

5S_FO_GRA_History of graphic design

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

Subject: History of graphic design

Type: Training graphic design mandatory

Credits: 4 ECTS

Total hours: 100h

Course: 3

Hours/week: 6.3 hours

Semester: 5th

Face-to-face hours/week: 3h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 3.3h

Prerequisites: it is recommended to have taken the subjects History of Art and Design 1, 2 and 3.

1. Presentation of the subject

The History of Graphic Design subject delves into different topics and key authors of the specialty, places them in the cross-cutting context of history and reflects on the influence of design on the social, economic and productive evolution of contemporary society.

Its main objectives are:

- Know and use research and investigation methodologies.
- Consult reference sources in different languages.
- Argue critically and clearly synthesize your own and others' ideas.
- Reflect on the influence of design.
- Relate design proposals to the sociocultural context.
- Show an optimal level of written, oral and graphic or audiovisual expression.

2. Course contents

Research methodology: information research, use of rigorous sources, APA bibliography, abstract/summary, direct and indirect quotes, drawing conclusions.

Background of graphic design until modernity: The genesis of graphics; technological evolution (from letterpress printing to photocomposition); modernity in Europe and the USA; the figure of the graphic designer; the first communication and design studies; graphic design in Catalonia.

Postmodern graphic design today: Eclecticism and appropriation; the graphic designer as creator and 'design yourself'; the impact of digital environments and media on the graphic product and the graphic design profession; co-creation, sustainability, design for change and social design.

Relevant authors in the specialty(per exemple: Neville Brody, Studio Dumbar, April Greiman, Stefan

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Sagmeister, Max Kisman, Tibor Kalman, David Carson, Paula Scher, Luba Lukova, Saul Bass, Helmut Krone, ...).

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

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

General skills		Subject	Subject
CG-06	Promote knowledge of the historical, ethical, social and cultural aspects of design.	X	X
CG-12	Delve deeper into the history and tradition of arts and design.	X	X
CG-13	Understand the economic, social and cultural context in which design takes place.	X	X
CG-19	Demonstrate critical thinking skills and know how to propose research strategies.	X	X

Specific Graphic Design skills		Subject	Subject
GRA-13	Understand the economic, social, cultural and historical context in which graphic design is developed.	X	X
GRA-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.	X	X

4. Learning outcomes

RA	Description of the learning outcome	Skills
RA1	Analyze in depth key examples of specialty design	CG-12, GRA-13
RA2	Critically argue and reflect on the influence of design	GRA-15, CG-06, CG-19
RA3	Articulate a coherent and critical discourse	CT-08
RA4	Recognize reference sources and cite them appropriately, including consulting bibliographical sources in a third language.	CT-02
RA5	Know and apply research methodology	CT-02
RA6	Show an optimal level in terms of written and oral expression in Catalan-Spanish (spelling and syntax).	CT-08

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

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MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.	x
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.	x
MD4	Tests and/or exams	Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies by students. This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.	x
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	x
MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.	x
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.	x
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
MD10	Flipped classroom	Transfer part of the theoretical learning outside the classroom, through online materials or resources prepared by the teacher, to dedicate face-to-face time to practical, participatory activities and knowledge application.	x
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.	x
MD12	Agile methodologies	Type of teamwork in which work is carried out in several short periods of time.	x

6. Training activities of the subject

Code	Description	Duration	Percentage
AF1	Individual critical essay.	5 weeks	10-30%
AF2	Critical essay in group.	5 weeks	10-40%
AF3	Exercises of different types.	5 weeks	0-30%
AF4	Written test.	1 week	0-40%

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

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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. Passing the subject, within the continuous assessment process, will be achieved with a minimum grade of 5 (Passed). In the event of not reaching the level of sufficiency, the failed 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 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 you will have to show up for recovery. In cases of serious absenteeism, with attendance of less than 60% of the face-to-face hours of the subject, the student will obtain a grade of "Not Present".
- The ability to organize and plan tasks is part of the learning outcomes that students must achieve within the training process, therefore the delivery 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, students 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,

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and must necessarily include the original with a stamp of the document proving the major cause alleged.

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

However, and without contradicting these general criteria, each teacher may define other specific complementary conditions, which are included in this teaching guide.

