

7S_OPT_GRA_Website design and digital management

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

Subject: Monographic graphic design projects

Type: Optional Training

Credits: 6 ECTS

Total hours: 150 h

Course: 4

Hours/week: 9,4 h

Semester: 7

Face-to-face hours/week: 4 h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 5,4 h

Prerequisites: It is recommended to have passed the Computer Network Technology subject.

1. Presentation of the subject

Most of the web projects in which information and communication technology professionals currently participate are not strictly technical, but involve different departments and skills. Among these professional profiles we find the person in charge of designing the communicative aspects of the web environment, focusing mainly on the functional aspects with the main objective of designing an attractive and easy-to-use interface.

This elective aims to complement the knowledge acquired in the subject of Computer Network Technology, taking into account the point of view and working methodology of the graphic designer. The content of the subject will provide students with the basic knowledge and skills in web project management so that they can be an active member of a work team that is in constant change and evolution.

The subject explores the languages and skills included in the areas of content creation, communication and web design and digital management in its double dimension: practical and theoretical.

It delves into the different web publishing systems, CMS environments and introduces students to the design and approach of applications for mobile devices, using the most appropriate prototyping tools for the sector. Upon completion of the subject, students should be able to propose and solve a web project with a dual perspective: strategic and creative.

2. Course contents

Historical evolution of web design and the current context. Trends in web design.

Research and documentation in web design and digital management.

Analysis and differences between the different types of web spaces (thematic, e-commerce, corporate, social,

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collaborative, blog, search engine, etc.)

Analysis and study of the structures, general and specific functional and technical conditions associated with each type of web project. Theoretical foundations of usability and information architecture.

Creative development. Hypothesis phase.

User-centered design methodology UX/UI:

1. Research and analysis. Background.
2. Structure
3. Sketches
4. UI Layout - Wireframes
5. UX - Usability Scheme
6. Responsive design
7. Prototyping with thesoftwaresTips: Adobe XD, Figma, Marvel.
8. Submission of a report and oral presentation in class.

Creative development.

System to be used.

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

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 reasonably, know how to evaluate proposals and channel dialogue.	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-05	Establish organizational structures for information.	X	X
GRA-06	Interrelate formal and symbolic languages with specific functionality.	X	X

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GRA-10	Apply methods to verify communicative effectiveness.	X	X
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4. Learning outcomes

RA	Description of the learning outcome	Skills
RA1	Follow an orderly and logical methodological process towards the end of the project.	CT-01, CT-03, CG-01, GRA-01, GRA-05
RA2	Plan, manage and develop ideas to achieve efficient synthesis.	CT-01, CG-01, GRA-01. GRA-05
RA3	Apply and transfer global and specific knowledge to the project.	CT-06, CG-01, GRA-03, GRA-04
RA4	Synthesize creative requirements effectively.	CT-03, CG-11, GRA-06
RA5	Know and use appropriate materials and technologies.	CT-01, CG-01, GRA-10
RA6	Rigorously apply representation techniques in material and digital support in the definition of the project	CT-01. CG-01, GRA-05
RA7	Apply presentation techniques with communicative clarity for the explanation, acceptance and promotion of the project.	CT-01, CG-11, GRA-04
RA8	Carry out feasibility studies and budget forecasts.	CT-06, GRA-10

5. Teaching methodologies of the subject

Code	Typology	Description	Apply
MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.	X
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

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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 <i>feedback</i> active during practice.	X
MD10	Flipped classroom	Move part of the theoretical learning outside the classroom, through online materials or resources prepared by the teacher, to dedicate 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

Code	Description	Duration	Percentage
AF1	Web classification. Analysis of websites of different types, services or themes.	2 weeks	20%
AF2	Creation of an app (semi-free theme).	7 weeks	40%
AF3	Creating a website with Wordpress (semi-free theme)	7 weeks	40%

7. Evaluation systems

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

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

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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 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

Activity 1 - 20%

Relevance of the sources consulted (RA1) 20%

Analysis structure (RA2) 30%

Ability to observe and critically analyze examples (RA3) 40%

Spelling and presentation (RA1, RA7) 10%

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Activity 2 - 40%

Synthesis of information (RA1, RA2) 5%

Problem definition (RA4) 5%

Collection of the ideation process (RA2) 5%

Quality of proposals (RA3) 15%

Degree of relationship between ideas and concepts that lead to developing working hypotheses (RA3, RA4) 15%

Rich use of manual and digital tools and resources (RA5, RA6) 5%

Conceptual quality (RA1, RA2, RA3, RA4) 10%

Ability to use the user-centered design methodology (UX/UI) when defining the app structure and screen design (RA3, RA4) 10%

Formal quality of the solution with application of a personal graphic consistent with the assignment (RA3, RA4) 5%

