

7S_OPT_TCH_Design as an agent of social change

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

Subject: Electives in theory, criticism and humanities

Type: Training Optional

Credits: 4 ECTS

Total hours: 100h

Course: 4

Hours/week: 6.3 hours

Semester: 7

Face-to-face hours/week: 2.5h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 3.8h

Prerequisites:

1. Presentation of the subject

The subject is aimed at rethinking the role that the designer plays in contemporary times. The emergence of social movements against climate change, decolonial processes, as well as feminist ones, are a reflection of the concerns of citizens in a changing world.

Faced with certain problems, how do we act as agents of change?

Where do we position ourselves and from what point do we propose solutions?

What are the strategies through which we address the problem?

How do the affected communities or the drivers of change participate in the solutions?

How do we integrate the gender perspective?

How do we design for disadvantaged environments?

And, finally, what space do we dedicate to research from practice?

2. Course contents

Study, analysis and reflection on design for social change, from the industrial revolution to the present day.

Strategies for social transformation: design for everyone (universal), inclusive design, design from a gender perspective, ethical and responsible design, participatory design and co-design. Open design and Copyleft.

Environmental transformation strategies: sustainability, eco-design, circular economy (cradle to cradle).

The consolidation of the idea of design as a tool for social change.

Activism and social movements.

Design, cooperativism and social-solidarity economy.

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

Transversal skills		Subject	Subject
CT-02	Collect significant information, analyze it, synthesize it and manage it appropriately.	X	X
CT-08	Develop ideas and arguments in a reasoned and critical manner.	X	X

General skills		Subject	Subject
CG-06	Promote knowledge of the historical, ethical, social and cultural aspects of design.	X	X
CG-09	Investigate the intangible and symbolic aspects that affect quality.	X	X
CG-12	Delve deeper into the history and tradition of arts and design.	X	X
CG-19	Demonstrate critical thinking skills and know how to propose research strategies.	X	X
CG-21	Mastering research methodology.	X	X

Specific skills in Graphic, Interior, Fashion and Product Design		Subject	Subject
GRA-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.	X	X
INT-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.	X	X
MOD-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.	X	X
PRO-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.	X	X

4. Learning outcomes

SUN	Description of the learning outcome	Skills
RA1	Know historical and/or aesthetic and/or ethical and/or social and/or cultural aspects taught in the subject.	CT-02, CG-06, CG-12
RA2	Establish historical, aesthetic, ethical, social or cultural relationships with the context.	CG-06, CG-12
RA3	Develop reflective proposals and speeches with critical argumentation based on the fact of designing.	GRA-15 INT-15 MOD-15 PRO-15 CT-02, CT-08, CG-19
RA5	Develop research and innovation strategies.	CG-09, CG-19, CG-21

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5. Teaching methodologies of the subject

Get up	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, AF3
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.	AF1, AF2, AF3
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.	AF1, AF2, AF3
MD4	Tests and/or exams	Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies by students. This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.	AF1, AF2, AF3
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.	AF1, AF2, AF3
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	AF1, AF2, AF3
MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.	AF1, AF2, AF3
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.	AF1, AF2, AF3
MD9	Guided practice	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.	AF1, AF2, AF3
MD10	Flipped classroom	Transfer part of the theoretical learning outside the classroom, through online materials or resources prepared by the teacher, to dedicate face-to-face time to practical, participatory activities and knowledge application.	AF1, AF2, AF3
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.	AF1, AF2, AF3
MD12	Agile methodologies	Type of teamwork in which work is carried out in several short periods of time.	AF1, AF2, AF3
MD13	Role-playing games	Role play with the aim of illustrating a situation and the different points of view on it.	AF1, AF2, AF3

6. Training activities of the subject

Get up	Description	Duration	Percentage
AF1	Individual and/or group theoretical or practical activity.	4-5 weeks	20-40%
AF2	Individual and/or group critical essay.	4-5 weeks	20-40%

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AF3	Exercises (documentary research, text comments, debate, rhetorical techniques, concept map)to, practical case, andtc...).	6-8 weeks	30-50%
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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".
- 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 contentsdefined 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

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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

Richness in the historical and/or aesthetic and/or ethical and/or social and/or cultural contents taught in the subject. (R.A. 1, 20-30%)

Show the ability to evaluate, question and/or judge concepts and ideas and delve into the historical, creative, aesthetic, ethical, social or cultural relationships of design. (R.A. 2, 20-30%)

Devise and/or carry out a proposal and/or own speech coherent with the contents of the subject. (R.A. 3, 30-45%).