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

Specific evaluation criteria within continuous evaluation

Individual critical essay 10-30%

Selects, uses and cites sources of information according to APA standards. 20% (RA4)

Structure and organize the work with communicative correctness. 20% (RA6)

Shows good research methodology. 10% (RA5)

Establishes relationships between readings and knowledge taught in the classroom and/or from conferences, visits to exhibitions, documentaries, debates, etc. 20% (RA1)

Makes coherent reasoning with the contribution of own arguments. 30% (RA2)

Group critical essay 10-40%

Selects, uses and cites sources of information according to APA standards. 20% (RA4)

Structure and organize the work with communicative correctness. 20% (RA6)

Relates knowledge and delves into the economic, social and cultural contexts of design. 30% (RA1)

Demonstrates analytical and research methodology skills. 10% (RA5)

Reasons critically and coherently, through own and others' arguments. 20% (RA3)

Exercises of various types 0-30%

Shows autonomy in research and investigation into the history of the specialty. 40% (RA5) (RA1)

Organizes, manages and presents exercises in a clear and attractive way for public display. 30% (RA6)

Makes contributions of critical reasoning. 30% (RA3)

Written test 0-40%

Correct answer to the proposed questions. 20% (RA1)

Identify and describe key ideas. 20% (RA2)

Identify and analyze themes, movements, authors and works of design in the specialty. 20% (RA1)

Uses language and specific terminology correctly. 20% (RA6)

Produces a coherent speech with own reasoning and argumentation. 20% (RA3)

Evaluation instruments within continuous evaluation

Evidence for evaluation is collected through the activities delivered and tests or other classroom activities

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such as oral presentations, debates, among others.

Feedback is given using different instruments according to what is established in each activity:

Rubrics.

Comments on written/practical tests

Questionnaires.

Individual and/or group feedback on activities, written or oral.

Monitoring reports.

Direct observations and observation records.

Self-assessment and co-assessment instruments.

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

Retakes within the continuous assessment will consist of submitting the failed activities during the retake period at the end of the semester or on the date established by the teaching staff throughout the semester. In the event of retaking a failed activity, the grade of the retake exercise will prevail, whether higher or not. In the event of repeating an activity to improve the grade, the highest grade will prevail.

Specific recovery criteria outside of continuous assessment

Students who are excluded from continuous assessment (do not meet minimum attendance, do not meet the format and submission deadline conditions) must submit all course activities at the end of the semester, and do a complementary activity established by the teaching staff and valued at the following percentage: all tests submitted will count for 40% and an extra test will be given at the discretion of the teaching staff will count 60%.

Subject recovery instruments outside of continuous assessment

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Evidence will be collected through course activities not submitted within the established deadline and complementary activities that may take the form of written/practical tests; Questionnaires; Complementary exercises/extension activities.

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

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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 schedule, 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

- Anderson, Gail; y Heller Steven (2016). *The book of ideas for graphic design*. Barcelona: Blume.
- Barnicoat, John. (2006). *Posters: their history and language*. Barcelona: GG Diseño.
- Fields, Isabel (2003). *Introduction to the history of industrial design*. Barcelona: Ed.62.
- Fields, Isabel (2007). *Idea and matter (1)*. Barcelona: GG Diseño.
- Curelade, Robert (2013). *Design research methods*. California: Designs Community College Inc.
- Donald, Norman (2006). *Emotional design*. Barcelona: Ed. Paidós.
- Dormer, Peter (1993). *Design since 1945*. Barcelona: Ed. Destino.
- Drucker, Johanna y McVarish, Emily (2020) : *A History of Graphic Design: From Prehistory to the 21st Century* : Edit Ampersand
- Fiell, Charlotte y Fiell, Peter (2003). *Graphic Design for the 21st Century*. Xina: Edit. Bags.
- Fiell, Charlotte y Fiell, Peter (2005). *20th Century Design*. Xina: Edit. Bags.
- Fishel, Catharine (2005). *401 design meditations*. Beverly: Rockport Publishers, Inc.
- Gomez-Palacio, Bryon; i Vit, Armin (2011). *Complete guide to graphic design*. Barcelona: Parramón Diseño.
- Hollis, Richard (2000). *History of graphic design*. Barcelona: Destination.
- Meggs, Philip B. y Purvis, Alston W. (2000). *History of Graphic Design*. México: Ed. McGraw Hill.
- Pelta, R. (2004). *Designing today. Contemporary themes in graphic design*. Barcelona: Ed. Paidós.
- Poynor, Ryck (2003). *No more rulers: Graphic Design History and Postmodernism*. London: Yale University Press.
- Roberts, Caroline (2015). *Visionaries of graphic design*. Barcelona: Blume.
- Satue, Enric. (1987). *Graphic design in Catalonia*. Barcelona: Border Books.
- Satue, Enric. (1997). *Graphic design in Spain*. Madrid: Alianza Forma.
- Satué, Enric. (2006). *Graphic design. From its origins to the present day*. Madrid: Alianza Forma.
- Kick, Penny (1998). *Design in the 20th century*. Barcelona: Blume.
- Kick, Penny (2011). *Design and culture, an introduction. From 1900 to the present*. Barcelona: GG. Graphic Magazine.

