

7S_OPT_GRA_Editorial design. Analog and digital publications

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: 150h

Course: 4

Hours/week: 9.4h

Semester: 7

Face-to-face hours/week: 4h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 5.4h

Prerequisites: It is recommended to have passed the subjects Design Projects 1-2-3-4.

1. Presentation of the subject

To talk about editorial design is to talk about human evolution, communication and the preservation of knowledge. In the contemporary context of recent decades, editorial activity has been a phenomenon of intensity, quantity and impact, together with the emergence of new forms of publication. Interest has proliferated from institutional environments and from all kinds of professional initiatives and design fields.

We approach publishing from two perspectives: as a design response to research and as an editable and reproducible material support or form. On the one hand, as research, it is necessary to establish projectual, conceptual, academic and epistemological methods, making publishing a space for the production of knowledge as open processes and a preparatory essay for projects of greater breadth and depth. And, on the other, with regard to the material form, an exploration is proposed in the spectrum of publishing modes and contemporary forms of printed and digital support. The creative and technical potentials, as well as the methodologies, are explored in an experimental laboratory-type environment, paying attention to the typologies of publishing appropriate to a content, to the creative value and to the aesthetic experience. Attention is paid to the book format as it is the most used in space and time, although it is not the first or the only means of transmission and preservation. Digital publishing is another discursive space of design and must be rethought in its specificity and evolution.

Editing as a process and design response is intrinsic to the subject and is open to the variables that appear in these processes in the process of developing the work, as well as obtaining objective and tangible results with the correct synthesis, exhibition and communication of these.

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2. Course contents

Creation and definition of proposals in depth on a theme and/or area of design.

Specialization monographic projects

- Typologies of analog and digital publishing. Analysis cases.
- Current sources of information, document typologies and search methodologies.
- The question as a research tool.
- Structure and definition of an editing project. The academic research scheme applied to editing: specification of the topic, object of research, empirical object or field, formulation of hypotheses, objectives, current state and justification. Importance of the focus of knowledge.
- Structure, parts and morphology of the book and magazine. Binding systems.
- Systems for publishing, distributing and promoting printed and digital editorial products.
- Observatory of digital publishing. Digital formats.
- The Great Publishers.
- Independent publishing and experimental publishers.

Analysis, resolution and application of solutions specific to the project process

- Publishing as a process. Experimentation in the phases of the editorial process.
- Consolidation and deepening of grids based on line spacing.
- Format management. Booklets for industrial printing. Paper in the development of models.
- The style book of a publishing project.
- Structural diagrams for constructing an abstract and tips for writing.
- The communication of the editorial project.
- Analysis and technical resources for sustainable production and editing.

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	X	X

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	communication programs.		
GRA-03	Understand and use the capacity for meaning of graphic language.	X	X
GRA-04	Master the procedures for creating communicative codes.	X	X
GRA-06	Interrelate formal and symbolic languages with specific functionality.	X	X
GRA-10	Apply methods to verify communicative effectiveness.	X	X

4. 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
RA2	Plan, manage and develop ideas to achieve efficient synthesis.	CT-01, CG-01, CG-19, GRA-06
RA3	Apply and transfer global and specific knowledge to the project.	CT-03, GRA-03
RA4	Rigorously apply representation techniques in material and digital support in the definition of the project	CG-01, GRA-01
RA5	Apply presentation techniques with communicative clarity for the explanation, acceptance and promotion of the project.	CG-01, CG-11, GRA-01, GRA-04
RA6	Identify the publishing, distribution and promotion systems in publications.	CT-03, GRA-10
RA7	Analyze the suitability of the different types of publishing for the knowledge to be transmitted..	CT-03, CT-06, GRA-01
RA8	Explore current forms of print and digital media.	CT-03, CG-01, GRA-03
RA9	Synthesize and communicate tangible results.	CT-01, CT-06, CG-11, GRA-03, GRA-04, 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
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.	x
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	x

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		references.	
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.	x

6. Training activities of the subject

Code	Description	Duration	Percentage
AF1	Sector observation and analysis activity · Phase 1 Search + Phase 2 Synthesis	4 weeks	25%
AF2	Phase 3 Creation	8 weeks	40%
AF3	Phase 4 Production + Phase 5 Communication	4 weeks	35%

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".

