

7S_OPT_INTER_Design of ephemeral assemblies

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

Subject: Interdisciplinary monographic 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: Cap

1. Presentation of the subject

The subject is an interdisciplinary elective in the first semester of the fourth year. The objective is to work on a comprehensive project, formed by work teams, in which students will develop a design project according to real or simulated assignments, with a high degree of concreteness.

In this case, the ephemeral installations elective introduces students to a very broad professional field with the aim of opening up the possibility of developing a very current typology of interdisciplinary design projects, in a dynamic and changing society, which can range from a small shop window, to an exhibition installation, commercial pop-ups, to fairs and/or large events.

The Ephemeral Installation Design subject is a workshop to think about and solve a temporary design project, with a complete development that will lead to its material realization.

Ephemeral installations are characterized by their high degree of conceptualization, ideas that must resolve spaces, presentations, acts or events, exhibitions...

Ingenuity and the ability to surprise are some of his main work drivers.

Often the materials used are as ephemeral as they are unusual. Giving new uses to elements designed for something else or, simply, transforming the functions of others gives rise to innovative and daring results.

Other times, however, more noble materials must be used to ensure the conditions required by the project. In all cases, a high level of conceptual reflection is required to respond to expectations that must fulfill their function and materialize, at least, for the duration of the event.

2. Course contents

Analyze, solve and apply solutions specific to the project process, experimenting with new languages and methods.

The intervention of multidisciplinary teams in the field of ephemeral installations.

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Teamwork methodology, group management, roles and their attributions while making decisions in the development of design proposals.

Co-creation. Working with the user.

Material execution and timescale of the project.

Budget management.

3. Skills worked on in the subject (Real Decret 633/2010)

Transversal skills		Subject	Subject
CT-01	Organize and plan work in an efficient and motivating way.	X	X
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.	X	X
CT-06	Perform self-criticism towards one's own professional and interpersonal performance.	X	x
CT-07	Use communication skills and constructive criticism in teamwork.	X	X
CT-08	Develop ideas and arguments in a reasoned and critical manner.	X	X
CT-09	Integrate appropriately into multidisciplinary teams and diverse cultural contexts.	X	X

General skills		Subject	Subject
CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.	X	X
CG-07	Organize, lead and/or coordinate work teams and know how to adapt to multidisciplinary teams.	X	X
CG-08	Propose research and innovation strategies to resolve expectations focused on functions, needs and materials.	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

Specific Interior Design skills		Subject	Subject
INT-05	Resolve aesthetic, functional, technical and construction problems that arise during the development and execution of the project	X	X
INT-06	Interrelate formal and symbolic languages with specific functionality	X	X

Specific Fashion Design skills		Subject	Subject
MOD-06	To base the creative process on research, methodological and aesthetic strategies	X	X
MOD-08	Resolve aesthetic, functional, technical and implementation problems that arise in the development and execution of the project	X	X

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Specific Product Design Skills		Subject	Subject
PRO-02	Solve project problems using appropriate methodology, skills and procedures	X	X
PRO-04	Value and integrate the aesthetic dimension in relation to the use and functionality of the product	X	X

4. Learning outcomes

RA	Description of the learning outcome	Skills
RA1	Plan, manage, and follow an orderly and logical methodological process for the development of the project in a multidisciplinary and interdisciplinary team.	CT-01, CT-03, CT-07, CT-08, CT-09, CG-01,
RA2	Experiment and propose ideas, concepts and technical, functional, aesthetic and communicative solutions.	CT-01, CT-03, CT-08, GRA-01, GRA-03, INT-05, INT-06, MOD-06, MOD-08, PRO-02, PRO-04
RA3	Carry out an interdisciplinary design project up to an executive project level (real cases, competitions, etc.).	CT-01, CT-03, CT-07, CT-08, CT-09, CG-07, GRA-01, GRA-03, INT-05, INT-06, MOD-06, MOD-08, PRO-02, PRO-04
RA4	Apply project strategies as a team, assessing their effectiveness and efficiency for achieving the objectives in the project phases (digital technologies for the organization and management of the group, the conceptualization, presentation and communication of the interdisciplinary project).	CT-01, CT-03, CT-07, CT-08, CT-09, CG-08
RA5	Present, communicate, defend and argue the interdisciplinary project in a team with a self-critical vision.	CT-06, CG-07