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Other spaces with resources

Design Library and Archive (DHUB, Barcelona)
Barcelona Design Museum (DHUB, Barcelona)
National Museum of Catalonia (Barcelona)
CRAI, Library of the Pavilion of the Republic (Barcelona)
The Design Museum (Londres)
Victoria & Albert Museum (London)
Centre George Pompidou (Paris)
Museum of Decorative Arts (Paris)
Museum of Arts and Crafts (Hamburg)
ADI Design Museum Compasso d'Oro (Milan)
Museum of Design (Zurich)
Museum of Design Zurich - eMuseum
Museum of Design (Lisbon))
Cooper-Hewitt National Design Museum (Nova York)
Museum of Modern Art (Nova York)

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12. Training activity sheets

ACTIVITY 1	Duration: 5 weeks	Weighting: 10-30%
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Description of the activity

Individual essay: Individual research, analysis and critical reflection on a topic or author of the specialty design. The format of the essay can be varied (article, research paper, timeline, podcast, video, posters, concept map, etc.). It must show research skills (selection of sources, keywords, summary, quotes), as well as personal opinion argued in the form of a critical conclusion. (Minimum length of 10 pages and maximum at the discretion of the teacher)

Contents

Research methodology: information research, use of rigorous sources, APA bibliography, abstract/summary, direct and indirect citations, drawing conclusions.

Graphic design themes and authors from the past, modernity or postmodernity to the present day.

Skills

CT-02	Collect significant information, analyze it, synthesize it and manage it appropriately.
CT-08	Master the research methodology in the generation of viable projects, ideas and solutions.
CG-12	Delve deeper into the history and tradition of arts and design.
CG-19	Demonstrate critical thinking skills and know how to propose research strategies.
GRA-13	Understand the economic, social, cultural and historical context in which graphic design is developed.
GRA-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.

Applied teaching methodologies

MD1	Conference and/or master class
MD3	Readings and/or comments
MD6	Presentations and/or defenses
MD7	Case study
MD8	Project work
MD9	Guided practice
MD10	Flipped classroom

Learning outcomes

RA1	Analyze in depth key examples of specialty design
RA2	Critically argue and reflect on the positive influence of design
RA3	Have a critical sense

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RA4	Recognize reference sources and cite them appropriately, including consulting bibliographical sources in a third language.
RA5	Know and apply research methodology
RA6	Show an optimal level in terms of written and oral expression in Catalan-Spanish (spelling and syntax).

Continuous evaluation

Specific evaluation criteria within continuous evaluation

- Selects, uses and cites sources of information according to APA standards. 20% (RA4)
- Structure and organize the work with communicative correctness. 20% (RA6)
- Shows good research methodology. 10% (RA5)
- Establishes relationships between readings and knowledge taught in the classroom and/or from conferences, visits to exhibitions, documentaries, debates, etc. 20% (RA1)
- Makes coherent reasoning with the contribution of own arguments. 30% (RA2)

Evaluation instruments within continuous evaluation

Rubrics, Individual and/or group feedback on activities, written or oral.
Monitoring reports.
Self-assessment and co-assessment instruments.

Specific recovery criteria within continuous assessment

The recovery of the activity will be carried out during the last week of the semester or within the deadlines defined by the teaching staff. In the event of recovering a failed activity, the grade of the recovery exercise will prevail, whether higher or not. In the event of repeating an activity to improve the grade, the highest grade will prevail.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students who are excluded from continuous assessment (do not meet minimum attendance, do not meet the format and deadline conditions) must submit the activity at the end of the semester, and do a complementary activity established by the teaching staff and valued at the following percentage: all tests submitted will count for 40% and an extra test will be taken at the discretion of the teaching staff which will count for 60%.

