

6S_FTHE_Interdisciplinary projects

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

Subject: Design projects

Type: Mandatory Training

Credits: 6 ECTS

Total hours: 150 h

Course: 3

Hours/week: 9,4 h

Semester: 6

Face-to-face hours/week: 4,5 h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 4,9 h

Prerequisites:

1. Presentation of the subject

The Interdisciplinary Projects subject focuses on a type of design project whose main characteristic is interrelated teamwork with the contribution of different disciplines to preferably achieve a single project, if possible real, within the current social and cultural context of proximity.

The subject has the following main objectives:

- Work in interdisciplinary groups internal or external to the center.
- Share specific knowledge from other disciplines.
- Learn to be part of a participatory process, where the different members must give a joint response to the real challenge of an assignment, assuming the roles and functions that arise in the dynamics of the groups.
- Plan, manage and establish strategies to solve problems that may arise in teamwork to reach consensus on decisions to obtain the appropriate result.
- Work on and improve communication skills.
- Value the contributions of others.

2. Course contents

- Develop methodologies for collecting and classifying documentation.
- The assignment. Types and characteristics. Development of the briefing.
- Define and work on the concept from original points of view, avoiding trivializations.
- Hierarchize and propose visual and material approaches that are consistent with the information obtained.
- Creative and methodological processes.
- Plan and organize people, infrastructure, communications and materials to manage the interaction

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between an entity and its users and their experience.

- Studies of specific projects and their development. Projects of medium technical complexity.
- Three-dimensional physical representations. Working models.
- Organization of tasks and adaptation to the interdisciplinary group.
- Organization of tasks and adaptation of the group to resolve conflicts.
- Specify the demands and requirements specific to the formalization phases, paying special attention to the material production of the object.

3. Competencies worked on in the subject (Royal Decree 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-07	Use communication skills and constructive criticism in teamwork.	x	x
CT-09	Integrate appropriately into multidisciplinary teams and diverse cultural contexts.	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-07	Organize, lead and/or coordinate work teams and know how to adapt to multidisciplinary teams.	x	x
CG-11	Communicate ideas and projects to clients, argue reasoned, 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

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

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Specific Interior Design skills		Subject	Subject
INT-01	Generate and materialize functional, formal and technical solutions that allow the optimal use and utilization of interior spaces.	x	x
INT-02	Conceive and develop interior design projects with criteria that lead to improvement in the quality, use and consumption of productions	x	x
INT-05	Resolve aesthetic, functional, technical and construction problems that arise during the development and execution of the project	x	x
INT-06	Interrelate formal and symbolic languages with specific functionality	x	x

Specific Fashion Design skills		Subject	Subject
MOD-01	Generate creative fashion design proposals appropriate to the material, functional, aesthetic, and communicative conditions of the work situations	x	x
MOD-02	Conceive and materialize fashion design projects that integrate formal, material, technical, functional, communicative, and realization aspects	x	x
MOD-06	To base the creative process on research, methodological and aesthetic strategies	x	x
MOD-07	Interrelate formal and symbolic languages with specific functionality	x	x
MOD-08	Resolve aesthetic, functional, technical and implementation problems that arise in the development and execution of the project	x	x

Specific Product Design Skills		Subject	Subject
PRO-01	Determine the final characteristics of products, services and systems, consistent with the structural, organizational, functional, expressive and economic requirements and relationships defined in the project.	x	x
PRO-02	Solve project problems using appropriate methodology, skills and procedures	x	x
PRO-04	Value and integrate the aesthetic dimension in relation to the use and functionality of the product	x	x
PRO-13	Understand the economic, social, cultural and historical context in which product design is developed	x	x

4. Subject learning outcomes

SUN	Description of the learning outcome	Skills
RA-01	Recognize and apply different documentary search strategies to obtain significant data to conceive an interdisciplinary project.	x
RA-02	Organize and interpret documentation to define the objectives and conditions of the interdisciplinary project.	x
RA-03	Experiment; propose and evaluate ideas, concepts and solutions.	x
RA-04	Plan and develop the most suitable proposal.	x
RA-05	Define the feasibility and viability of the proposals.	x

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RA-06	Coordinate and integrate with the group, responsibly assuming the relevant role within teamwork.	x
RA-07	Present, communicate, defend and argue the project with a self-critical vision.	x

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
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

6. Training activities of the subject

Get up	Description	Duration	Weighting
AF1	Research	week 1-2	10-15%
AF2	Data interpretation	week 3-5	10-15%
AF3	Preliminary project ideation	week 6-8	10-30%
AF4	Development	week 9-12	10-30%
AF5	Communication	week 13-16	5-20%
AF6	Teamwork (to be assessed according to the needs of the activity)	during the lesson	5-15%

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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 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 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. Research 10-15%

Quality of information. Structure of the analysis.
Graphic and spelling quality of the presentation.
Relevance of the sources consulted.

