublimation printing and different types of reservations.

Nature and behavior of materials

Handicraft and traditional techniques.

Fusion of plastic materials onto fabrics.

Application of natural dyes.

Three-dimensional fabrics and folding techniques.

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-16	Use the means and resources at your disposal responsibly towards cultural and environmental heritage.
CG-02	Master the languages and expressive resources of representation and communication.
GRA-02	Master the formal resources of expression and visual communication.
INT-07	Know the characteristics, physical and chemical properties and behavior of the materials used in interior design.
MOD-03	Learn about the characteristics, properties and behavior of materials used in different areas of fashion design.
PROD-07	Know the characteristics, physical and chemical properties and behavior of the materials used in the design of products, services and systems

Applied teaching methodologies

MD1	Conference and/or master class
MD5	Workshops and/or internships
MD9	Guided practice

Learning outcomes

RA1	It applies traditional or current techniques, experiments, creates and formalizes works looking for affinities and uses in design specialties.
RA2	Acquire traditional or current techniques and evaluate their application to design specialties.
RA3	Interpret and evaluate possibilities and techniques to promote subsequent ideation processes.

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Continuous evaluation

Specific evaluation criteria within continuous evaluation

AF2: PROTOTYPE

Description of the chosen techniques (30%)

- Learn and apply the textile techniques worked on in class.(10%)RA1-RA2
- Formal and expressive quality of the final result.(10%)RA3
- Presents and organizes the choice of techniques in a polished and coherent way in relation to the inspiring image.(10%)RA3

Resolution of the prototype work (40%)

- Integrates knowledge of textile techniques into the work process. (10%)RA1
- Success in selecting technical and expressive resources in accordance with the intention of the inspiration. (10%)RA1
- Apply textile techniques appropriately. (10%)RA1
- Formal quality of final result.(10%)RA1-RA3

Experimental approaches both in the work process and in the final result. (40%)

- Provides multiple, creative and original solutions at work. (20%)RA3-RA1
- Experiment with alternative techniques and materials. (20%)RA1

Evaluation instruments within continuous evaluation

Application exercises.

Individual and/or group feedback: written or oral.

Direct observations.

Specific recovery criteria within continuous assessment

For recovery within the continuous assessment, students will submit the course project, which is evaluated according to the continuous assessment criteria [adapting the monitoring criteria], on the established day, by the teachers.

Based on the individual written feedback received in the evaluation feedback, corrections are established and specific tasks to improve/complement. Based on these premises, the student will develop the corresponding improvements/corrections autonomously.

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Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The specific evaluation criteria are maintained within the continuous evaluation.

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Recovery instruments outside of continuous assessment

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AF2 30%

Extra work 40%