

7S_FB_Research methodology

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

Subject: Design culture

Type: Basic Training

Credits: 4 ECTS

Total hours: 100 h

Course: 4

Hours/week: 6,3 h

Semester: 7

Face-to-face hours/week: 2,5 h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 3,8 h

Prerequisites: Cap

1. Presentation of the subject

The Research Methodology subject will delve into the research context of your specialty in order to locate the questions that will lead you to data collection, the corresponding analysis, the hypothesis, the value proposition and the briefing that will help you develop your Final Degree Project.

The subject has the following objectives:

- Know, analyze and evaluate personal interests and/or professional stimuli, defining areas of interest.
- Define problems or needs in a given context.
- Choose research methodology in accordance with the objectives set with a high degree of autonomy. Analyze and evaluate research results.
- Focus on detecting a problem or a significant design need or opportunity.
- Present and publicly communicate the briefing with the value proposition to the professor and classmates of the subject and, if possible, the tutors of the Final Degree Project of the specialty.

2. Course contents

Research methodology and design processes focused on specialty design.

Innovation in design.

Detection of a problem and/or needs.

The research context (users, location, time, agents involved). Research planning.

Analysis of design cases as a transformative element.

Hypotheses considering the following aspects: conceptual, functional, formal, symbolic, cultural, social, technological, environmental, executive and economic.

Data collection (quantitative and qualitative) and selection of sources (primary and secondary). Analysis of the result: significant data. Conclusions.

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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-07	Use communication skills and constructive criticism in teamwork.	X	X
CT-08	Develop ideas and arguments in a reasoned and critical manner.	X	X

General skills		Subject	Subject
CG-03	Establish relationships between formal language, symbolic language and specific functionality.	X	X
CG-05	Act as mediators between technology and art, ideas and purposes, culture and commerce.	X	X
CG-13	Understand the economic, social and cultural context in which design takes place.	X	X
CG-14	Value the dimension of design as a factor of equality and social inclusion, and as a transmitter of cultural values.	X	X
CG-19	Demonstrate critical thinking skills and know how to propose research strategies.	X	X

Specific Graphic Design skills		Subject	Subject
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

Specific Interior Design skills		Subject	Subject
INT-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

Specific Fashion Design skills		Subject	Subject
MOD-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

Specific Product Design Skills		Subject	Subject
PRO-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

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4. Learning outcomes

RA	Description of the learning outcome	Skills
RA1	Identifies and analyzes design problems and/or needs, considering the social and cultural context.	CT02, CG13, GRA-15, INT-15, MOD-15, PRO-15
RA2	Knows and applies research methodologies, knows how to plan research and manage, organize and relate ideas.	CT02 - CG19
RA4	Formulates hypotheses following ethical, quality, innovation, environmental sustainability and/or efficiency criteria and demonstrates the ability to conceptualize ideas.	CT08 - CG03 - GRA-15 INT-15, MOD-15, PRO-15
RA5	Knows and distinguishes the different sources used in research and correctly cites the sources consulted. Demonstrates the use of bibliographical sources in a third language.	CT02
RA6	Analyzes and validates research data and manages information for decision-making, demonstrating the ability to establish connections, detect needs and define objectives.	CT02 - CG-05
RA7	Develops value propositions reasonably and critically, considering the social, cultural and/or environmental context.	CT08 - CG14
RA8	Shows an optimal level in terms of verbal and written expression in Catalan-Spanish (spelling, syntax and grammar) and graphic legibility.	CT07

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.	AF1, AF2 i/o AF3
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.	AF1, AF2 i/o AF3
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.	AF1, AF2 i/o AF3
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	AF1, AF2 i/o AF3
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.	AF1, AF2 i/o AF3
MD9	Guided practice	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.	AF1, AF2 i/o AF3
MD11	Collaborative work	Joint construction of knowledge through interaction and	AF1, AF2 i/o

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		collaboration between students. The teacher has a guiding and dynamizing role.	AF3
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6. Training activities of the subject