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- 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

Observation · Phase 1 Search:10%

- Quantity and quality of information. LO1, LO2
- Relevance of the sources consulted. LO1, LO2
- Synthesis of information. LO1, LO2
- Structure and depth of analysis. LO1, LO2, LO6, LO7
- Suitability of the proposed topic to the structure of the editorial project. RA1, RA2, RA6, RA7
- Graphic and spelling quality of the presentation. LO5

Phase 2 Summary:15%

- Correct description of the topic and conceptual structure of the research. LO1, LO7
- Correct summary of the proposal. LO7

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- Syntactic and orthographic quality of the presentation. RA9

Phase 3 Creation:40 %

- Degree of graphic experimentation according to the concept of the proposal, ability to take risks. RA6, RA7, RA8
- Ability to observe test results, analyze chance and manage it within the project. LO2, LO8
- Quality of the proposals. RA3, RA4, RA9
- Insistence on finding solutions. LO2
- Rigor in the exploration of materials and supports. LO3

Phase 4 Production:25 %

- Ability to maintain and carry forward the creation phase. RA3, RA4
- Conceptual and formal quality of the solution. LO3, LO4,
- Quality of manual and digital graphic representation. RA3, RA4
- Rigor in graphic solutions. RA3, RA4, RA8
- Economic viability of the proposal. RA6, RA8
- Quality and suitability of the model. LO3, LO4
- Clarity and synthesis of the style book and affinity with the proposal. LO4

Phase 5 Communication:10 %

- Coherent and attractive expression and communication, using appropriate tools and resources. LO3, LO5, LO9
- Quality and concreteness of the summary. LO5, LO9
- Quality and reflection of the conclusions. LO9
- Ability to visualize lines of continuity in the proposal. RA9
- Ability to synthesize and communicate tangible and measurable results. RA9
- Graphic, syntactic and orthographic quality of the presentation. LO5

Evaluation instruments within continuous evaluation

Rubrics.

Application exercises.

Individual and/or group feedback: 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 recovery criteria within continuous assessment

The same specific evaluation criteria are maintained as in continuous evaluation.

Specific recovery criteria outside of continuous assessment

The same specific evaluation criteria are maintained as in continuous evaluation.

Subject recovery instruments outside of continuous assessment

The same instruments are used as in continuous assessment.

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.

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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 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

Reference bibliography and other resources

Caldwell, C. and Zappaterra, Y. Editorial Design. Newspapers and Magazines/Print and Digital Media.

Barcelona: Gustavo Gili.

Fontana, R, (2019). The word, the letter and the page. Valencia: Campgraph publishers.

Martinez de Sousa, J. (1999). A Short History of the Book. Gijón: Tea.

Writing tips: <https://www.ub.edu/cub/criteri.php?id=2170>

Writing tips: http://wuster.uab.cat/web_argumenta_obert/unit_03/tot_t03.html

Current editorial news blog: www.blogactualidadeditorial.com

Observers BEAT: www.beat.cat

Audiovisuals

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12. Content blocks

ACTIVITY 1	Duration: 4 weeks	Weighting: 25%
Activity description		

Includes PHASE 1 and PHASE 2

An initial editorial immersion comes from the observation of productions from various publishers, as well as a global vision of the publishing world and the agents involved. The project will take the form of an edition from a theme or proposal; to this end, and as a foundation for the research, current sources of information, documentary typologies and search methodologies are considered for a theoretical framework that grounds and gives epistemological value to the topic.

Contents

Creation and definition of proposals in depth on a theme and/or area of design.

- From the idea to the conceptualization of the publishing product. Structure and definition of a publishing project.
- What is a topic? Definition and specification.
- The question as a research tool.
- The topic, the object of research, the empirical object or field, formulation of hypotheses, the objectives, the current state, the justification.
- Research methods for scientific research.
- Types of analog and digital editing.
- Parts and morphology of the book and magazine.
- Systems for publishing, distributing and promoting printed and digital publishing products.
- Digital publishing observatories.
- Large publishers and independent publishing.
- Experimental publishing and contemporary forms of printed media.

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.
GRA-03	Understand and use the capacity for meaning of graphic language.
GRA-10	Apply methods to verify communicative effectiveness.

