6S_FTHE_Design projects chart 4

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:6 ECTS
Course:3
Semester: 6
Language in which it is taught: Catalan / Spanish
Prerequisites:

Total hours: 150 h
Hours/week:9,4 h
Face-to-face hours/week: 4,5 h
Self-employed hours/week: 4,9 h

1. Presentation of the subject

The subject of Graphic Design Projects 4 has as its main axes two areas of graphic design that are very important in the current professional graphic environment: interactive design and packaging design. The first is related to digital devices and the other to volume and its content. In both cases, graphic design is applied to improve the user's relationship with the product, providing communication. Usability will be key to successfully solving the projects proposed.

The subject has the following main objectives:

- Introduce students to interactive design, working on the ability to organize content on digital devices of various formats (adaptive design), in non-linear discourse based on standard codes (HTML, CSS, JavaScript...) and adaptation to digital media.
- Study the types of elements to be packaged, the needs for protection, information, ergonomics, communication, location in the sales space, the experience of use and sustainability.
- Understand and develop packaging design projects to provide appropriate technical solutions.
- Integrate, apply and consolidate previously acquired knowledge and skills, and put into practice projection methodologies, making innovative contributions in plausible and somewhat complex situations.
- Communicate your solutions in an understandable and convincing way.

2. Course contents

The Graphic Design Projects 4 subject covers the following content:

The definition of the assignment, the initial conditions and the needs to be met.

Briefing +

Interactive design:

- Navigation script (information structure).
- Definition of project communication objectives.
- Definition of fixed and dynamic elements.

Packaging and packaging design:

- Use/function of the pack
- Exploration path (origin, ingredient, cultural, descriptive).
- Number of typographic hierarchies required.

Product display needs.

Generation of ideas or routes based on different creativity strategies. Sketches.

Application of graphic design resources in interactive/packaging projects. Definition of technical solutions.

Packaging: Use of the Bluetool tool (analysis of the eco-efficiency and sustainability of the proposal).

Representation and communication systems. Technical manuals.

Simulations and/or prototypes (in interactive design: Adobe XD or Figma).

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 reasonedly, know how to	X	X

	evaluate proposals and channel dialogue.		
CG-17	Plan, evaluate and develop learning strategies appropriate to achieving personal and professional goals.	X	X

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
GRA-10	Apply methods to verify communicative effectiveness.	X	X

4. Subject learning outcomes

SUN	**Description of the learning outcome**	**Skills**
RA-01	Recognize and apply different document search strategies to obtain significant data to conceive a project.	CT-14
RA-02	Identify the characteristics of an interactive/packaging project in the examples and references.	CG-01, GRA-01, GRA-03, GRA-04, GRA-06
RA-03	Describe the context based on the scope of the project.	CG-01
RA-04	Organize and interpret documentation to define the objectives and constraints of the project.	CT-14 CG-01
RA-05	Experiment, propose and evaluate ideas, concepts and solutions.	CT-01, CT-03, CG-01
RA-06	Plan and develop the most suitable proposal.	CT-01, CT-03, CT-13, CG-01, GRA-01, GRA-03, GRA-04, GRA-06
RA-07	Adjust the achievement of results to the work plan.	CT-01, CT-03, CT-13, CG-01, CG-17
RA-08	Make models that allow you to understand and test the result (navigation prototypes, mockups, renders, ...).	GRA-01, GRA-03, GRA-04, GRA-06
RA-09	Present, communicate, defend and argue the project with a self-critical vision.	CG-11, GRA-10
RA-10	Develop a work plan that includes the elements specific to the field.	CT-01, CG-01

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
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

6. Training activities of the subject

Get up	Description	Duration	Weighting
AF1	Phase 1 and 2: Documentary search / Preliminary draft Phase 3: Collection of the ideation process Phase 4: Development of the interactive project Phase 5: Communicate the interactive project	7-9 weeks	50%
AF2	Phase 1 and 2: Documentary search / Preliminary draft Phase 3: Collection of the ideation process.	7-9 weeks	50%

	Phase 4: Development of the packaging project Phase 5: Communicate the packaging project.		

