

7S_OPT_INTER_Design and environment

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: It is recommended to have passed the eco-efficiency and sustainability subjects.

1. Presentation of the subject

The subject focuses on one of the basic functions with which design was born: studying the interactions of human beings with nature and how it can become sustainable again. It will reflect on how to control and reduce the impact of human activity on nature, the landscape and, ultimately, on the environment.

The objectives are to learn to observe, propose, suggest, project and promote changes, develop transformations that bring growth, improvement, refinement of what has already been created, established and done, making it more sustainable. Seek balance between resources, time and possibilities to create new dynamics, question methodologies and obtain new results. Incorporate concepts of interaction between people, animals and plants and the environment we share.

The central axis of the subject will be formalized in a central project in which students will work on the relationship between human activity and the environment that supports it, contextualized by a company with social and environmental responsibility, or initiatives such as the 2015-20 Action Plan of the General Directorate of Environmental Quality or the Fixperts platform.

The subject aims to look for precedents, analyze, see cases and prepare students for this paradigm shift, carrying out a project that takes into account all these environmental and social considerations.

2. Course contents

- Introduction to Ecodesign and Sustainable Design.
- Context in the field of Ecodesign.
- Documentary analysis in a context in which a proposal is suggested: Problematic. Social, cultural, economic, market studies.
- The intervention of multidisciplinary teams in ecodesign. The comprehensive project system.
- Teamwork methodology: Group management: roles and their attributions and decision-making in the

Guia Docent del Grau en Disseny

development of design proposals.

- Interdisciplinary project statement: Identification, planning and definition of the project topic. Context study and introduction of environmental improvement proposals in the Briefing
- Conditions of the order. User adaptation study.
- Conceptualization and development of a preliminary eco-design project.
- The intervention of multidisciplinary teams.
- Records and communication strategies for the presentation and exhibition of the project. Audiovisual materials.
- Exhibition and presentation of the project: Presentation and argumentation of the eco-design project.

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	
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
--------------------------------	--	---------	---------

Non-Catalan versions of this document are translated using Google Translate, which automatically translates the published text. The translation is not reviewed and may contain errors.

This document may be obsolete once printed.

7S_OPT_INTER_Design and environment

Printed 2026-4-7

2

Guia Docent del Grau en Disseny

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

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	Learn how to analyze, compare and differentiate projects that are labeled as Sustainable Designs.	CG-01, CG-07, CG-08
RA2	Contrast and search for information to obtain significant data to conceive a sustainable design project.	CT-01, CG-01, CG-08, GRA-01, MOD-06
RA3	Ability to work in a team, organize and manage decision-making, meetings and conflict resolution.	CT-01, CT-06, CT-07, CT-09, CG-07
RA4	Reflect on the consumer society: production, communication, planned obsolescence, consumption, waste management and impact on the environment. Share social design strategies.	CT-08
RA5	Ability to co-create with the user.	CT-01, CT-03, CT-07, CT-09, CG-01, CG-07
RA6	Collaborate to create a joint briefing, a sum of different sensitivities.	CT-01, CT-07, CT-08, CT-09, CG-01, CG-07,
RA7	Ability to observe specific problems and seek similar solutions while minimizing environmental impact.	GRA-01, GRA-03, INT-05, INT-06, MOD-06, MOD-08, PRO-02, PRO-04
RA8	Organize and interpret the research documentation to define the objectives and constraints of the project.	CT-01, CT-03, GRA-01, INT-05, MOD-06,

Non-Catalan versions of this document are translated using Google Translate, which automatically translates the published text. The translation is not reviewed and may contain errors.

This document may be obsolete once printed.