Evaluation instruments within continuous evaluation

Rubrics.

Written/practical tests

Questionnaires.

Application exercises.

Individual and/or group feedback: written or oral.

Monitoring reports.

Direct observations.

Observation records.

Self-assessment.

Co-evaluation.

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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 date for making up will be set by the teaching staff, and unless otherwise indicated, it may be up to the week of making up. It is therefore up to the teacher to establish the deadline.. The submission consists of presenting the activity with new content and/or an exam. If an exam is given, the grade will correspond to between 20 and 30% of the final grade for the activity.

Specific recovery criteria outside of continuous assessment

The recovery will be in the final week and only for those students who have a percentage of absences between 20% and 40%. The submission will consist of presenting **all activities** outside of continuous assessment with new content and an additional exam. The exam grade will correspond between 20 and 40% of the final grade. In the remaining grade percentage, the criteria and percentages of continuous assessment will be applied.

Subject recovery instruments outside of continuous assessment

Rubrics.
Written/practical tests
Questionnaires.
Application exercises.
Complementary exercises.

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

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

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

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that considers variability.

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

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

9. Copying, plagiarism, and academic honesty

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

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

10. Use of Artificial Intelligence (AI)

The ESDAPC recognizes the value of Artificial Intelligence (AI) in the educational field, while highlighting the risks it entails if it is not used ethically, critically and responsibly. The use of AI in the teaching and evaluation context is governed by the principles, criteria and recommendations established in the ESDAPC Guide to the Ethical and Responsible Use of Artificial Intelligence, which constitutes the institutional reference document in this matter.

In this sense, in each assessment activity, students will be informed about the AI tools and resources that can be used and under what conditions, recommending their use as an assistance tool during the research, analysis or conceptual exploration process, but not as a replacement for their own work or professional judgment.

For their part, students undertake to follow the instructions of the ESDAPC when carrying out the assessment activities, as well as the criteria included in the Guide for the Ethical and Responsible Use of AI. Within this framework, students must transparently cite the AI tools used and explicitly identify texts, images or other 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

- Cabanas, E., Illouz, E. (2019). *Happycracy: How science and the happiness industry control our lives*(Contexts). Planet
- Guayabero, O. (2020). *Design, from medium to mediator*. ESDESIGN: Barcelona.
https://www.esdesignbarcelona.com/sites/default/files/el_diseno_de_medio_a_mediador_oscar_guayabero_informe_esdesign.pdf
- Guayabero, O. (2021). *Design for the day before* Barcelona, Experimenta Ed.
- Papanek, V. (2014). *Designing for the real world: human ecology and social change* Palma de Mallorca: Monogram.
- Pelta, R. (2015). *Social transformation design*. <https://www.youtube.com/watch?v=3bzTt9cCSl8>
- Pelta, R. (2021). *Design for the good of society*. https://www.youtube.com/watch?v=BEHaLgJE_Wk
- MONOGRAPHIC Journal No. 2
<https://ajuntament.barcelona.cat/museudeldisseny/es/publicacion/univers-papanek>

Reference bibliography and other resources

- Curedale, R. (2013). *Design research methods*. DesignsCommunityCollege Inc.
- Escobar, A. (2016). *Autonomy and design. The realization of the communal.*. Colombia: UC publishing house.
- Glaser, M. (2014). *DDesigner/Citizen. Four short lessons (more or less about design)*. Barcelona. Manzini, E. (2015). *When everyone designs. An introduction to design for social innovation* Madrid: Experimenta.
- Margolin, V. (2005). *The politics of the artificial*. Mexico: Destiny.
- Moote, I. (2014). *Design Thinking for strategic innovation*. Barcelona: Empresa Activa.
- Siganievich, P.; Nieto, L. (2017). *Graphic activism*. Argentina: Ediciones Wolkowicz.