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 thedeadlines, the format and contentsdefined 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 inexcusable duties before the administration or death of a first- or second-degree relative. It mu requested in an argumented and justified manner in the form ofgeneric application, addressed t the campus management, and must necessarily include the original with a stamp of the docume 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 complementa conditions, which must be informed and published in writing at the beginning of the course to all students enroll 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

PRINTERACTIVE OBJECT

Phase 1 and 2: Documentary search / Preliminary draft(15%)

- Quantity and quality of information. 20%
- Relevance of the sources consulted. 10%
- Synthesis of information. 10%
- Structure and depth of analysis. 20%
- Definition of objectives and determinants of the problem. 30%
- Graphic and spelling quality of the presentation. 10%

Phase 3:Collection of ideation process (15%)

- Degree of relationship between ideas and concepts that lead to developing working hypotheses. 30**%**
- Degree of evolution of the proposals. 10%
- Interaction design and structure. 20%
- Quality of the proposals. 30%
- Rich use of manual and digital tools and resources. 10%

Phase 4: Development of the int projecterection (15%)

- Formal quality of the graphic solution and its representation (UI). 25%
- Prototype quality (UX). 25%
- Quality of the technical report. 30%
- Quality of findings (according to TFG Guide). 20%

Phase 5: Communicate the project internally active (5%)

- Expression and communication in front of the class group. 50%
- Communicating a project in an attractive way uses appropriate tools and resources. 50%

PACKAGING DESIGN PROJECT

Phase 1 and 2: Documentary search / Preliminary draft (15%)

- Quantity and quality of information. 20%
- Relevance of the sources consulted. 10%
- Synthesis of information. 10%
- Structure and depth of analysis. 20%
- Definition of objectives and determinants of the problem. 30%
- Graphic and spelling quality of the presentation. 10%

Phase 3: Collection of the ideation process (15%)

- Degree of relationship between ideas and concepts that lead to developing working hypotheses. 30%
- Degree of evolution of the proposals. 20%
- Quality of proposals. 25%
- Rich use of manual and digital tools and resources. 25%

Phase 4: Development of the packaging project (15%)

- Formal quality of the solution and graphic representation. 20%
- Quality of the physical model. 20%
- Quality of the technical memory (materials, final and finished arts). 20%
- Economic feasibility and Bluetool analysis. 20%
- Quality of findings (according to TFG Guide). 20%

Phase 5: Communicate the packaging project (5%)

- Expression and communication in front of the class group. 50%
- Communicating a project in an attractive way uses appropriate tools and resources. 50%

Evaluation instruments within continuous evaluation

Rubrics.
Individual and/or group feedback: written or oral.
Direct observations.
Self-assessment.
Co-evaluation.

7.2. Recovery

General recovery criteria

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

- The ESDAPC provides for a single recovery per activity. The recovery of suspended activities will be done within the deadlines defined by the teachers in their teaching guide and the classroom schedule within the same semester. In the event that the teachers have 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

The same as in continuous assessment.

Specific recovery criteria outside of continuous assessment

The same criteria will be taken into account for each Phase of the project.

Subject recovery instruments outside of continuous assessment

1. Submit the activities and/or projects that have been suspended or not submitted for the subject. (60% of the course weight.)
2. Extension activity: Carrying out a practical test lasting between 2-4 hours which will include the course contents.(40% of the course weight):
    a. Packaging Project (2 h)
    b. Packaging promotion landing page (2 h)

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)

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 thecitation 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

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Reference bibliography and other resources

Interactivity:
GRANÉ, M. (2012).*Interactive design on the web*. Barcelona: Publicacions i Edicions de la Universitat de Barcelona.
HOOBER, S. (2021). *Touch Design for mobile interfaces*. Friburg: Smashing.
KRUG, S. (2014).*Don't Make Me Think: An Approach to Usability on the Web and Mobile Devices*. Madrid: Anaya Multimedia.
LYNCH, P.J., i HORTON, S. (2002). *Basic design principles for creating websites*. Barcelona: Gustavo Gili.
NIELSEN, J., and TAHIR, M. (2002).*Homepage usability: Analysis of 50 websites*. Madrid: Pearson
PIPES, A. (2011). *Website design*. Barcelona: Promopress.
WOOD, D. (2015). *Interface design*. Barcelona. Editorial Parramon.