7S_OPT_INTER_Design and environment

Printed 2026-4-7

3

Guia Docent del Grau en Disseny

		PRO-02
RA9	Experiment, propose and evaluate ideas, concepts and solutions.	CT-03, CG-01, GRA-01, INT-05, MOD-06, PRO-02
RA10	Plan and develop the most suitable proposal	CT-01, CT-03, CG-01, GRA-01, INT-05, MOD-08, PRO-02
RA11	Ability to synchronize in a work group to organize information and present the project.	CT-01, CT-07, CT-08, CT-09, CG-01, CG-07, CG-08
RA12	Present, communicate, defend and argue the project with a self-critical vision.	CT-01, CT-06, CT-07, CT-08, CG-01

5. Teaching methodologies of the subject

Code	Typology	Description	Apply
MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.	AF1/AF2
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.	AF1/AF2/AF3/ AF4
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.	AF1/AF2
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.	AF3
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	AF1/AF4
MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.	AF1
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.	AF2/AF3/AF4

Non-Catalan versions of this document are translated using Google Translate, which automatically translates the published text. The translation is not reviewed and may contain errors.

This document may be obsolete once printed.

7S_OPT_INTER_Design and environment

Printed 2026-4-7

4

Guia Docent del Grau en Disseny

6. Training activities of the subject

Code	Description	Duration	Percentage
AF1	Documentary research and analysis of ecodesign projects. Analysis and contrast between different opinions and perceptions of the project.	4	20%
AF2	Preparing a briefing	4	20%
AF3	Development of a project that responds to the proposed briefing. Modeling and user experimentation	6	40%
AF4	Presentation and public exhibition of the project	2	20%

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".

Guia Docent del Grau en Disseny

- 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

- Ability to apply different document search strategies. 15% (R.A. 2)
- Organization and interpretation of the documentation generated to create an understandable document on the topic studied. 20% (R.A. 12)
- Reasoning and explanation that justifies the selection of the chosen item and its relationship with a paradigm shift. 20% (R.A. 1)
- Assessment of the relationship between design and social, aesthetic, cultural and sustainability aspects. (Capacity to relate the concepts developed with the environment.) 20% (R.A. 4)
- Ability to self-criticize. (Conclusions) 15% (R.A. 12)
- Oral and written presentation 10% (R.A. 12)

Guia Docent del Grau en Disseny

Activity 2

- Ability to analyze the information entered in the work. Synthesis and order of this information. 15% (R.A. 2)
- Relevance and origin (fieldwork) of the sources of information used. Correct application of citing bibliographical sources and presentation of the bibliography according to APA standards. 35% (R.A. 1)
- Definition of objectives and determinants of the problem. Ecobriefing. 35% (R.A. 6)(R.A. 7)
- Quality of oral and written presentation and use of specific vocabulary. 15% (R.A. 3)(R.A. 8) (R.A. 11)

Activity 3

- Ability to analyze the information entered in the work. Synthesis and order of this information 10% (R.A. 1) (R.A. 2)
- Quality of the proposals. Ability to generate innovative and differentiated proposals based on the objectives defined in the briefing. Level of definition of the proposals. 25% (R.A. 7) (R.A. 5)
- Quality of the final proposal. Development of the concept of an Upcycling product, in its formal, functional and symbolic dimensions. Basic project. 50% (R.A. 10)
- Quality of oral and written presentation and use of specific vocabulary. 15% (R.A. 3)(R.A. 11)(R.A. 12)

Activity 4

- Ability to communicate the results of the different stages in the evolution of the project and its results. Synthesis and order of the information in the different sections of the document that summarizes the design process. Application of the APA citation style. 25% (R.A. 11)
- Quality of the final proposal. Development of the concept of an Upcycling product, in its formal, functional and symbolic dimensions. Development of feasibility and technical representation. Final project. 50% (R.A. 7) (R.A. 10)
- Quality of oral and written presentation and use of specific vocabulary. 25% (R.A. 3)(R.A. 12)

Evaluation instruments within continuous evaluation

- Written/practical tests
- Application exercises.
- Individual and/or group feedback: written or oral.
- Direct observations.
- Self-assessment.

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

Guia Docent del Grau en Disseny

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

Remedial work has the same evaluation criteria as continuous assessment, but with changed weightings, as there are parts that cannot be evaluated in remedial work, such as oral presentations.

Specific recovery criteria outside of continuous assessment

To access remediation outside of continuous assessment, students in this situation will have to pass a written/practical test, with a pass or fail grade, to be able to present the written and application work (AF1, AF2, AF3 and AF4).