RA-01 Recognize and apply different documentary search strategies to obtain significant data to conceive an interdisciplinary project.

Phase 2. Data interpretation 10-15%

Information summary
Problem definition
Reasoned conclusions
Concept determination
Formulation of the objectives to be achieved.

RA-02 Organize and interpret documentation to define the objectives and conditions of the interdisciplinary project.

Phase 3. Preliminary project ideation 10-30 %

Quality of the proposals and their suitability for the concept to be developed.
Evolution of the proposals
Rich use of manual and digital tools and resources
Degree of relationship of ideas and concepts that lead to the development of working hypotheses. Organization and planning of execution/production.

RA-03 Experiment; propose and evaluate ideas, concepts and solutions.

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Phase 4. Development 10-30 %

Conceptual quality

Formal quality of solution Project viability

Quality of the technical report

Quality of conclusions

Quality of manual and digital graphic representation

Presentation quality

Communicate a project in an understandable way (narrative rigor) Quality of presentation (communication skills).

RA-03 Experiment; propose and evaluate ideas, concepts and solutions.

RA-04 Plan and develop the most suitable proposal.

RA-05 Define the feasibility and viability of the proposals.

Phase 5. Communication 5-20%

Expression and communication in front of the class group.

Quality of argumentation and debate of ideas in front of others.

Communicate a project in an attractive way using appropriate tools and resources. Analyze and evaluate presentations from other colleagues.

Peer assessment based on given guidelines.

RA-07 Present, communicate, defend and argue the project with a self-critical vision.

Teamwork (to be assessed according to the needs of the activity) 5-15%

RA-06 Coordinate and integrate with the group, responsibly assume the relevant role within teamwork.

Evaluation instruments within continuous evaluation

Rubrics.

Individual and/or group feedback: written or oral.

Monitoring reports.

Direct observations.

Observation records.

Self-assessment.

Co-evaluation.

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 the classroom schedule within the current 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 recover, the pending activity or activities must be submitted within the recovery period that established by the teacher and, if none is established, recovery can be done during the recovery week with the specific criteria of continuous assessment.

In the case of students who fail individually, specific assignments will be requested to be submitted in order to recover.

If an activity is submitted to recover or improve the grade obtained in the first submission, the new assessment will replace the previous rating. If in the review of this recovery it is detected deficiencies are detected, the rating may be reduced, affecting the final rating of the subject.

The specific recovery criteria will be based on the evaluation criteria within the continuous evaluation.

Specific recovery criteria outside of continuous assessment

In the case of group make-ups, the pending activity or activities must be submitted within the make-up period established by the teacher and, if none is established, the make-up can be done during the make-up week with the same criteria that apply to continuous assessment.

In the case of individual recoveries, the presentation of specific tasks specified by the teacher at the time of recovery will be required. The tasks will be those that the teacher considers necessary to recover the failed part, calculating the same percentage as in the continuous assessment.

Subject recovery instruments outside of continuous assessment

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:

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- 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 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.

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11. Sources of information and teaching resources

Basic bibliography

Reference bibliography and other resources

MAHON, N. (2012). Ideation. How to generate great advertising ideas. Barcelona: Editorial Gustavo Gili, SL.

MANZINI, EZIO. (2015). When everyone designs, an introduction to design for social innovation. Madrid: Experimenta editorial

NORMAN, DONALD A. (2005). Emotional Design. Paidos Editorial.

NORMAN, DONALD (2013). The Design of Everyday Things. Revised and expanded edition. Nueva York: Basic Books.

SMITH, PAUL. (2009) You can find inspiration in everything – (and if you can't, look again). Ed. Violette.

SUDJIC, DEYAN. (2009). The Language of Things. Turner Publications.

<https://www.edivi.org/>

<https://www.desisnetwork.org/>

Depending on the type of briefing proposed, the reference or consultation bibliography will be appropriate.

Audiovisuals

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12. Training activity sheets

ACTIVITY 1	Duration: 1-2 weeks	Weighting: 10-15%
Description of the activity		
Phase 1. Research - Close-up documentary.		
Contents		
- Develop methodologies for collecting and classifying documentation.		
Skills		
CT-01	Organize and plan work in an efficient and motivating way.	
CT-09	Integrate appropriately into multidisciplinary teams and diverse cultural contexts.	
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-07	Organize, lead and/or coordinate work teams and know how to adapt to multidisciplinary teams.	
CG-08	Propose research and innovation strategies to resolve expectations focused on functions, needs and materials.	
CG-19	Demonstrate critical thinking skills and know how to propose research strategies.	
Applied teaching methodologies		
MD1	Conference and/or master class	
MD2	Debate and/or discussion	
MD6	Presentations and/or defenses	
MD7	Case study	
Learning outcomes		
RA1	Recognize and apply different documentary search strategies to obtain significant data to conceive an interdisciplinary project.	
Continuous evaluation		
Specific evaluation criteria within continuous evaluation		

Quality of information.