Recovery instruments outside of continuous assessment

The activity not submitted within the established deadline will be assessed with the same specific evaluation criteria, adapting the instruments to the circumstances of the type of work. The complementary activity may take the form of written/practical tests; Questionnaires; Complementary exercises/extension activities.

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ACTIVITY 2	Duration: 5 weeks	Weighting: 10-40%
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Description of the activity

Critical essay in group: Research, analysis and critical reflection in a group, on a topic or author of the specialty design. The format of the essay can be varied (article, research paper, timeline, podcast, video, posters, concept map, etc.). It must show research skills (selection of sources, keywords, summary, quotes), as well as personal opinion argued in the form of a critical conclusion. (Minimum length of 10 pages and maximum at the discretion of the teacher)

Contents

Research methodology: information research, use of rigorous sources, APA bibliography, abstract/summary, direct and indirect citations, drawing conclusions.

Graphic design themes and authors from the past, modernity or postmodernity to the present day.

Skills

CT-02	Collect significant information, analyze it, synthesize it and manage it appropriately.
CT-08	Master the research methodology in the generation of viable projects, ideas and solutions.
CG-12	Delve deeper into the history and tradition of arts and design.
CG-19	Demonstrate critical thinking skills and know how to propose research strategies.
GRA-13	Understand the economic, social, cultural and historical context in which graphic design is developed.
GRA-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.

Applied teaching methodologies

MD1	Conference and/or master class
MD3	Readings and/or comments
MD6	Presentations and/or defenses
MD7	Case study
MD8	Project work
MD9	Guided practice
MD10	Flipped classroom
MD11	Collaborative work

Learning outcomes

RA1	Analyze in depth key examples of specialty design
RA2	Critically argue and reflect on the positive influence of design
RA3	Have a critical sense

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RA4	Recognize reference sources and cite them appropriately, including consulting bibliographical sources in a third language.
RA5	Know and apply research methodology
RA6	Show an optimal level in terms of written and oral expression in Catalan-Spanish (spelling and syntax).

Continuous evaluation

Specific evaluation criteria within continuous evaluation

- Selects, uses and cites sources of information according to APA standards. 20% (RA4)
- Structure and organize the work with communicative correctness. 20% (RA6)
- Relates knowledge and delves into the economic, social and cultural contexts of design. 30% (RA1)
- Demonstrates analytical and research methodology skills. 10% (RA5)
- Reasons critically and coherently, through own and others' arguments. 20% (RA3)

Evaluation instruments within continuous evaluation

Rubrics, Individual and/or group feedback on activities, written or oral.
Monitoring reports. Self-evaluation and co-evaluation instruments.

Specific recovery criteria within continuous assessment

The recovery of the activity will take place during the last week of the semester or within the deadlines defined by the teaching staff. In the event of recovering a failed activity, the grade of the recovery exercise will prevail, whether higher or not. In the event of repeating an activity to improve the grade, the higher grade will prevail.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students who are excluded from continuous assessment (do not meet minimum attendance, do not meet the format and submission deadline conditions) must submit all course activities at the end of the semester, and do a complementary activity established by the teaching staff and valued at the following percentage: all tests submitted will count for 40% and an extra test will be taken at the discretion of the teaching staff which will count for 60%.

Recovery instruments outside of continuous assessment

The activity not submitted within the established deadline will be assessed with the same specific evaluation criteria, adapting the instruments to the circumstances of the type of work. The complementary activity may take the form of written/practical tests; Questionnaires; Complementary exercises/extension activities.

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ACTIVITY 3	Duration: 5 weeks	Weighting: 0-30%
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Description of the activity

Exercises of different types: readings, text comments, thematic dossiers, visits and exhibition reviews or reference sites, exercise portfolios, learning notebooks, visit dossiers, conferences, seminars, debates, activities in audiovisual format or of a graphic nature with textual elements, test-exam.

Contents

Research methodology: information research, use of rigorous sources, APA bibliography, abstract/summary, direct and indirect citations, drawing conclusions.

Graphic design themes and authors from the past, modernity, postmodernity to the present.

Skills

CG-06	Promote knowledge of the historical, ethical, social and cultural aspects of design.
CG-12	Delve deeper into the history and tradition of arts and design.
GRA-13	Understand the economic, social, cultural and historical context in which graphic design is developed.
GRA-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.