Subject recovery instruments outside of continuous assessment

- Written/practical tests
- Application exercises/written assignments

8. Educational care within the framework of an inclusive education system

This Teaching Guide takes into account educational care within the framework of an inclusive educational system that includes two reference frames that support it:

- MISU: Universal Measures and Supports to promote personal and social development in equity and equality.
- DUA: Universal Learning Design, which allows flexible learning situations to be created based on a design that detects and minimizes the barriers of the context, from the beginning, and that considers variability.

However, to ensure freedom of thought and opportunities in relation to the gender perspective, a co-educational dynamic is carried out that avoids the predisposition of differential treatment, role attributions or assumptions of abilities determined by gender.

The MISU and DUA will be applied to all ESDAPC students. Those students in need of additional measures and support will be included through an Individualized Support Plan.

9. Copying, plagiarism, and academic honesty

From a legal point of view, plagiarism is an infringement of copyright.

The ESDAPC NOFC describes in section 5.4 irregular conduct in the evaluation procedure, which includes copying or plagiarism in any academic activity.

Guia Docent del Grau en Disseny

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.

Guia Docent del Grau en Disseny

11. Sources of information and teaching resources

Basic bibliography

Reference bibliography and other resources

- STEBBING, P., i TISCHER, U. (2016). *Changing Paradigms: Designing for a Sustainable Future* [electronic version] <http://www.cumulusassociation.org/wp-content/uploads/2016/01/Changing-Paradigms-book-pdf-version-2016.pdf>
- CLARIMON, L. and CORTES, A., and ARAGONES, E. (2009). *Department of the Environment of the Workers' Commissions of Aragon. Ecodesign. State of the art* <http://omaaragon.org/images/imagenes/ecodesign.pdf>
- VIÑALES MARLET, J. (2005). *Ecological Design*. Barcelona: Blume.
- PAPANEEK, V. (1984). *Design for the real world : human ecology and social change*. Chicago: Academy Chicago Publishers.

Audiovisuals

Guia Docent del Grau en Disseny

12. Content blocks

ACTIVITY 1	Duration: 4 weeks	Weighting: 20%
-------------------	-------------------	----------------

Activity description

Personal assessment in relation to the trends of model change in the field of eco-design, culture, technology, in short, in our environment. This reflection will be generated from the elements studied.

Select different elements: serial or artisanal products, clothing collection, garments, coverings, exhibitions, artistic elements, bibliography, documentaries, films, interviews, documented experiences or services; that speak and communicate the idea of a change of model.

The main objective is to generate a reflection based on the references studied, developed from the student's personal perspective and their interpretation of the change in model (the opposite argument will also be valid).

If the work focuses on a single element, at least three sources of information about the element studied must be sought and the opinions and legitimations made by the different authors of these sources must be checked.

The work must include basic information about the projects, services or elements studied, such as: author, name and description, etc. To help with the preparation of the work, an index of minimum elements that should be included is attached.

Contents

- Introduction to Ecodesign and Sustainable Design.
- Context in the field of Ecodesign.
- Documentary analysis in a context in which a proposal is suggested: Problematic. Social, cultural, economic, market studies.
- Records and communication strategies for the presentation and exhibition of the project. Audiovisual materials.
- Exhibition and presentation of the project: Presentation and argumentation of the eco-design project.

Skills

- | | |
|-------|--|
| CT-06 | Perform self-criticism towards one's own professional and interpersonal performance. |
| CT-08 | Develop ideas and arguments in a reasoned and critical manner. |

Applied teaching methodologies

- | | |
|-----|---|
| MD1 | The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver. |
| MD2 | The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and |

Guia Docent del Grau en Disseny

active participation of students in the classroom.

MD3 Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.

MD7 Publicly presenting the results of a work, project or research in front of an audience.

Learning outcomes

RA1 Learn how to analyze, compare and differentiate projects that are labeled as Sustainable Designs.

RA2 Contrast and search for information to obtain significant data to conceive a sustainable design project.