Structure of the analysis.

Graphic and spelling quality of the presentation.

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Relevance of the sources consulted.

Evaluation instruments within continuous evaluation

Rubrics.

Individual and/or group feedback: written or oral.

Monitoring reports.

Direct observations.

Observation records.

Self-assessment.

Specific recovery criteria within continuous assessment

Quality of information.

Structure of the analysis.

Graphic and spelling quality of the presentation.

Relevance of the sources consulted.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Quality of information.

Structure of the analysis.

Graphic and spelling quality of the presentation.

Relevance of the sources consulted.

Recovery instruments outside of continuous assessment

Rubrics.

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ACTIVITY 2	Duration: week 3-5	Weighting: 10-15%
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Description of the activity

Phase 2. Data interpretation

Contents

- Develop methodologies for collecting and classifying documentation. Analysis of references.
- The assignment. Types and characteristics. Development of the contract.*briefing*.
- Define and work on the concept from original points of view, avoiding trivializations.
- Hierarchize and propose visual and material approaches that are consistent with the information obtained.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-14	Mastering research methodology in the generation of viable projects, ideas and solutions
CG-08	Propose research and innovation strategies to resolve expectations focused on functions, needs and materials.
CG-19	Demonstrate critical thinking skills and know how to propose research strategies.
GRA-03	Understand and use the capacity for meaning of graphic language.
MOD-06	To base the creative process on research, methodological and aesthetic strategies

Applied teaching methodologies

MD1	Conference and/or master class
MD2	Debate and/or discussion
MD6	Presentations and/or defenses
MD7	Case study

Learning outcomes

RA-02	Organize and interpret documentation to define the objectives and conditions of the interdisciplinary project.
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Continuous evaluation

Specific evaluation criteria within continuous evaluation

Information summary

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Problem definition
Reasoned conclusions
Concept determination
Formulation of the objectives to be achieved.

Evaluation instruments within continuous evaluation

Rubrics.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.

Specific recovery criteria within continuous assessment

The same as the generals.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The same as the generals.

Recovery instruments outside of continuous assessment

The same as the generals.

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ACTIVITY 3	Duration: 6-8 weeks	Weighting:10-30 %
Description of the activity		
Phase 3. Preliminary project ideation		
Contents		
- The assignment. Types and characteristics. Development of the briefing. - Define and work on the concept from original points of view, avoiding trivializations. - Hierarchize and propose visual and material approaches that are coherent with the information obtained. - Creative and methodological processes. - Plan and organize people, infrastructure, communications and materials to manage the interaction between an entity and its users and their experience.		
Skills		
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.	
CG-07	Organize, lead and/or coordinate work teams and know how to adapt to multidisciplinary teams.	
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.	
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.	
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.	
MD8	Project work Project or problem based on the real or professional world that needs to be solved independently or in a group.	
Learning outcomes		
RA-03	Experiment: propose and evaluate ideas, concepts and solutions.	

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- RA-04 Plan and develop the most suitable proposal.
- RA-05 Define the feasibility and viability of the proposals.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Quality of the proposals and their suitability for the concept to be developed. Evolution of the proposals
Rich use of manual and digital tools and resources
Degree of relationship of ideas and concepts that lead to the development of working hypotheses. Organization and planning of execution/production

Evaluation instruments within continuous evaluation

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

Specific recovery criteria within continuous assessment

The same as the generals.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The same as the generals.

Recovery instruments outside of continuous assessment

The same as the generals.

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ACTIVITY 4	Duration: 9-12 weeks	Weighting: 20-30%
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Description of the activity

Phase 4. Development

RA-03 Experiment; propose and evaluate ideas, concepts and solutions.

RA-04 Plan and develop the most suitable proposal.

RA-05 Define the feasibility and viability of the proposals.

Contents

Conceptual quality

Formal quality of solution Project viability

Quality of the technical report

Quality of conclusions

Quality of manual and digital graphic representation

Presentation quality

Communicate a project in an understandable way (narrative

rigor) Quality of presentation (communication skills).