Code	Description	Duration	Percentage
AF1	Schemes for detecting problems and/or needs of the specialty. Proposal of objectives. Justification of the framework and/or scope of research. Research planning. Research hypothesis proposal.	4 weeks	20%
AF2	Definition of the context. Objectives in accordance with a value proposition (relevance, difference or positioning). Definition of research hypothesis. Fieldwork proposal with collection of some data.	5 weeks	30%
AF3	Data collection and analysis of the result with the definition of the problem and hypothesis: well-defined objectives, sender, receiver, conditions, etc. Provide the necessary documentation to start the project. Briefing.	7 weeks	50%

7. Evaluation systems

Due to their typology and educational program, all subjects in the ESDAPC undergraduate design studies include continuous assessment as a procedure to regulate and qualify the learning achieved by students during the semester.

In the event of not achieving the level of sufficiency in the evaluation activities within the closing milestones set out in the subject's schedule, the activities not passed may be corrected and/or completed within the recovery procedure defined by the teacher 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

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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 may be resubmitted as a retake.
- In the event of a submission or exam coinciding with a force majeure situation, the student may request to submit an activity after the deadline or repeat an exam, without being considered out of continuous assessment. This submission or exam will be carried out according to the conditions and calendar determined by the teaching staff.
 - Force majeure is understood to mean: serious illness or temporary incapacity (hospitalization) of the student or a first-degree relative, coincidence with an official language level or driving license exam, inexcusable duties before the administration or death of a first- or second-degree relative. It must be requested in an argued and justified manner in the form of [generic application](#), addressed to the campus management, and must necessarily include the original with a stamp of the document proving the major cause alleged.
- The evaluation process is based on the student's personal work and presupposes the authenticity of the authorship and originality of the exercises carried out. Any act of copying and/or plagiarism or 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

Identifies and analyzes problems and/or needs in relation to the current context. (RA1)

Know and apply methodologies. Plan research. (LO2, LO5)

Knows and distinguishes the sources used. Cites the sources consulted correctly. (RA2, RA5)

Poses hypotheses and defines objectives. (RA4)

Defines users, location, duration and agents. (RA6)

Develops value propositions with a critical sense. (RA7)

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Verbal and written expression. (RA8)

Graphic structure and readability. (RA8)

Evaluation instruments within continuous evaluation

Rubrics.

Individual and/or group feedback: written and/or oral.

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 teacher in their classroom schedule within the same semester. In the event that the teacher has 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

The submissions are cumulative, to recover the work it must be resubmitted together with the following activity with the necessary improvements, following exactly the same initial requirements and evaluation criteria.

Specific recovery criteria outside of continuous assessment

The specific criteria for recovery are the same as those for continuous assessment. To recover an activity outside of continuous assessment (students who do not meet minimum attendance, do not meet the format and submission deadline conditions), the pending activity or activities must be submitted within the recovery period established by the teacher and, if none is established, recovery can be done during the recovery week.

In addition to the submission of course activities to recover the subject, the teacher may request a complementary test and/or exercise to demonstrate that the contents and skills of the subject have been achieved. This complementary test and/or exercise will have a weighting of between 30% on all course activities. The written test is to accredit a minimum overall level of knowledge. That is, if the test is passed, the average of the subject maintains the weighting of the 3 activities submitted. In case of failure of the test, the average of the subject will be: 30% the test and 70% the average of the 3 ordinary activities.

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Subject recovery instruments outside of continuous assessment

Rubrics.

Test and/or complementary exercises.

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 framework, students must transparently cite the AI tools used and explicitly identify texts, images or other

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content generated with AI systems, which may not be presented as their own production.

Misuse of Artificial Intelligence can seriously affect the evaluation of assessment activities. In case of doubt, it is recommended that students consult the teacher responsible for the subject before submitting.

The specifics of the use of Artificial Intelligence in each subject—including the authorized tools, conditions of use and associated evaluation criteria— will be defined in the classroom programming, where teachers will contextualize the Teaching Guide and the Guide for the Ethical and Responsible Use of AI based on the objectives, skills and methodologies of the subject.

In all cases, students are responsible for any possible errors, omissions or biases that may be generated by the Artificial Intelligence used in the work process.

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11. Sources of information and teaching resources

Basic bibliography

O'Grady, J. and O'Grady, V. (2021). *Research manual for designers*. Barcelona: Blume.