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	X

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		discussions that promote reflection, critical thinking and active participation of students in the classroom.	
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
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
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	Phase-01. Research	1 weeks	10%
AF2	Phase-02. Data interpretation	1 weeks	10%
AF3	Phase-03. Creation	4 weeks	30%
AF4	Phase-04. Project development	8 weeks	40%
AF5	Phase-05. Communication and dissemination	2 weeks	10%

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:

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- Subject grading: A weighted average of the grades obtained in each of the training activities will be made in accordance with the percentages described in the teaching guide and classroom schedule. The subject will be passed with a grade of 5.0 (Pass). All assessment activities can be corrected and/or completed within the recovery procedure within the continuous assessment that the teaching staff defines in their classroom schedule.
- Class attendance is essential in order to guarantee that learning is progressive, flexible and allows feedback and adjustments in its achievement within the continuous assessment. For this reason, class attendance is mandatory. The teaching staff establishes the mechanisms to control it. The student who does not attend a minimum of 80% of the face-to-face hours of the subject loses the right to continuous assessment and may present for remediation outside of the continuous assessment defined in the teaching guide and classroom schedule for the subject. In cases of serious absenteeism, with attendance of less than 60% of the face-to-face hours of the subject, the student will lose the right to be evaluated and will have a grade of "Not Presented".
- The ability to organize and plan tasks is part of the learning outcomes that the student must achieve within the training process, therefore the deliverables of the evaluation activities must conform to the deadlines, the format and contents defined in the activity statement in order to be qualified. Activities submitted after the deadline, format and/or minimum content will be considered outside the continuous assessment process, will not be evaluated within it and will have to be resubmitted as a recovery.
- In the event of a submission or exam coinciding with a force majeure situation, the student may request to submit an activity after the deadline or repeat an exam, without being considered out of continuous assessment. This submission or exam will be carried out according to the conditions and calendar determined by the teaching staff.
 - Force majeure is understood to mean: serious illness or temporary incapacity (hospitalization) of 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.

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These complementary conditions cannot in any case result in a penalty or limitation of the qualification of an activity, nor the loss of the right to recover an activity.

Specific evaluation criteria within continuous evaluation

Phase 1 Research. 10% of the final grade.

Quantity and quality of information. (R.A.1) 10%

Relevance of the sources consulted. (R.A.1) 10%

Fieldwork (R.A.1) 10%

Structure and depth of analysis. (R.A.1) 20%

Synthesis of information. (R.A.1) 20%

Definition of objectives and determinants of the problem. (R.A.1) 20%

Graphic and spelling quality of the presentation. (R.A.1) 10%

Phase 2 Data interpretation. 10% of the final grade.

Quality of the proposals. (R.A.2) 25%

Rich use of manual and digital tools and resources. (R.A.2) 25%

Degree of relationship between ideas and concepts that lead to developing working hypotheses. (R.A.2) 25%

Degree of research and innovation strategies to resolve expectations focused on functions, needs and design materials in accordance with technical, functional, aesthetic and communicative requirements and conditions... (R.A.2) 25%

Phase 3 Creation. 30% of the final grade.

Conceptual quality. (R.A.2) 20%

Formal quality of the solution. (R.A.2) 20%

Quality of graphic representation. (R.A.2) 20%

Presentation quality. (R.A.2) 20%

Quality of the conclusions. (R.A.2) 20%

Phase 4 Project development. 40% of the final grade.

Conceptual quality. (R.A.3) 20%

Formal quality of the solution. (R.A.3) 20%

Quality of graphic representation. (R.A.3) 10%

Project viability (economic,...). (R.A.3) 10%

Presentation quality. (R.A.3) 10%

Quality of technical memory. (R.A.3) 10%

Quality of the conclusions. (R.A.3) 10%

Involvement and participation in material testing. Involvement and participation in assembly and disassembly. (R.A.3) 10%

Phase 5 Communication and dissemination. 10% of the final grade.