Applied teaching methodologies

MD2	Debate and/or discussion
MD3	Readings and/or comments
MD6	Presentations and/or defenses
MD7	Case study
MD8	Project work
MD9	Guided practice
MD12	Agile methodologies

Learning outcomes

RA1	Analyze in depth key examples of specialty design
RA2	Critically argue and reflect on the positive influence of design
RA3	Have a critical sense
RA6	Show an optimal level in terms of written and oral expression in Catalan-Spanish (spelling and syntax).

Continuous evaluation

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Specific evaluation criteria within continuous evaluation

- Shows autonomy in research and investigation on the history of the specialty up to 30% (RA5) (RA1)
- Organize, manage and present exercises in a clear and attractive way to publicly display up to 30% (RA6)
- Makes critical reasoning contributions up to 40% (RA3)
- If it is a test-exam:
 - Correct answer to the proposed questions (up to 20%, RA-02 and RA-05)
 - Identify and describe key ideas (up to 20%, RA-02 and RA-05)
 - Identifies and analyzes themes, movements, authors and design works of the specialty (up to 20%, RA-02 and RA-05)
- Uses language and specific terminology correctly (up to 20%, RA-06)
- Produces a coherent speech with own reasoning and argumentation (up to 20%, RA-03)

Evaluation instruments within continuous evaluation

Rubrics, Individual and/or group feedback on activities, written or oral.
Monitoring reports. Self-evaluation and co-evaluation instruments.

Specific recovery criteria within continuous assessment

The recovery of the activity will be carried out during the last week of the semester or within the deadlines defined by the teaching staff. In the event of recovering a failed activity, the grade of the recovery exercise will prevail, whether higher or not. In the event of repeating an activity to improve the grade, the highest grade will prevail.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students who are excluded from continuous assessment (do not meet minimum attendance, do not meet the format and submission deadline conditions) must submit all course activities at the end of the semester, and do a complementary activity established by the teaching staff and valued at the following percentage: all tests submitted will count for 40% and an extra test will be taken at the discretion of the teaching staff which will count for 60%.

Recovery instruments outside of continuous assessment

The activity not submitted within the established deadline will be assessed with the same specific evaluation criteria, adapting the instruments to the circumstances of the type of work. The complementary activity may take the form of written/practical tests; Questionnaires; Complementary exercises/extension activities.

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ACTIVITY 4	Duration: 1 week	Weighting: 0-40%
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Description of the activity

Written test in different formats.

Contents

Graphic design themes and authors from the past, modernity and/or postmodernity to the present day.

Skills

CG-12	Delve deeper into the history and tradition of arts and design.
GRA-13	Understand the economic, social, cultural and historical context in which graphic design is developed.
GRA-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.

Applied teaching methodologies

MD4	Tests and/or exams
MD12	Agile methodologies

Learning outcomes

RA1	Analyze in depth key examples of specialty design
RA2	Critically argue and reflect on the positive influence of design
RA3	Have a critical sense
RA6	Show an optimal level in terms of written expression in Catalan-Spanish (spelling and syntax).

Continuous evaluation

Specific evaluation criteria within continuous evaluation

- Correctly answer the proposed questions. 20% (RA1)
- Identify and describe key ideas. 20% (RA2)
- Identifies and analyzes themes, movements, authors and works of design in the specialty. 20% (RA1)
- Uses language and specific terminology correctly. 20% (RA6)
- Produces a coherent speech with own reasoning and argumentation. 20% (RA3)

Guia Docent del Grau en Disseny

Evaluation instruments within continuous evaluation

Rubrics, Individual and/or group feedback on activities, written or oral.
Comments on written tests. Questionnaires.

Specific recovery criteria within continuous assessment

The recovery of the activity will be carried out during the last week of the semester or within the deadlines defined by the teaching staff. To raise the grade of the subject, the teaching staff will establish the necessary activities that will be carried out during the recovery period at the end of the semester. In the event of recovering a suspended activity, The grade of the remedial exercise will prevail, whether higher or not. In the event of repeating an activity for a better grade, the higher grade will prevail.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students who are excluded from continuous assessment (do not meet minimum attendance, do not meet the format and submission deadline conditions) must submit all course activities at the end of the semester, and do a complementary activity established by the teaching staff and valued at the following percentage: all tests submitted will count for 40% and an extra test will be taken at the discretion of the teaching staff which will count for 60%.

Recovery instruments outside of continuous assessment

The activity not carried out within the established period will be assessed with the same specific evaluation criteria, adapting the instruments to the circumstances of the type of work.