Audiovisuals

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12. Training activity sheets

ACTIVITY 1	Duration:4/5 weeks approx.	Weighting:20<40 %
Description of the activity		
Individual and/or group theoretical or practical activity.		
Contents		
Study, analysis and reflection on design for social change, from the industrial revolution to the present day.		
Social transformation strategies: design for everyone, inclusive/universal design, gender-sensitive design, ethical and responsible design, co-design.		
Environmental transformation strategies: eco-design, sustainability, circular economy (cradle to cradle), open design (copyleft).		
Activism and social movements.		
Design, cooperativism and social-solidarity economy.		
Skills		
CT-02	Collect significant information, analyze it, synthesize it and manage it appropriately.	
CT-08	Develop ideas and arguments in a reasoned and critical manner.	
CG-06	Promote knowledge of the historical, ethical, social and cultural aspects of design.	
CG-09	Investigate the intangible and symbolic aspects that affect quality.	
CG-12	Delve deeper into the history and tradition of arts and design.	
CG-19	Demonstrate critical thinking skills and know how to propose research strategies.	
CG-21	Mastering research methodology.	
GRA-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.	
INT-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.	
MOD-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.	
PRO-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.	
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

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		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.
MD4	Tests and/or exams	Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies by students. This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.
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.
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.
MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.
MD9	Guided practice	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.
MD10	Flipped classroom	Transfer part of the theoretical learning outside the classroom, through online materials or resources prepared by the teacher, to dedicate face-to-face time to practical, participatory activities and knowledge application.
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.
MD12	Agile methodologies	Type of teamwork in which work is carried out in several short periods of time.
MD13	Role-playing games	Role play with the aim of illustrating a situation and the different points of view on it.

Learning outcomes

RA1	Know historical and/or aesthetic and/or ethical and/or social and/or cultural aspects taught in the subject.
RA2	Establish historical, aesthetic, ethical, social or cultural relationships with the context.
RA3	Develop reflective proposals and speeches with critical argumentation based on the fact of designing.
RA5	Develop research and innovation strategies.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Richness in the historical and/or aesthetic and/or ethical and/or social and/or cultural contents taught in the subject. (R.A. 1)

Show the ability to evaluate, question and/or judge concepts and ideas and delve into the historical, creative, aesthetic, ethical, social or cultural

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relationships of design. (R.A. 2)

Evaluation instruments within continuous evaluation

Rubrics.

Written/practical tests

Questionnaires.

Application exercises.

Individual and/or group feedback: written or oral.

Monitoring reports.

Direct observations.

Observation records.

Self-assessment.

Co-evaluation.

Specific recovery criteria within continuous assessment

The retake date will be set by the teacher, within a maximum period of 4 weeks after the date of submission of the continuous assessment. The submission consists of presenting the activity with new content and/or an exam. If an exam is taken, the grade will correspond to between 20 and 30% of the final grade for the activity.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The recovery will be in the final week and only for those who have a percentage of absences between 60% and 80%. The submission consists of presenting the activity with new content and an exam. The exam grade will correspond to between 20 and 40% of the final grade of the activity. The evaluation criteria and percentages will be the same as in the continuous assessment.

Recovery instruments outside of continuous assessment

Rubrics.

Written/practical tests

Questionnaires.

Application exercises.

Complementary exercises.

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ACTIVITY 2	Duration:Duration approximately 4/5 weeks.	Weighting:20<40 %
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Description of the activity

Individual/group critical essay (personal opinion, critical reflection, presentation of conclusions, etc.).

Contents

Study, analysis and reflection on design for social change, from the industrial revolution to the present day.

Social transformation strategies: design for everyone, inclusive/universal design, gender-sensitive design, ethical and responsible design, co-design.

Environmental transformation strategies: eco-design, sustainability, circular economy (cradle to cradle), open design (copyleft).

Activism and social movements.

Design, cooperativism and social-solidarity economy.

Skills	
CT-02	Collect significant information, analyze it, synthesize it and manage it appropriately.
CT-08	Develop ideas and arguments in a reasoned and critical manner.
CG-06	Promote knowledge of the historical, ethical, social and cultural aspects of design.
CG-09	Investigate the intangible and symbolic aspects that affect quality.
CG-12	Delve deeper into the history and tradition of arts and design.
CG-19	Demonstrate critical thinking skills and know how to propose research strategies.
CG-21	Mastering research methodology.
GRA-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.
INT-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.
MOD-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.
PRO-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.

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.

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MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
MD4	Tests and/or exams	Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies by students. This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.
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.
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.
MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.
MD9	Guided practice	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.
MD10	Flipped classroom	Transfer part of the theoretical learning outside the classroom, through online materials or resources prepared by the teacher, to dedicate face-to-face time to practical, participatory activities and knowledge application.
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.
MD12	Agile methodologies	Type of teamwork in which work is carried out in several short periods of time.
MD13	Role-playing games	Role play with the aim of illustrating a situation and the different points of view on it.