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Applied teaching methodologies

MD1	Conference and/or master class
MD2	Debate and/or discussion
MD3	Reading and/or comments
MD7	Case study

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.
RA6	Identify the editing, distribution and promotion systems in publications
RA7	Analyze the suitability of the different types of publishing for the knowledge to be transmitted. Structure the internal forces that give research meaning to the project.
RA5	Apply presentation techniques with communicative clarity for the explanation, acceptance and promotion of the project.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Quantity and quality of information. RA1, RA2
Relevance of the sources consulted. RA1, RA2
Degree of depth and accuracy in the search for the theoretical framework. LO7
Correct conceptual structure and synthesis of the proposal. LO7
Synthesis of information. RA1, RA2
Structure and depth of analysis. RA1, RA2, RA6, RA7
Suitability of the proposed topic to the editorial project structure. RA1, RA2, RA6, RA7
Graphic and spelling quality of the presentation. RA5.

Evaluation instruments within continuous evaluation

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

Specific recovery criteria within continuous assessment

Quantity and quality of information. RA1, RA2
Relevance of the sources consulted. RA1, RA2
Degree of depth and accuracy in the search for the theoretical framework. LO7
Correct conceptual structure and synthesis of the proposal. LO7
Synthesis of information. RA1, RA2
Structure and depth of analysis. RA1, RA2, RA6, RA7

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Suitability of the proposed topic to the editorial project structure.RA1, RA2, RA6, RA7
Graphic and spelling quality of the presentation.RA5.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Quantity and quality of information.RA1, RA2
Relevance of the sources consulted.RA1, RA2
Degree of depth and accuracy in the search for the theoretical framework. LO7,
Correct conceptual structure and synthesis of the proposal. LO7,
Synthesis of information.RA1, RA2
Structure and depth of analysis.RA1, RA2, RA6, RA7
Suitability of the proposed topic to the editorial project structure.RA1, RA2, RA6, RA7
Graphic and spelling quality of the presentation.RA5, RA9

Recovery instruments outside of continuous assessment

Direct observations.

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ACTIVITY 2	Duration: 8 weeks	Weighting:40%
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Activity description

Includes PHASE 3 / Creation

The creation phase includes the set of practices that guide the research: fieldwork, creation of images and graphics, interviews, obtaining other voices or texts, etc. The material generated will be the basis of the graphic and aesthetic exploration, the essay that must elevate the proposal to its maximum expression. It is necessary to experiment with formats, potential compositions, typographies, image treatment, hierarchize content, search for rhythms, study material supports and finishes.

Contents

- Analyze, resolve and apply solutions specific to the project process.
- Methodologies for the creation, analysis and observation phase of prior tests.

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.
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-06	Interrelate formal and symbolic languages with specific functionality.

Applied teaching methodologies

MD1	Conference and/or master class
MD5	Workshops and/or internships
MD8	Project work

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	Rigorously apply representation techniques in material and digital support in the definition of the project
RA7	Analyze the suitability of the different types of publishing for the knowledge to be transmitted. Structure the internal forces that give research meaning to the project.
RA8	Explore current forms of print and digital media.

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Continuous evaluation

Specific evaluation criteria within continuous evaluation

Adaptation of research actions to the proposal. RA1, RA2, RA7, RA8

Degree of graphic experimentation according to the concept of the proposal, ability to take risks. LO3, LO4

Ability to observe test results, analyze chance and manage it within the project. LO3, LO4

Insistence on finding solutions. LO3, LO4

Rigor in the exploration of materials and supports. RA8

Quality of the proposals. LO3

Evaluation instruments within continuous evaluation

Rubrics.

Application exercises.

Individual and/or group feedback: written or oral.

Monitoring reports.

Direct observations.

Specific recovery criteria within continuous assessment

Adaptation of research actions to the proposal. RA1, RA2, RA7, RA8

Degree of graphic experimentation according to the concept of the proposal, ability to take risks. LO3, LO4

Ability to observe test results, analyze chance and manage it within the project. LO3, LO4

Insistence on finding solutions. LO3, LO4

Rigor in the exploration of materials and supports. RA8

Quality of the proposals. LO3

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Adaptation of research actions to the proposal. RA1, RA2, RA7, RA8

Degree of graphic experimentation according to the concept of the proposal, ability to take risks. LO3, LO4

Ability to observe test results, analyze chance and manage it within the project. LO3, LO4

Insistence on finding solutions. LO3, LO4

Rigor in the exploration of materials and supports. RA8

Quality of the proposals. LO3

Recovery instruments outside of continuous assessment

Rubrics

Direct observations

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ACTIVITY 3	Duration: 4 weeks	Weighting: 35%
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Description of the activity

Includes Phase 4 production and Phase 5 Communication

The production phase develops and consolidates creation, students transfer the graphic resources acquired throughout their studies, apply them in a concrete and exhaustive way to the editorial product and delve deeper into the conceptual and technical requirements.