Reference bibliography and other resources

- Agamben, G., (2009). "What is the contemporary?", *Nakedness*, Rucituso, M. and D'Meza, M. T., trans., 2011, (pp.17-29). Buenos Aires, Argentina: Adriana Hidalgo.
- Crouch, C. i Pearce, J. (2013). *Doing Research in Design*. Edinburgh, United Kingdom: A&C Black.
- Curedale, R. (2013). *Design research methods. 150 Ways to inform design*. North Charleston, EUA: CreateSpace. Designs Community College Inc.
- Dune, A. i Raby, F. (2013). *Speculative everything. Design, fiction and social dreaming* Cambridge, MA, USA: The MIT Press.
- Ferran, G. (2024). Origins, references and background of the project: Where memory used to sit. *AFurniture: territory, tradition and New Crafts*(pp. 39-46). Barcelona: DHub.
- Gray, C. i Malins, J. (2016). *Visualizing Research: A Guide to the Research Process in Art and Design* London, United Kingdom: Routledge.
- Groys, B. (2002). *On the New - About what is new - About the new*. Retrieved from <https://artnodes.uoc.edu/articles/abstract/10.7238/a.v0i2.680/>
- Harris, A. (2010). *Design methodology* Barcelona: Parramon Ediciones.
- Klein, J. (2010). "What is artistic research?", *Counterarguments*, 23. Berlin, Germany: Berlin-Brandenburg Academy of Sciences.
- Manzini, E. (1992). *Artifacts. Towards a new ecology of the artificial environment* Madrid: Celeste Ediciones.
- Manzini, E. (2018). *When everyone designs. An introduction to design for social innovation* Madrid: Experimenta.
- Mejide, R. (2009). *Negative thinking. Get it wrong and you'll think....* Barcelona: Booked.
- Milton, A. i Rodgers, P. (2013). *Research methods for product design*. Barcelona: Blume.
- Morris, R. (2013). *Fundamentals of product design* Barcelona: Parramon Ediciones.

Audiovisuals

- Design Incubation. Website specializing in research in communication design. <https://designincubation.com/>
- Mor, E. (Coord.). (s.d.). *Design Toolkit*. Open University of Catalonia. <https://design-toolkit.recursos.uoc.edu/>
- Venegas, V. (April 23, 2024). *Design research: what it is and how to generate actionable insights*. Shifta, Elisava. <https://weareshifta.com/design-research-que-es/>
- Fuller, J. (s.d.). *Readigns.Design*. Jarrett Fuller / twenty-six. <https://readings.design/>

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12. Content blocks

ACTIVITY 1	Duration:4 weeks	Weighting: 20%
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Description of the activity

Schemes for detecting problems and/or needs in the specialty.
Personal and individual analysis of areas of interest.
Case studies of selected projects.
Proposal for identification of problems, needs and/or opportunities.
Justification of the framework and/or research area.
Proposal of objectives (primary and secondary) and research planning.

Contents

Research methodology and design processes focused on specialty design.
Innovation in design.
Detection of a problem and/or needs.
The research context (Users, location, time, agents involved).
Research planning.
Analysis of design cases as a transformative element.

Skills

CT02	Collect significant information, analyze it, synthesize it and manage it appropriately.
CT08	Develop ideas and arguments in a reasoned and critical manner.
CG-03	Establish relationships between formal language, symbolic language and specific functionality.
CG-13	Understand the economic, social and cultural context in which design takes place
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.
MD3	Readings and/or comments.
MD6	Presentations and/or defenses
MD7	Case study
MD9	Guided practice
MD11	Collaborative work

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Learning outcomes

RA1	Identifies and analyzes design problems and/or needs, considering the social and cultural context.
RA2	Knows and applies research methodologies, knows how to plan research and manage, organize and relate ideas.
RA4	Formulates hypotheses following ethical, quality, environmental sustainability and/or efficiency criteria and demonstrates the ability to conceptualize ideas.
RA8	Shows an optimal level in terms of verbal and written expression in Catalan-Spanish (spelling, syntax and grammar).