Packaging and packaging:
CAWTHRAY, R., i DENISON, E. (1999). *Packaging: containers and their developments*. Barcelona: Index Book.
DENISON, E. (2007).*Packaging prototypes*. Barcelona: Gustavo Gili.
HAMPSHIRE, M., i STEPHENSON, K. (2008). *Packaging: how to design packaging for a specific audience*. Barcelona: Index Book.
HERRIOTT, L. (comp.). (2008). *Packaging and folding*. Barcelona: Gustavo Gili.
STEWART, B. (2008). *Packaging. Design and Production Manual*. Barcelona: Gustavo Gili.

Sustainability in packaging:
DALAL, A., i MAHESHWARI, N. (2020). Sustainable packaging: A review. *Materials Today: Proceedings*, 26, 2796-2800.
KUMAR, S., PRADHAN, S., i RAI, B. (2019). Eco-friendly packaging: A sustainable approach. A *IOP Conference Series: Materials Science and Engineering*, 561(1), 012-015.
LAPAGE ORIGINAL. (2025). *BlueTool. For a more sustainable graphic design*. https://bluetool.lapageoriginal.com.
PEATTIE, S., i BELZ, F. M. (2010). *Sustainability marketing: A global perspective*. Hoboken: John Wiley & Sons.
VANEGAS, P., GÓMEZ, C., i AYALA, A. (2021). Design and sustainability: a comprehensive review from the packaging perspective. *Sustainable Production and Consumption*, 28, 390-402.

Audiovisuals

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12. Training activity sheets

ACTIVITY 1	Duration: 7-9 weeks	Weighting: 50%

Activity description: INTERACTIVE DESIGN PROJECT

Phase 1 and 2: Documentary search / Data interpretation

- Documentary search summary dossier and preliminary project (briefing and navigation script)

Phase 3: Collection of the ideation process

- Moodboard, pluja d'idees…
- Sketches of the basic elements: Wireframes and basic graphic proposal.

Phase 4: Development of the int projecterect

- Design of each type of screen.
- Graphical tree of screens.
- Definition of fixed and dynamic elements.
- Definition of emphasis elements (javascript effects...)

Phase 5: Communicate the interactive project: responsive website or App

- Oral presentation with graphic support.
- Basic navigation prototype (Adobe XD or Figma).

Contents

The definition of the assignment, the initial conditions and the needs to be met.

Briefing + Interactive design:

- Navigation script (information structure).
- Definition of project communication objectives.
- Definition of fixed and dynamic elements.

Product display needs.

Generation of ideas or routes based on different creativity strategies. Sketches.

Application of graphic design resources in interactive projects. Definition of technical solutions.

Representation and communication systems. Technical manuals.

Simulations and/or prototypes (in interactive design: Adobe XD or Figma).

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 reasonedly, 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
MD2	Debate and/or discussion
MD6	Presentations and/or defenses
MD7	Case study
MD8	Project work
MD9	Guided practice
MD10	Flipped classroom
MD11	Collaborative work

Learning outcomes

RA-01	Recognize and apply different document search strategies to obtain significant data to conceive a project.
RA-02	Identify the characteristics of an interactive/packaging project in the examples and references.
RA-03	Describe the context based on the scope of the project.
RA-04	Organize and interpret documentation to define the objectives and constraints of the project.
RA-05	Experiment, propose and evaluate ideas, concepts and solutions.
RA-06	Plan and develop the most suitable proposal.
RA-07	Adjust the achievement of results to the work plan.
RA-08	Make models that allow you to understand and test the result (navigation prototypes, mockups, renders, ...).
RA-09	Present, communicate, defend and argue the project with a self-critical vision.
RA-10	Develop a work plan that includes the elements specific to the field

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Phase 1 and 2: Documentary search / Data interpretation(15%)