RA4 Reflect on the consumer society: production, communication, planned obsolescence, consumption, waste management and impact on the environment. Share social design strategies.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

- Ability to apply different document search strategies. 15%
- Organization and interpretation of the documentation generated to create an understandable document on the topic studied. 20%
- Reasoning and explanation that justifies the selection of the chosen item and its relationship to a paradigm shift. 20%
- Assessment of the relationship between design and social, aesthetic, cultural and sustainability aspects. (Capacity to relate the concepts developed with the environment.) 20%
- Self-criticism capacity. (Conclusions) 15%
- Oral and written presentation 10%

Evaluation instruments within continuous evaluation

- Application exercises/written assignments
- Direct observations

Specific recovery criteria within continuous assessment

- Ability to apply different document search strategies. 15%
- Organization and interpretation of the documentation generated to create an understandable document on the topic studied. 20%
- Reasoning and explanation that justifies the selection of the chosen item and its relationship to a paradigm shift. 20%
- Assessment of the relationship between design and social, aesthetic, cultural and sustainability aspects. (Capacity to relate the concepts developed with the environment.) 25%
- Self-criticism capacity. (Conclusions) 15%
- Oral and written presentation 5%

Guia Docent del Grau en Disseny

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

- Ability to apply different document search strategies. 20%
- Organization and interpretation of the documentation generated to create an understandable document on the topic studied. 20%
- Reasoning and explanation that justifies the selection of the chosen item and its relationship to a paradigm shift. 20%
- Assessment of the relationship between design and social, aesthetic, cultural and sustainability aspects. (Capacity to relate the concepts developed with the environment.) 25%
- Self-criticism capacity. (Conclusions) 10%
- Oral and written presentation 5%

Recovery instruments outside of continuous assessment

- Written/practical test to access assessment outside of continuous assessment (Pass/Fail)
- Application exercises/written assignments

Guia Docent del Grau en Disseny

ACTIVITY 2	Duration: weeks	Weighting: 20%
-------------------	-----------------	----------------

Activity description

This activity aims to define the scope and scope of the Upcycling project that students will develop for the rest of the semester in groups, specifying the problem, the base material, the user and context.

Phase 1. Close:

- Analysis of the context of use: scope of the product or service, user characteristics, etc.
- Analysis of the base material: characteristics, origin, manufacturing possibilities, etc.
- Use of specific techniques (*Wheel of Futures*) to evaluate possible consequences of the different scenarios of this model change.

Phase 2. Data interpretation and synthesis:

- Draw conclusions from the studies carried out, both those relating to this activity and the previous one.
- Define the problem to be developed.
- Make a summary to communicate the conclusions.
- Definition of ecobriefing

Contents

- Introduction to Ecodesign and Sustainable Design.
- Context in the field of Ecodesign.
- Documentary analysis in a context in which a proposal is suggested: Problematic. Social, cultural, economic, market studies.
- The intervention of multidisciplinary teams in ecodesign. The comprehensive project system.
- Teamwork methodology: Group management: roles and their attributions and decision-making in the development of design proposals.
- Interdisciplinary project statement: Identification, planning and definition of the project topic. Context study and introduction of environmental improvement proposals in the Briefing
- Conditions of the order. User adaptation study.
- Exhibition and presentation of the project: Presentation and argumentation of the eco-design project.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-06	Perform self-criticism towards one's own professional and interpersonal performance.

Non-Catalan versions of this document are translated using Google Translate, which automatically translates the published text. The translation is not reviewed and may contain errors.

This document may be obsolete once printed.

7S_OPT_INTER_Design and environment

Printed 2026-4-7

14

Guia Docent del Grau en Disseny

CT-07	Use communication skills and constructive criticism in teamwork.
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.
MOD-06	To base the creative process on research, methodological and aesthetic strategies.

Applied teaching methodologies

MD1	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD2	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD3	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
MD8	Project or problem based on the real or professional world that needs to be solved independently or in a group.