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Quality of the content presented in relation to the social and cultural context. 10-25% (RA1)

Research planning level. 10-25% (RA2)

Ability to establish connections with differential value. 5-15% (RA2)

Ability to pose hypotheses and define objectives. 10-25% (RA4)

Verbal and written expression 5-10% (RA8)

Graphic structure and readability. 5-10% (RA8)

Evaluation instruments within continuous evaluation

Rubric.

Individual and/or group feedback: written and/or oral.

Specific recovery criteria within continuous assessment

The submissions are cumulative, to recover the work it must be resubmitted together with the following activity with the necessary improvements, following exactly the same initial requirements and evaluation criteria.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The specific criteria for recovery are the same as those for continuous assessment. To recover an activity outside of continuous assessment (students who do not meet minimum attendance, do not meet the format and submission deadline conditions), the pending activity or activities must be submitted within the recovery period established by the teacher and, if none is established, recovery can be done during the recovery week.

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In addition to the submission of course activities to recover the subject, the teacher may request a complementary test and/or exercise to demonstrate that the subject's content and skills have been achieved. This complementary test and/or exercise will have a weight of between 20-30%.

Recovery instruments outside of continuous assessment

Rubrics.

Test and/or complementary exercises.

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

Definition of the context.

Objectives in accordance with a value proposition (relevance, difference or positioning).

Definition of research hypothesis.

Fieldwork proposal with collection of some data.

Identification of problems, needs and/or opportunities in the selected context.

Analysis of innovation in the selected context.

Proposal of research objectives (and of the TFG). Definition of the hypothesis.

Select and execute the type of research you consider: primary research (interviews, market analysis, surveys or questionnaires, discussion groups, experiments, etc.) and/or secondary (readings, references, authors, news, etc.).

Planning of the research and the methodologies selected for the research.

Description of what, how and when.

Contents

Research methodology and design processes focused on specialty design.

Innovation in design.

The research context (Users, location, time, agents involved). Research planning.

Hypotheses addressing the following aspects: conceptual, functional, formal, symbolic, cultural, social, technological, environmental, executive and economic.

Data collection (quantitative and qualitative) and selection of sources (primary and secondary). Analysis of the result: significant data. Conclusions.

Skills

CT02	Collect significant information, analyze it, synthesize it and manage it appropriately.
CT-08	Develop ideas and arguments in a reasoned and critical manner.
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.
MD3	Readings and/or comments.
MD6	Presentations and/or defenses
MD7	Case study
MD9	Guided practice
MD11	Collaborative work

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Learning outcomes

RA2	Knows and applies research methodologies, knows how to plan research and manage, organize and relate ideas.
RA4	Formulates hypotheses following ethical, quality, environmental sustainability and/or efficiency criteria and demonstrates the ability to conceptualize ideas.
RA5	Knows and distinguishes the different sources used in research and correctly cites the sources consulted. Demonstrates the use of bibliographical sources in a third language.
RA6	Analyzes and validates research data and manages information for decision-making, demonstrating the ability to establish connections, detect needs and define objectives.
RA8	Shows an optimal level in terms of verbal and written expression in Catalan-Spanish (spelling, syntax and grammar) and graphic legibility.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Degree of relationship with the current context 5-10% (RA6)
 Degree of definition of users. 10-20% (RA6)
 Degree of suitability of location and duration. 5-10% (RA6)
 Degree of definition of the agents involved. 5-10% (RA6)
 Degree of definition of objectives. 10-20% (RA6)
 Degree of selection and interest of the hypotheses / working questions. 10-20% (RA4)
 Degree of precision and realism of how to obtain the information necessary to carry out the work. 10-20% (RA2, RA5)
 Degree of description of the methodology used. Description of what, how and when. 10-20% (RA2, RA5)
 Written and formal quality of the document. 5-10% (RA8)

Evaluation instruments within continuous evaluation

Rubric
 Individual and/or group feedback: written and/or oral.

Specific recovery criteria within continuous assessment

The submissions are cumulative, to recover the work it must be resubmitted together with the following activity with the necessary improvements, following exactly the same initial requirements and evaluation criteria.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The specific criteria for recovery are the same as those for continuous assessment. To recover an activity outside of continuous assessment (students who do not meet minimum attendance, do not meet the format

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and submission deadline conditions), the pending activity or activities must be submitted within the recovery period established by the teacher and, if none is established, recovery can be done during the recovery week.