Skills

CT-13	Seek excellence and quality in professional activity.
CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.
GRA-10	Apply methods to verify communicative effectiveness.
INT-05	Resolve aesthetic, functional, technical and construction problems that arise during the development and execution of the project
PRO-04	Value and integrate the aesthetic dimension in relation to the use and functionality of the product
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
PRO-10	Produce and communicate appropriate information regarding production
CG-15	Know processes and materials and coordinate your own intervention with other professionals, according to sequences and degrees of compatibility.
PRO-03	Propose, evaluate and determine alternative solutions to complex product and system design problems
INT-01	Generate and materialize functional, formal and technical solutions that allow the optimal use and utilization of interior spaces.
MOD-02	Conceive and materialize fashion design projects that integrate formal, material, technical, functional, communicative, and realization aspects

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Applied teaching methodologies

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.
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.

Learning outcomes

RA-03	Experiment; propose and evaluate ideas, concepts and solutions.
RA-04	Plan and develop the most suitable proposal.
RA-05	Define the feasibility and viability of the proposals.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Phase 4. Development 10-30 %

Conceptual quality
Formal quality solution
Project feasibility
Quality of the technical report
Quality of manual and digital graphic representation
Communicate a project in an understandable way (narrative rigor)

RA-03 Experiment; propose and evaluate ideas, concepts and solutions.

RA-04 Plan and develop the most suitable proposal.

RA-05 Define the feasibility and viability of the proposals.

Evaluation instruments within continuous evaluation

Rubrics.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.
Self-assessment.

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Specific recovery criteria within continuous assessment

To recover, the pending activity or activities must be submitted within the recovery period that established by the teacher and, if none is established, recovery can be done during the recovery week with the specific criteria of continuous assessment.

In the case of students who fail individually, specific assignments will be requested to be submitted in order to recover.

If an activity is submitted to recover or improve the grade obtained in the first submission, the new assessment will replace the previous rating. If in the review of this recovery it is If deficiencies are detected, the rating may be reduced, affecting the final rating of the subject.

The specific recovery criteria will be based on the evaluation criteria within the continuous evaluation.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

In the case of group make-ups, the pending activity or activities must be submitted within the make-up period established by the teacher and, if none is established, the make-up can be done during the make-up week with the same criteria that apply to continuous assessment.

In the case of individual recoveries, the presentation of specific tasks agreed upon by the teacher at the time of recovery will be required.

Recovery instruments outside of continuous assessment

Rubrics.

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ACTIVITY 5	Duration: week 13-16	Weighting: 5-20%
Description of the activity		
Phase 5. Project communication		
Contents		
Design and production of presentation media Oral presentation and defense of the project		
Skills		
CT-07	Use communication skills and constructive criticism in teamwork.	
CG-11	Communicate ideas and projects to clients, argue reasonably, know how to evaluate proposals and channel dialogue.	
GRA-04	Master the procedures for creating communicative codes.	
Applied teaching methodologies		
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.
Learning outcomes		
RA-07	Present, communicate, defend and argue the project with a self-critical vision.	
Continuous evaluation		
Specific evaluation criteria within continuous evaluation		
Expression and communication in front of the class group. Quality of argumentation and debate of ideas in front of others. Communicate a project in an attractive way using appropriate tools and resources. Analyze and evaluate presentations from other colleagues.		
Evaluation instruments within continuous evaluation		
Rubrics. Individual and/or group feedback: written or oral. Monitoring reports. Direct observations.		

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Observation records.

Specific recovery criteria within continuous assessment

Expression and communication in front of the class group.
Quality of argumentation and debate of ideas in front of others.
Communicate a project in an attractive way using appropriate tools and resources.
Analyze and evaluate presentations from other colleagues.
Peer assessment based on given guidelines.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The same initial requirements and evaluation criteria.

Recovery instruments outside of continuous assessment

The same initial requirements and evaluation criteria.

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ACTIVITY 6	Duration: during the course	Weighting: 5-15%
Description of the activity		
Communication		
Contents		
- Organization of tasks and adaptation to the interdisciplinary group. - Organization of tasks and adaptation of the group to resolve conflicts.		
Skills		
CT-07	Use communication skills and constructive criticism in teamwork.	
CG-07	Organize, lead and/or coordinate work teams and know how to adapt to multidisciplinary teams.	
Applied teaching methodologies		
MD 11	Collaborative work	
Learning outcomes		
RA-06	Coordinate and integrate with the group, responsibly assuming the relevant role within teamwork.	
Continuous evaluation		
Specific evaluation criteria within continuous evaluation		
The same as the generals.		
Evaluation instruments within continuous evaluation		
The same as the generals.		
Specific recovery criteria within continuous assessment		
The same as the generals.		
Recovery outside of continuous assessment		
Specific recovery criteria outside of continuous assessment		

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The same as the generals.

Recovery instruments outside of continuous assessment

Group feedback: written or oral.

Monitoring reports.

Direct observations.

Observation records.

Self-assessment.

Co-evaluation.