Project viability (RA8) 5%

Optimization of elements to mobile dimensions (typography, pictograms...) (RA3, RA5) 10%

Presentation quality (RA5, RA6, RA7) 5%

Prototyping with Figma (RA5, RA6) 5%

Activity 3 - 40%

Synthesis of information (RA1, RA2) 5%

Problem definition (RA4) 5%

Summary of the ideation process. (RA2) 5%

Quality of proposals (RA3) 15%

Degree of relationship between ideas and concepts that lead to developing working hypotheses (RA3, RA4) 15%

Rich use of manual and digital tools and resources (RA5, RA6) 5%

Conceptual quality (RA1, RA2, RA3, RA4) 10%

Ability to use the user-centered design methodology (UX/UI) when defining the website structure and screen design: web map, main screen layout (*wireframes*), global navigation system labels (main menu) and local navigation (secondary), graphic mockup... (RA3, RA4) 10%

Formal quality of the solution with application of a personal graphic consistent with the assignment (RA3, RA4) 10%

Project viability (RA8) 5%

Optimization of elements to mobile dimensions (typography, pictograms...) (RA3, RA5) 10%

Correct responsiveness (RA5) 5%

Evaluation instruments within continuous evaluation

Application exercises. *Feedback* individual and/or group: written or oral. Monitoring reports. Direct observations.

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7.2. Recovery

General recovery criteria

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

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

Specific criteria recovery within continuous assessment

The activity can be recovered during continuous assessment, it will be insisted that the recovery should not in any way be detrimental to the rhythm of the sessions of the following activities. The activity can be redone, completed or improved to raise the grade, whether it is approved, failed or not presented.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Follow the criteria established in the training activities.

Recovery instruments outside of continuous assessment

The make-up work is collected in a specifically created Moodle assignment open until the last day of the make-up week. It is graded and the result is communicated to the corresponding student. submit all elements of the activity + recovery work (in a single submission and without returning corrections). The weighting will be 70% Activity + 30% Recovery work.

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

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

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

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

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

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11. Sources of information and teaching resources

Basic bibliography

Reference bibliography and other resources

- GRANÉ, M. (2012). *Interactive design on the web*. Barcelona: Publicacions i Edicions de la Universitat de Barcelona.
- KRUG, S. (2014). *Don't Make Me Think: An Approach to Usability on the Web and Mobile Devices* Madrid: Anaya Multimedia Editions.
- LYNCH, P.J. i HORTON, S. (2002). *Basic design principles for creating websites* Barcelona: Gustavo Gili Publishers.
- NIELSEN, J. and TAHIR, M. (2002). *Homepage usability: Analysis of 50 websites* Madrid: Pearson Education.
- PIPES, A. (2011). *Website design*. Barcelona: Promopress.
- VV.AA. (2001). *Internet dictionary*. Barcelona. Catalan Encyclopedia.
- WOOD, D. (2015). *Interface design*. Barcelona. Editorial Parramon.

Resources about web technology:

- About standards and code normalization: <https://www.w3schools.com/>
- Hosting: <https://www.hostgator.com/>
- Topics and *plug-in* for students: <https://mvkoeen.com/>
- Newsletters: <https://mailchimp.com/es/>

Different types of digital material:

- Server fonts:
 - <https://fonts.google.com/>
 - <https://www.fontsquirrel.com/>
- CSS examples and resources: <http://www.csszengarden.com/tr/espanol/>
- Llibreries JQuery: Google Content Delivery Network (CDN):
<https://developers.google.com/speed/libraries/#jquery>
- Figma: <https://www.figma.com/>

Audiovisuals

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12. Content blocks

ACTIVITY 1	Duration: 2 weeks	Weighting: 20%
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Description of the activity

Web classification. Analysis of websites of different types, services or themes.

Phase 1: documentary search and network analysis

Phase 2: diagram

Phase 3: presentation and delivery: PDF diagram and oral presentation.

Contents

Relevance of the sources consulted.

Structure of the analysis.

Ability to observe and critically analyze examples.

Deepening and discoveries.

Spelling and presentation.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CG-11	Communicate ideas and projects to clients, argue reasonably, know how to evaluate proposals and channel dialogue.
GRA-05	Establish organizational structures for information.

Applied teaching methodologies

MD1	Lecture 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.
MD6	Presentations and/or defenses. Publicly presenting the results of a work, project or research in front of an audience.
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.
MD11	Collaborative work. Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.

Learning outcomes

RA1	Follow an orderly and logical methodological process towards the end of the project.
RA2	Plan, manage and develop ideas to achieve efficient synthesis.
RA3	Apply and transfer global and specific knowledge to the project.
RA7	Apply presentation techniques with communicative clarity for the explanation, acceptance and promotion of the project.