In addition to the submission of course activities to recover the subject, the teacher may request a complementary test and/or exercise to demonstrate that the subject's content and skills have been achieved. This complementary test and/or exercise will have a weight of between 20-30%.

Recovery instruments outside of continuous assessment

Rubrics.

Test and/or complementary exercises

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ACTIVITY 3	Duration: 7 weeks	Weighting: 50%
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Description of the activity

Results of the research and application of the selected methodologies.

Identification of problems and/or needs of the specialty.

Evaluation of the research process. Analysis of the results and final assessment.

Briefing proposal: objectives, sender, receiver, conditions...

Provide the necessary documentation to start the project. I added this because I think it is interesting and it was in the other guide.

Contents

Research methodology and design processes focused on specialty design.

Innovation in design.

The research context (users, location, time, agents involved).

Data collection (quantitative and qualitative) and selection of sources (primary and secondary). Analysis of the result: significant data. Conclusions.

Skills

CT02	Collect significant information, analyze it, synthesize it and manage it appropriately.
CT-07	Use communication skills and constructive criticism in teamwork.
CT-08	Develop ideas and arguments in a reasoned and critical manner.
CG-05	Act as mediators between technology and art, ideas and purposes, culture and commerce.
CG-14	Value the dimension of design as a factor of equality and social inclusion, and as a transmitter of cultural values.
CG-03	Establish relationships between formal language, symbolic language and specific functionality.

Applied teaching methodologies

MD1	Conference and/or master class.
MD2	Debate and/or discussion.
MD3	Readings and/or comments.
MD6	Presentations and/or defenses
MD7	Case study
MD9	Guided practice
MD11	Collaborative work

Learning outcomes

RA5	Knows and distinguishes the different sources used in research and correctly cites the sources consulted. Demonstrates the use of bibliographical sources in a third language.
RA6	Analyzes and validates research data and manages information for decision-making, demonstrating the ability to establish connections, detect needs and define objectives.

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RA7	Develops value propositions reasonably and critically, considering the social and cultural context.
RA8	Shows an optimal level in terms of verbal and written expression in Catalan-Spanish (spelling, syntax and grammar) and graphic legibility.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Clarity, synthesis and formal quality of the presentation. 5-10% (RA8)
Reference of sources (APA) and reference authors (citations). 5-10% (RA5)
Keyword interest. 5-10% (RA5) (RA6)
Application of methods to obtain information. Clarity in obtaining data: theoretical foundation. 5-10% (RA5 and RA6)
Analysis and conclusions of the results obtained from the research with one's own criteria. 5-10% (RA5)
Definition of the value proposition (generally a vision of contribution in some field of work). 10-25% (RA7)
Interest in the value proposition in relation to the topic, the objectives of innovation, social improvement, sustainability and the environment. 10-25% (RA7)
Presents an idea of great interest and relevance within its field or sector, in the specific context, briefing. 10-25% (RA6)
Shows and synthesizes some very good and appropriate key references for his/her TFG and argues very well why they are significant. 10-20% (RA6)
Coherent, dynamic presentation with supporting material. 10-25% (RA8)

Evaluation instruments within continuous evaluation

Rubric.
Individual and/or group feedback: written and/or oral.

Specific recovery criteria within continuous assessment

The submissions are cumulative, to recover the work it must be resubmitted together with the following activity with the necessary improvements, following exactly the same initial requirements and evaluation criteria.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The specific criteria for recovery are the same as those for continuous assessment. To recover an activity outside of continuous assessment (students who do not meet minimum attendance, do not meet the format

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and submission deadline conditions), the pending activity or activities must be submitted within the recovery period established by the teacher and, if none is established, recovery can be done during the recovery week.

In addition to the submission of course activities to recover the subject, the teacher may request a complementary test and/or exercise to demonstrate that the subject's content and skills have been achieved. This complementary test and/or exercise will have a weight of between 20-30%.

Recovery instruments outside of continuous assessment

Rubrics.

Test and/or complementary exercises.