Expression and communication. Quality of argumentation. (R.A.5) 50%

Communication of a project in an attractive way, using the appropriate tools and resources. (R.A.5) 50%

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Evaluation instruments within continuous evaluation

Application exercises

Individual and/or group feedback: written 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 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 criteria will be the same as those applied to continuous assessment.

Specific recovery criteria outside of continuous assessment

The criteria will be the same as those applied to continuous assessment.

Students will have to present all the activities proposed during the course and will have to do an exam and/or complementary practice. The course activities will be worth 40% of the final grade and the exam and/or complementary practice will be worth 60% of the final grade.

Subject recovery instruments outside of continuous assessment

Present the different phases of the proposed project.

Exam and/or complementary practice.

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.

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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 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

ARDENNE, PAUL. Contextual art: artistic creation in an urban environment, in context, interventionist, participatory. CENDEAC. Murcia 2006

AZARA, PEDRO/ GURI, CARLES. Architects on stage, set designs and exhibition installations in the 90s. GG. 2000.

COLOMINA, BEATRIZ. Double Exposure. Architecture through Art. Akal Publishing. ECHAVARRIA, Pilar. Portable Architecture, Unpredictable Environments. Structure Publishing.

GRAELLS, ANTONI RAMON. The Place of the Theatre. City, Architecture and Stage Space. ED. Edc. UPC. 1997. KRAUSS, Rosalind E. The Originality of the Avant-Garde and Other Myths. Alianza Forma ed. 1996.

KRONENBURG, Robert. Portable architecture. Ed. Butterworth architecture. 1996.

MADERUELO, JAVIER. The Stolen Space. Ed Mondadori (this will be difficult to find, I got it used)

MUNTAÑOLA, Josep. Architecture as Place. Quaderns d'arquitectes. Edc UPC.

RICO, Juan Carlos. Exhibition Design. Museums, Architecture, Art. Silex Publishing House. 1996.

ROQUETA, Santiago i FORT, Josep M. Architecture, art and ephemeral space. ed. Architext. ETSAB. Ed. UPC. 1999. SCHAEWEN, DEIDI VON. Scaffolds: ephemeral structures. Ed. Hazan. 1991

Space, identity, business. Ephemeral architecture and corporate events. Ed. GG. 2003

Transportable environments,theory, context, design and Technology. Conference London 97. Ed. E&FN Spon. Star magazine: structural architecture no1. Mobile and quick-assembly architecture.

Arquitectura Viva Magazine No. 141. 2011. Ephemeral Spaces. Experimenta Magazine for the Culture of the Project No. 19.

ARDI magazine no29. September-October 1992. Ephemeral Architecture.

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12. Content blocks

ACTIVITY 1	Duration: 2 weeks	Weighting: 10%
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Description of the activity

Search for references regarding the given proposal.

Analysis of the project, study of references and objectives to work on. Individual activity

To be presented to the class group orally and on a screen.

Debate and contributions from the rest of the group.

Contents

Analyze, solve and apply solutions specific to the project process, experimenting with new languages and methods.

The intervention of multidisciplinary teams in the field of ephemeral installations.

Teamwork methodology, group management, roles and their attributions while making decisions in the development of design proposals.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-08	Develop ideas and arguments in a reasoned and critical manner.
CG-08	Propose research and innovation strategies to resolve expectations focused on functions, needs and materials.
GRA-03	Understand and use the capacity for meaning of graphic language.
INT-06	Interrelate formal and symbolic languages with specific functionality
MOD-06	To base the creative process on research, methodological and aesthetic strategies
PRO-04	Value and integrate the aesthetic dimension in relation to the use and functionality of the product

Applied teaching methodologies

MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.

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

Learning outcomes

RA1	Plan, manage, and follow an orderly and logical methodological process for the development of the project in a multidisciplinary and interdisciplinary team.
RA5	Present, communicate, defend and argue the interdisciplinary project in a team with a self-critical vision.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Those set out in point 7.1 of the document.

Evaluation instruments within continuous evaluation

Those set out in point 7.1 of the document.

Specific recovery criteria within continuous assessment

Those set out in point 7.2 of the document.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Those set out in point 7.2 of the document.