The communication phase seeks other essential aspects of the research; the research paths must be made accessible, transparent and transferable, and, on the other hand, we look for the ideal way to communicate the final proposal on social networks, with significant images and adapted texts.

Contents

- Notebooks for industrial printing. Review and in-depth study.
- Paper division for making models.
- The style book of a publishing project. Graphic decisions put into context.
- Communication. Elaboration of texts according to different contexts.
- Visual resources in graphic communication. References and cases.
- Structural diagrams and tips for constructing an abstract.
- The most common errors in constructing an abstract.

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-04	Master the procedures for creating communicative codes.
GRA-06	Interrelate formal and symbolic languages with specific functionality.
GRA-10	Apply methods for verifying communicative effectiveness

Applied teaching methodologies

MD5	Workshops and/or internships
MD6	Presentations and/or defenses

Learning outcomes

RA3	Apply and transfer global and specific knowledge to the project.
RA4	Rigorously apply representation techniques in material and digital support in the definition of the project
RA5	Apply presentation techniques with communicative clarity for the explanation, acceptance and promotion of the

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RA8	project
RA9	Explore current forms of print and digital media Synthesize and communicate tangible results.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

PHASE 4

- Ability to maintain and carry forward the creation phase. RA3, RA4
- Conceptual and formal quality of the solution. RA3, RA4,
- Quality of manual and digital graphic representation. RA3, RA4
- Rigor in graphic solutions. RA3, RA4, RA8
- Quality and suitability of the model. RA3, RA4
- Clarity of the style book and affinity with the proposal. LO4

PHASE 5

- Creativity in the transfer of research paths. RA9
- Coherent and attractive expression and communication, using appropriate tools and resources. LO5
- Quality and concreteness of the summary/abstract. LO5, LO9
- Quality and reflection of the conclusions. LO5, LO9
- Ability to visualize lines of continuity in the proposal. RA9
- Graphic, syntactic and orthographic quality of the presentation. LO5
- Appropriate communication in networks. RA5, RA9
- Quality of the presentation in relation to the reflection and thought that the proposal provides. RA9

Evaluation instruments within continuous evaluation

Rubrics.
Application exercises.
Individual and/or group feedback: written or oral.
Direct observations.

Specific recovery criteria within continuous assessment

PHASE 4

- Ability to maintain and carry forward the creation phase. RA3, RA4
- Conceptual and formal quality of the solution. RA3, RA4,
- Quality of manual and digital graphic representation. RA3, RA4
- Rigor in graphic solutions. RA3, RA4, RA8
- Quality and suitability of the model. RA3, RA4
- Clarity of the style book and affinity with the proposal. LO4

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PHASE 5

- Creativity in the transfer of research paths. RA9
- Coherent and attractive expression and communication, using appropriate tools and resources. LO5
- Quality and concreteness of the summary/abstract. LO5, LO9
- Quality and reflection of the conclusions. LO5, LO9
- Ability to visualize lines of continuity in the proposal. RA9
- Graphic, syntactic and orthographic quality of the presentation. LO5
- Appropriate communication in networks. RA5, RA9
- Quality of the presentation in relation to the reflection and thought that the proposal provides. RA9

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

PHASE 4

- Ability to maintain and carry forward the creation phase. RA3, RA4
- Conceptual and formal quality of the solution. RA3, RA4,
- Quality of manual and digital graphic representation. RA3, RA4
- Rigor in graphic solutions. RA3, RA4, RA8
- Quality and suitability of the model. RA3, RA4
- Clarity of the style book and affinity with the proposal. LO4

PHASE 5

- Creativity in the transfer of research paths. RA9
- Coherent and attractive expression and communication, using appropriate tools and resources. LO5
- Quality and concreteness of the summary/abstract. LO5, LO9
- Quality and reflection of the conclusions. LO5, LO9
- Ability to visualize lines of continuity in the proposal. RA9
- Graphic, syntactic and orthographic quality of the presentation. LO5
- Appropriate communication in networks. RA5, RA9
- Quality of the presentation in relation to the reflection and thought that the proposal provides. RA9

Recovery instruments outside of continuous assessment

Rubrics.

Direct observations.