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Continuous evaluation

Specific evaluation criteria within continuous evaluation

Relevance of the sources consulted (RA1) 20%
Analysis structure (RA2) 30%
Ability to observe and critically analyze examples (RA3) 40%
Spelling and presentation (RA1, RA7) 10%

AI can be used in the creation of images and documentation and consultation texts (The justification of the work must be written for the student himself/herself). However, the prompts and also the source consulted for the corresponding AI must be specified.

Evaluation instruments within continuous evaluation

Application exercises. *Feedback* individual and/or group: written or oral. Monitoring reports. Direct observations.

Specific criteria recovery within continuous assessment

The activity can be recovered during continuous assessment, it will be insisted that the recovery should not in any way be detrimental to the rhythm of the sessions of the following activities. The activity can be redone, completed or improved to raise the grade, whether it is approved, failed or not presented.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Follow the criteria established in the training activities.

Recovery instruments outside of continuous assessment

The make-up work is collected in a specifically created Moodle assignment open until the last day of the make-up week. It is graded and the result is communicated to the corresponding student.
Deliver all elements of the activity + recovery work (in a single submission and no return of corrections).
The weighting will be 70% Activity + 30% Recovery work.

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ACTIVITY 2	Duration: 7 weeks	Weighting: 40%
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Description of the activity

Creation of an app (semi-free theme).

Contents

Phase 1: Document Search and Apps Analytics

Look for apps that serve as references for the design of your own app. The references must be thematic, structural, formal and symbolic.

Delivery of PDF with the apps classified by the 4 types of references, commented, with technical data, rated (include a comparative assessment graph) and with bibliographical references (purchase/download link, developer's web address, address to page with criticism or comment...).

Phase 2: information architecture and usability design

Create and develop the organization of content, options and interaction. Screen design and screen sequence. Create schematic screens (*wireframes*) that allow navigating a schematic prototype to analyze the design suitability of the interface (UI:*user interface*) and usability (UX:*user experience*).

Phase 3: visual design

Product identity design (*our*, isotip, icon,*baseline*...) and the visual graphic design of the screens (*look & feel*) adapting the diagrams to the visual and interaction needs. A final prototype will be created simulating the final visual result as much as possible.

Phase 4: oral presentation and access to the final prototype.

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.
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.
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-05	Establish organizational structures for information.
GRA-06	Interrelate formal and symbolic languages with specific functionality.

Applied teaching methodologies

MD1	Lecture 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.

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MD5	Workshops and/or practices. Carrying out practical activities applied in a controlled environment, oriented towards learning by 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.
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.
MD8	Project work. A project or problem based on the real or professional world that must be solved independently or in a group.
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.
MD10	Flipped classroom. Transferring part of the theoretical learning outside the classroom, through online materials or resources prepared by the teacher, to dedicate time to practical, participatory activities and knowledge application.

Learning outcomes

RA1	Follow an orderly and logical methodological process towards the end of the project.
RA2	Plan, manage and develop ideas to achieve efficient synthesis.
RA3	Apply and transfer global and specific knowledge to the project.
RA4	Synthesize creative requirements effectively.
RA5	Know and use appropriate materials and technologies.
RA6	Rigorously apply representation techniques in material and digital support in the definition of the project.
RA7	Apply presentation techniques with communicative clarity for the explanation, acceptance and promotion of the project.
RA8	Carry out feasibility studies and budget forecasts.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Synthesis of information (RA1, RA2) 5%
 Problem definition (RA4) 5%
 Collection of the ideation process (RA2) 5%
 Quality of proposals (RA3) 15%
 Degree of relationship between ideas and concepts that lead to developing working hypotheses (RA3, RA4) 15%
 Rich use of manual and digital tools and resources (RA5, RA6) 5%
 Conceptual quality (RA1, RA2, RA3, RA4) 10%
 Ability to use the user-centered design methodology (UX/UI) when defining the app structure and screen design (RA3, RA4) 10%
 Formal quality of the solution with application of a personal graphic consistent with the assignment (RA3, RA4) 5%
 Project viability (RA8) 5%
 Optimization of elements to mobile dimensions (typography, pictograms...) (RA3, RA5) 10%
 Presentation quality (RA5, RA6, RA7) 5%
 Prototyping with Figma (RA5, RA6) 5%

AI can be used in the creation of images and documentation and consultation texts (The justification of the work must be written for the student himself/herself). However, the prompts and also the source consulted for the corresponding AI must be specified.

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Evaluation instruments within continuous evaluation

Application exercises. *Feedback* individual and/or group: written or oral. Monitoring reports. Direct observations.

Specific criteria recovery within continuous assessment

The activity can be recovered during continuous assessment, it will be insisted that the recovery should not in any way be detrimental to the rhythm of the sessions of the following activities. The activity can be redone, completed or improved to raise the grade, whether it is approved, failed or not presented.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Follow the criteria established in the training activities.