Recovery instruments outside of continuous assessment

Those set out in point 7.2 of the document.

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ACTIVITY 2	Duration: 1 week	Weighting: 10%
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Description of the activity

Brainstorming. Interpretation of data according to the proposals provided. Hypothesis creation phase. To be presented to the class group orally and projected. Individual or group activity. Debate and contributions from the rest of the group.

Contents

Analyze, solve and apply solutions specific to the project process, experimenting with new languages and methods.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-07	Use communication skills and constructive criticism in teamwork.
CT-08	Develop ideas and arguments in a reasoned and critical manner.
CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.
CG-08	Propose research and innovation strategies to resolve expectations focused on functions, needs and materials.
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.
INT-05	Resolve aesthetic, functional, technical and construction problems that arise during the development and execution of the project
INT-06	Interrelate formal and symbolic languages with specific functionality
MOD-06	To base the creative process on research, methodological and aesthetic strategies
MOD-08	Resolve aesthetic, functional, technical and implementation problems that arise in the development and execution of the project
PRO-02	Solve project problems using appropriate methodology, skills and procedures
PRO-04	Value and integrate the aesthetic dimension in relation to the use and functionality of the product

Applied teaching methodologies

MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
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.

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

RA1	Plan, manage, and follow an orderly and logical methodological process for the development of the project in a multidisciplinary and interdisciplinary team.
RA2	Experiment and propose ideas, concepts and technical, functional, aesthetic and communicative solutions.
RA3	Carry out an interdisciplinary design project up to an executive project level (real cases, competitions, etc.).
RA4	Apply project strategies as a team, assessing their effectiveness and efficiency for achieving the objectives in the project phases (digital technologies for the organization and management of the group, the conceptualization, presentation and communication of the interdisciplinary project).
RA5	Present, communicate, defend and argue the interdisciplinary project in a team with a self-critical vision.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Those set out in point 7.1 of the document.

Evaluation instruments within continuous evaluation

Those set out in point 7.1 of the document.

Specific recovery criteria within continuous assessment

Those set out in point 7.1 of the document.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Those set out in point 7.2 of the document.

Recovery instruments outside of continuous assessment

Those set out in point 7.2 of the document.

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ACTIVITY 3	Duration: 4 weeks	Weighting: 30%
Description of the activity		
Selection of one of the ideas that is developed at a basic level. To be presented to the class group orally and on a screen. Option A. The project continues to be developed individually. Option B. Based on the individual proposals, the proposals are grouped by affinities and similarities into groups. of two, maximum 3 students. Debate and contributions from the rest of the group.		
Contents		
Analyze, solve and apply solutions specific to the project process, experimenting with new languages and methods. The intervention of multidisciplinary teams in the field of ephemeral installations. Teamwork methodology, group management, roles and their attributions while making decisions in the development of design proposals.		
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-07	Use communication skills and constructive criticism in teamwork.	
CT-08	Develop ideas and arguments in a reasoned and critical manner.	
CT-09	Integrate appropriately into multidisciplinary teams and diverse cultural contexts.	
CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.	
CG-08	Propose research and innovation strategies to resolve expectations focused on functions, needs and materials.	
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.	
INT-05	Resolve aesthetic, functional, technical and construction problems that arise during the development and execution of the project	
INT-06	Interrelate formal and symbolic languages with specific functionality	
MOD-06	To base the creative process on research, methodological and aesthetic strategies	
MOD-08	Resolve aesthetic, functional, technical and implementation problems that arise in the development and execution of the project	
PRO-02	Solve project problems using appropriate methodology, skills and procedures	
PRO-04	Value and integrate the aesthetic dimension in relation to the use and functionality of the product	

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Applied teaching methodologies

MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.

Learning outcomes

RA1	Plan, manage, and follow an orderly and logical methodological process for the development of the project in a multidisciplinary and interdisciplinary team.
RA2	Experiment and propose ideas, concepts and technical, functional, aesthetic and communicative solutions.
RA3	Carry out an interdisciplinary design project up to an executive project level (real cases, competitions, etc.).
RA4	Apply project strategies as a team, assessing their effectiveness and efficiency for achieving the objectives in the project phases (digital technologies for the organization and management of the group, the conceptualization, presentation and communication of the interdisciplinary project).
RA5	Present, communicate, defend and argue the interdisciplinary project in a team with a self-critical vision.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Those set out in point 7.1 of the document.