Learning outcomes

RA2	Contrast and search for information to obtain significant data to conceive a sustainable design project.
RA3	Ability to work in a team, organize and manage decision-making, meetings and conflict resolution.
RA4	Reflect on the consumer society: production, communication, planned obsolescence, consumption, waste management and impact on the environment. Share social design strategies.
RA6	Collaborate to create a joint briefing, a sum of different sensitivities.
RA7	Ability to observe specific problems and seek similar solutions while minimizing environmental impact.
RA8	Organize and interpret the research documentation to define the objectives and constraints of the project.
RA11	Ability to synchronize in a work group to organize information and present the project.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

- Ability to analyze the information entered in the work. Synthesis and order of this information. 15%
- Relevance and origin (fieldwork) of the sources of information used. Correct application of citing bibliographical sources and presentation of the bibliography according to APA rules. 35%

Guia Docent del Grau en Disseny

- Definition of objectives and determinants of the problem. Ecobriefing. 35%
- Quality of oral and written presentation and use of specific vocabulary. 15%

Evaluation instruments within continuous evaluation

- Application exercises/written assignments
- Direct observations
- Self-assessment

Specific recovery criteria within continuous assessment

- Ability to analyze the information entered in the work. Synthesis and order of this information. 15%
- Relevance and origin (fieldwork) of the sources of information used. Correct application of citing bibliographical sources and presentation of the bibliography according to APA standards. 40%
- Definition of objectives and determinants of the problem. Ecobriefing. 40%
- Quality of written presentation and use of specific vocabulary. 5%

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

- Ability to analyze the information entered in the work. Synthesis and order of this information. 15%
- Relevance and origin (fieldwork) of the sources of information used. Correct application of citing bibliographical sources and presentation of the bibliography according to APA standards. 40%
- Definition of objectives and determinants of the problem. Ecobriefing. 40%
- Quality of written presentation and use of specific vocabulary. 5%

Recovery instruments outside of continuous assessment

- Written/practical test to access assessment outside of continuous assessment (Pass/Fail)
- Application exercises/written assignments

Guia Docent del Grau en Disseny

ACTIVITY 3	Duration: 6 weeks	Weighting: 40%
-------------------	-------------------	----------------

Activity description

Based on the conclusions of the previous phase, students will have to create a series of concepts to approach the final solution to the problem posed in the project. Subsequently, they define the final solution proposed to solve the problem posed.

Phase 3. Creation:

- Define a minimum of three sufficiently understandable and differentiated ideas using various creative techniques. These ideas must be represented through sketches, renders, prototypes, etc.

Phase 4. Development of the chosen idea that includes:

- Definition of the concept in accordance with functional, aesthetic and communicative requirements.
- Technical aspects.

Contents

- The intervention of multidisciplinary teams in ecodesign. The comprehensive project system.
- Teamwork methodology: Group management: roles and their attributions and decision-making in the development of design proposals.
- Conceptualization and development of a preliminary eco-design project.
- The intervention of multidisciplinary teams.
- Records and communication strategies for the presentation and exhibition of the project. Audiovisual materials.
- Exhibition and presentation of the project: Presentation and argumentation of the eco-design project.

Skills

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-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.

Guia Docent del Grau en Disseny

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-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	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD5	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.
MD8	Project or problem based on the real or professional world that needs to be solved independently or in a group.

Learning outcomes

RA3	Ability to work in a team, organize and manage decision-making, meetings and conflict resolution.
RA5	Ability to co-create with the user.
RA7	Ability to observe specific problems and seek similar solutions while minimizing environmental impact.
RA9	Experiment, propose and evaluate ideas, concepts and solutions.
RA10	Plan and develop the most suitable environmental proposal.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

- Ability to analyze the information entered in the work. Synthesis and order of this information 10%
- Quality of the proposals. Ability to generate innovative and differentiated proposals based on the objectives defined in the briefing. Level of definition of the proposals. 25%
- Quality of the final proposal. Development of the concept of an Upcycling product, in its formal, functional and symbolic dimensions. Development of feasibility and technical representation. 50%
- Quality of oral and written presentation and use of specific vocabulary. 15%

Guia Docent del Grau en Disseny

Evaluation instruments within continuous evaluation

- Application exercises/written assignments
- Direct observations
- Self-assessment

Specific recovery criteria within continuous assessment

- Ability to analyze the information entered in the work. Synthesis and order of this information 10%
- Quality of the proposals. Ability to generate innovative and differentiated proposals based on the objectives defined in the briefing. Level of definition of the proposals. 25%
- Quality of the final proposal. Development of the concept of an Upcycling product, in its formal, functional and symbolic dimensions. Development of feasibility and technical representation. 60%
- Quality of presentation and writing and use of specific vocabulary. 5%