- Quantity and quality of information. 20%

- Relevance of the sources consulted. 10%
- Synthesis of information. 10%
- Structure and depth of analysis. 20%
- Definition of objectives and determinants of the problem. 30%
- Graphic and spelling quality of the presentation. 10%

Phase 3: Collection ofideation process (15%)

- Degree of relationship between ideas and concepts that lead to developing working hypotheses. 30**%**
- Degree of evolution of the proposals. 10%
- Interaction design and structure. 20%
- Quality of proposals. 30%
- Rich use of manual and digital tools and resources. 10%

Phase 4: Development of the int projecterection (15%)

- Formal quality of the graphic solution and its representation (UI). 25%
- Prototype quality (UX). 25%
- Quality of the technical report. 30%
- Quality of findings (according to TFG Guide). 20%

Phase 5: Communicate the project internallyactive (5%)

- Expression and communication in front of the class group. 50%
- Communicating a project in an attractive way uses appropriate tools and resources. 50%

Evaluation instruments within continuous evaluation

Rubrics.
Individual and/or group feedback: written or oral.
Direct observations.
Self-assessment.
Co-evaluation.

Specific recovery criteria within continuous assessment

The same as in continuous assessment.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The same criteria will be taken into account for each Phase of the project.

Recovery instruments outside of continuous assessment

3. Submit the activities and/or projects that have been suspended or not submitted for the subject. (60% of the course weight.)
4. Extension activity: Carrying out a practical test lasting between 2-4 hours which will include the course contents (40% of the course weight):
    a. Packaging Project (2 h)
    b. Packaging promotion landing page (2 h)

ACTIVITY 2	Duration: 7-9 weeks	Weighting: 50%

Activity description: PACKAGING DESIGN PROJECT

Phase 1 and 2: Documentary search / Data interpretation

- Documentary search summary dossier and preliminary project (briefing)

Phase 3: Collection of the ideation process.

- First proposals

Phase 4: Development of the packaging project.

- Pre-models and mock-ups (physical and/or digital) that take into account the legal requirements of the sector.
- Art final.
- Use of the Bluetool tool (analysis of the eco-efficiency and sustainability of the proposal).

Phase 5: Communicate the packaging project.

- Presentation with samples of the final appearance of the container/packaging with photographs/photomontages/3D simulations.

Contents

The definition of the assignment, the initial conditions and the needs to be met.

Briefing + Packaging design:

- Use/function of the pack
- Exploration path (origin, ingredient, cultural, descriptive).
- Number of typographic hierarchies required.

Product display needs.

Generation of ideas or routes based on different creativity strategies. Sketches.

Application of graphic design resources in packaging projects.

Definition of technical solutions.

Use of the Bluetool tool (analysis of the eco-efficiency and sustainability of the proposal).

Representation and communication systems. Technical manuals.

Simulations and/or prototypes.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
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Continuous evaluation

Specific evaluation criteria within continuous evaluation

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- Definition of objectives and determinants of the problem. 30%
- Graphic and spelling quality of the presentation. 10%

Phase 3: Collection of the ideation process (15%)

- Degree of relationship between ideas and concepts that lead to developing working hypotheses. 30%
- Degree of evolution of the proposals. 20%
- Quality of proposals. 25%
- Rich use of manual and digital tools and resources. 25%

Phase 4: Development of the packaging project (15%)

- Formal quality of the solution and graphic representation. 20%
- Quality of the physical model. 20%
- Quality of the technical memory (materials, final and finished arts). 20%
- Economic feasibility and Bluetool analysis. 20%
- Quality of findings (according to TFG Guide). 20%

Phase 5: Communicate the packaging project (5%)

- Expression and communication in front of the class group. 50%
- Communicating a project in an attractive way uses appropriate tools and resources. 50%

Evaluation instruments within continuous evaluation

Rubrics.
Individual and/or group feedback: written or oral.
Direct observations.
Self-assessment.
Co-evaluation.

Specific recovery criteria within continuous assessment

The same as in continuous assessment.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The same criteria will be taken into account for each Phase of the project.

Recovery instruments outside of continuous assessment

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