Evaluation instruments within continuous evaluation

Those set out in point 7.1 of the document.

Specific recovery criteria within continuous assessment

Those set out in point 7.2 of the document.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Those set out in point 7.2 of the document.

Recovery instruments outside of continuous assessment

Those set out in point 7.2 of the document.

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ACTIVITY 4	Duration: 8 weeks	Weighting: 40%
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Description of the activity

Development of the executive project based on individual or group proposals.
Development of an executive project.
Tests and models.
The proposal to be chosen is discussed based on the viability of the projects presented.
Temporal, material and economic parameters are weighed apart from conceptual values.
In the event that the project is carried out in reality, preparation of the material and execution and subsequent dismantling of the project.

Contents

Analyze, solve and apply solutions specific to the project process, experimenting with new languages and methods.
The intervention of multidisciplinary teams in the field of ephemeral installations.
Teamwork methodology, group management, roles and their attributions while making decisions in the development of design proposals.
Co-creation. Working with the user.
Material execution and timescale of the project.
Budget management.

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-07	Use communication skills and constructive criticism in teamwork.
CT-08	Develop ideas and arguments in a reasoned and critical manner.
CT-09	Integrate appropriately into multidisciplinary teams and diverse cultural contexts.
CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.
CG-07	Organize, lead and/or coordinate work teams and know how to adapt to multidisciplinary teams.
CG-08	Propose research and innovation strategies to resolve expectations focused on functions, needs and materials.
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.
INT-05	Resolve aesthetic, functional, technical and construction problems that arise during the development and execution of the project
INT-06	Interrelate formal and symbolic languages with specific functionality
MOD-06	To base the creative process on research, methodological and aesthetic strategies

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MOD-08	Resolve aesthetic, functional, technical and implementation problems that arise in the development and execution of the project
PRO-02	Solve project problems using appropriate methodology, skills and procedures
PRO-04	Value and integrate the aesthetic dimension in relation to the use and functionality of the product

Applied teaching methodologies

MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.

Learning outcomes

RA1	Plan, manage, and follow an orderly and logical methodological process for the development of the project in a multidisciplinary and interdisciplinary team.
RA2	Experiment and propose ideas, concepts and technical, functional, aesthetic and communicative solutions.
RA3	Carry out an interdisciplinary design project up to an executive project level (real cases, competitions, etc.).
RA4	Apply project strategies as a team, assessing their effectiveness and efficiency for achieving the objectives in the project phases (digital technologies for the organization and management of the group, the conceptualization, presentation and communication of the interdisciplinary project).
RA5	Present, communicate, defend and argue the interdisciplinary project in a team with a self-critical vision.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Those set out in point 7.1 of the document.

Evaluation instruments within continuous evaluation

Those set out in point 7.1 of the document.

Specific recovery criteria within continuous assessment

Those set out in point 7.2 of the document.

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Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Those set out in point 7.2 of the document.

Recovery instruments outside of continuous assessment

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ACTIVITY 5	Duration: 2 weeks	Weighting: 10%
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Description of the activity

Oral and projected presentation to the class group and in front of the potential client if there is one.
Project documentation, photographs, videos.
Conceptual and technical report of the project.
Preparation of material for Awards.

Contents

The intervention of multidisciplinary teams in the field of ephemeral installations.
Teamwork methodology, group management, roles and their attributions while making decisions in the development of design proposals.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-06	Perform self-criticism towards one's own professional and interpersonal performance.
CT-07	Use communication skills and constructive criticism in teamwork.
CT-09	Integrate appropriately into multidisciplinary teams and diverse cultural contexts.
CG-07	Organize, lead and/or coordinate work teams and know how to adapt to multidisciplinary teams.

Applied teaching methodologies

MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.

Learning outcomes

RA5	Present, communicate, defend and argue the interdisciplinary project in a team with a self-critical vision.
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