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

- Ability to analyze the information entered in the work. Synthesis and order of this information 10%
- Quality of the proposals. Ability to generate innovative and differentiated proposals based on the objectives defined in the briefing. Level of definition of the proposals. 25%
- Quality of the final proposal. Development of the concept of an Upcycling product, in its formal, functional and symbolic dimensions. Development of feasibility and technical representation. 60%
- Quality of presentation and writing and use of specific vocabulary. 5%

Recovery instruments outside of continuous assessment

- Written/practical test to access assessment outside of continuous assessment (Pass/Fail)
- Application exercises/written assignments

Guia Docent del Grau en Disseny

ACTIVITY 4	Duration: 2 weeks	Weighting: 20%
-------------------	-------------------	----------------

Activity description

The project ends with the communication and collection of all the information generated from the research to the technical aspects of the final design.

Phase 5. Communication:

- Conclusions from the research of the second activity.
- Definition of the ecobriefing (starting point of the design process).
- Summary of the evolution of the project (from the ideas generated in the previous activity to the final solution).
- Conceptual and technical (basic) definition of the final proposal.
- 2 explanatory photographs of the proposal (150 dpi 1920x1080 px)
- Added value of the project.
- Conclusions. Strengths and weaknesses of the project developed.

Contents

- The intervention of multidisciplinary teams in ecodesign. The comprehensive project system.
- Teamwork methodology: Group management: roles and their attributions and decision-making in the development of design proposals.
- The intervention of multidisciplinary teams.
- Records and communication strategies for the presentation and exhibition of the project. Audiovisual materials.
- Exhibition and presentation of the project: Presentation and argumentation of the eco-design project.

Skills

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-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.
GRA-01	Generate, develop and materialize ideas, concepts and images for complex communication programs.

Non-Catalan versions of this document are translated using Google Translate, which automatically translates the published text. The translation is not reviewed and may contain errors.

This document may be obsolete once printed.

7S_OPT_INTER_Design and environment

Printed 2026-4-7

20

Guia Docent del Grau en Disseny

GRA-03 Understand and use the capacity for meaning of graphic language.

Applied teaching methodologies

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

Learning outcomes

- RA3 Ability to work in a team, organize and manage decision-making, meetings and conflict resolution.
- RA11 Ability to synchronize in a work group to organize information and present the project.
- RA12 Present, communicate, defend and argue the project with a self-critical vision.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

- Ability to communicate the results of the different stages in the evolution of the project and its results. 15%
- Synthesis and order of information in the different sections of the document, including the design process. Application of the APA citation style. 20%
- Ability to communicate a project in an attractive way, using the appropriate tools and resources. 20%
- Quality of the final proposal. Development of the concept of an Upcycling product, in its formal, functional and symbolic dimensions. Development of feasibility and technical representation. 20%
- Quality of oral and written presentation and use of specific vocabulary. 15%
- Argumentative capacity. 10%

Evaluation instruments within continuous evaluation

- Application exercises/written assignments
- Direct observations
- Self-assessment

Specific recovery criteria within continuous assessment

- Ability to communicate the results of the different stages in the evolution of the project and its outcomes. 15%
- Synthesis and order of information in the different sections of the document, including the design process. Application of the APA citation style. 25%
- Ability to communicate a project in an attractive way, using the appropriate tools and resources. 25%
- Quality of the final proposal. Development of the concept of an Upcycling product, in its formal,

Guia Docent del Grau en Disseny

functional and symbolic dimensions. Development of feasibility and technical representation. 25%

- Quality of written presentation and use of specific vocabulary. 10%

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

- Ability to communicate the results of the different stages in the evolution of the project and its outcomes. 15%
- Synthesis and order of information in the different sections of the document, including the design process. Application of the APA citation style. 25%
- Ability to communicate a project in an attractive way, using the appropriate tools and resources. 25%
- Quality of the final proposal. Development of the concept of an Upcycling product, in its formal, functional and symbolic dimensions. Development of feasibility and technical representation. 25%
- Quality of written presentation and use of specific vocabulary. 10%

Recovery instruments outside of continuous assessment

- Written/practical test to access assessment outside of continuous assessment (Pass/Fail)
- Application exercises/written assignments