Learning outcomes

RA1	Know historical and/or aesthetic and/or ethical and/or social and/or cultural aspects taught in the subject.
RA2	Establish historical, aesthetic, ethical, social or cultural relationships with the context.
RA3	Develop reflective proposals and speeches with critical argumentation based on the fact of designing.
RA5	Develop research and innovation strategies.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Richness in the historical and/or aesthetic and/or ethical and/or social and/or cultural contents taught in the subject. (R.A. 1)

Show the ability to evaluate, question and/or judge concepts and ideas and delve into the historical, creative, aesthetic, ethical, social or cultural relationships of design. (R.A. 2)

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Evaluation instruments within continuous evaluation

Rubrics.
Written/practical tests
Questionnaires.
Application exercises.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.
Self-assessment.
Co-evaluation.

Specific recovery criteria within continuous assessment

The retake date will be set by the teacher, within a maximum period of 4 weeks after the date of submission of the continuous assessment. The submission consists of presenting the activity with new content and/or an exam. If an exam is taken, the grade will correspond to between 20 and 30% of the final grade for the activity.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The recovery will be in the final week and only for those who have a percentage of absences between 60% and 80%. The submission consists of presenting the activity with new content and an exam. The exam grade will correspond to between 20 and 40% of the final grade of the activity. The evaluation criteria and percentages will be the same as in the continuous assessment.

Recovery instruments outside of continuous assessment

Rubrics.
Written/practical tests
Questionnaires.
Application exercises.
Complementary exercises.

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ACTIVITY 3	Duration: Duration 6/8 weeks approx.	Weighting: 30<50 %
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Description of the activity

Exercises (documentary research, text comments, debate, rhetorical techniques, mapconceptual, cas practical, etc.).

Contents

Study, analysis and reflection on design for social change, from the industrial revolution to the present day.

Social transformation strategies: design for everyone, inclusive/universal design, gender-sensitive design, ethical and responsible design, co-design.

Environmental transformation strategies: eco-design, sustainability, circular economy (cradle to cradle), open design (copyleft).

Activism and social movements.

Design, cooperativism and social-solidarity economy.

Skills

CT-02	Collect significant information, analyze it, synthesize it and manage it appropriately.
CT-08	Develop ideas and arguments in a reasoned and critical manner.
CG-06	Promote knowledge of the historical, ethical, social and cultural aspects of design.
CG-09	Investigate the intangible and symbolic aspects that affect quality.
CG-12	Delve deeper into the history and tradition of arts and design.
CG-19	Demonstrate critical thinking skills and know how to propose research strategies.
CG-21	Mastering research methodology.
GRA-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.
INT-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.
MOD-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.
PRO-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.

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

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		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.
MD4	Tests and/or exams	Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies by students. This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.
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.
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.
MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.
MD9	Guided practice	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.
MD10	Flipped classroom	Transfer part of the theoretical learning outside the classroom, through online materials or resources prepared by the teacher, to dedicate face-to-face time to practical, participatory activities and knowledge application.
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.

Learning outcomes

RA1	Know historical and/or aesthetic and/or ethical and/or social and/or cultural aspects taught in the subject.
RA2	Establish historical, aesthetic, ethical, social or cultural relationships with the context.
RA3	Develop reflective proposals and speeches with critical argumentation based on the fact of designing.
RA5	Develop research and innovation strategies.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Richness in the historical and/or aesthetic and/or ethical and/or social and/or cultural contents taught in the subject. (R.A. 1)

Show the ability to evaluate, question and/or judge concepts and ideas and delve into the historical, creative, aesthetic, ethical, social or cultural relationships of design. (R.A. 2)

Devise and/or carry out a proposal and/or own speech coherent with the contents of the subject. (R.A. 3).

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Evaluation instruments within continuous evaluation

Rubrics.
Written/practical tests
Questionnaires.
Application exercises.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.
Self-assessment.
Co-evaluation.

Specific recovery criteria within continuous assessment

The recovery will be the final week. The submission consists of presenting the activity with new content and/or an exam. If an exam is given, the grade will correspond to between 20 and 30% of the final grade for the activity.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The recovery will be in the final week and only for those who have a percentage of absences between 60% and 80%. The submission consists of presenting the activity with new content and an exam. The exam grade will correspond to between 20 and 40% of the final grade of the activity. The evaluation criteria and percentages will be the same as in the continuous assessment.

Recovery instruments outside of continuous assessment

Rubrics.
Written/practical tests
Questionnaires.
Application exercises.
Complementary exercises.