Recovery instruments outside of continuous assessment

The make-up work is collected in a specifically created Moodle assignment open until the last day of the make-up week. It is graded and the result is communicated to the corresponding student.

Deliver all elements of the activity + recovery work (in a single submission and no return of corrections). The weighting will be 70% Activity + 30% Recovery work.

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ACTIVITY 3	Duration: 7 weeks	Weighting: 40%
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Description of the activity

Creating a website with Wordpress (semi-free theme)
Knowledge and application of content managers
Economic estimate.

Contents

Phase 1: documentary search and website analysis.

Find websites that serve as references for the design of your own site. The references should be thematic, structural, formal and symbolic.

Delivery of PDFs with sites classified by the 4 types of references, commented, with technical data, rated (include a comparative assessment graph) and with bibliographical references (URL, developer's web address, address to page with criticism or comment...).

Phase 2: information architecture and usability design

Create and develop the organization of content, options and interaction. Screen design and screen sequence. Create schematic screens (*wireframes*) that allow navigating a schematic prototype to analyze the design suitability of the interface (UI:*user interface*) and usability (UX:*user experience*).

Phase 3: visual design

Product identity design (*our*, isotip, icon,*baseline*...) and the visual graphic design of the screens (*look & feel*) adapting the diagrams to the visual and interaction needs. A final prototype will be created simulating the final visual result as much as possible.

Phase 4: oral presentation and access to the final prototype.

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.
	Perform self-criticism towards one's own professional and interpersonal performance.
CT-06	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and
CG-01	communicative requirements and conditions.
CG-11	Communicate ideas and projects to clients, argue reasonably, know how to evaluate proposals and channel dialogue.
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-05	Establish organizational structures for information.
GRA-06	Interrelate formal and symbolic languages with specific functionality.
GRA-10	Apply methods to verify communicative effectiveness.

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Applied teaching methodologies

MD1	Lecture 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 practices. Carrying out practical activities applied in a controlled environment, oriented towards learning by 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.
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.
MD8	Project work. A project or problem based on the real or professional world that must be solved independently or in a group.
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 <i>feedback</i> active during practice.
MD10	Flipped classroom. Transferring part of the theoretical learning outside the classroom, through online materials or resources prepared by the teacher, to dedicate time to practical, participatory activities and knowledge application.

Learning outcomes

RA1	Follow an orderly and logical methodological process towards the end of the project.
RA2	Plan, manage and develop ideas to achieve efficient synthesis.
RA3	Apply and transfer global and specific knowledge to the project.
RA4	Synthesize creative requirements effectively.
RA5	Know and use appropriate materials and technologies.
RA6	Rigorously apply representation techniques in material and digital support in the definition of the project
RA7	Apply presentation techniques with communicative clarity for explanation, acceptance and project promotion.
RA8	Carry out feasibility studies and budget forecasts.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Synthesis of information (RA1, RA2) 5%

Problem definition (RA4) 5%

Summary of the ideation process. (RA2) 5%

Quality of proposals (RA3) 15%

Degree of relationship between ideas and concepts that lead to developing working hypotheses (RA3, RA4) 15%

Rich use of manual and digital tools and resources (RA5, RA6) 5%

Conceptual quality (RA1, RA2, RA3, RA4) 10%

Ability to use the user-centered design methodology (UX/UI) when defining the website structure and screen design: web map, main screen layout (*wireframes*), global navigation system labels (main menu) and local navigation (secondary), graphic mockup... (RA3, RA4) 10%

Formal quality of the solution with application of a personal graphic consistent with the assignment (RA3, RA4) 10%

Project viability (RA8) 5%

Optimization of elements to mobile dimensions (typography, pictograms...) (RA3, RA5) 10%

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Correct responsiveness (RA5) 5%

AI can be used in the creation of images and documentation and consultation texts (The justification of the work must be written for the student himself/herself). However, the prompts and also the source consulted for the corresponding AI must be specified.

Evaluation instruments within continuous evaluation

Application exercises. *Feedback* individual and/or group: written or oral. Monitoring reports. Direct observations.

Specific criteria recovery within continuous assessment

The activity can be recovered during continuous assessment, it will be insisted that the recovery should not in any way be detrimental to the rhythm of the sessions of the following activities. The activity can be redone, completed or improved to raise the grade, whether it is approved, failed or not presented.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Follow the criteria established in the training activities.

Recovery instruments outside of continuous assessment

The make-up work is collected in a specifically created Moodle assignment open until the last day of the make-up week. It is graded and the result is communicated to the corresponding student.
Deliver all elements of the activity + recovery work (in a single submission and no return of corrections).
The weighting will be 70% Activity + 30% Recovery work.