

7S_OPT_TCH_Theories and criticism of design

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: Optional Training

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 Design Theory and Criticism subject is aimed at deepening and understanding the context of design.

This subject aims to deal, on the one hand, with the theoretical aspect of design as an inevitable complement to the practice of the discipline. Starting from the reality of the existence of design practice, theory is not positioned as a marginal activity but as a complement, which does not necessarily have to precede practice but is proposed as a reflection that accompanies it throughout the entire design process. Therefore, it is an open debate on all aspects of design, formal, content, responsibility, etc.

On the other hand, he wants to work on defining what design criticism should be. Criticism in the field of design has not developed to the level it has in other disciplines, such as painting, literature or cinema. Therefore, key problems such as who should exercise criticism, where it should be done, with what criteria and even what should be the object of this criticism still remain to be resolved.

The subject therefore aims to create a space for reflection and discussion on these issues.

2. Course contents

Design theory

Need for a theoretical framework

Situation of the different theoretical debates: Formal, methodological and social.

Current design trends.

Theoretical trends and current design debates

Collaborative design / Design and social transformation

Universal Design / Design for all / Promotes inclusion and social equality through design.

Sustainable design

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Critical/fictional/speculative design

Design methodologies

Design Thinking: a way to approach and solve problems

Co-creation.

The design critique

Definition

Need for a critique/Current situation

Establishment of a critical methodology: objectives, author, recipient channels, etc.

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

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4. Learning outcomes

RA	Description of the learning outcome	Skills
RA1	Demonstrate analytical and systematic criteria to develop arguments and/or ideas.	CT-08, CG-06,
RA2	Know historical and/or ethical and/or social and/or cultural aspects taught in the subject.	CG-12
RA3	Establish historical, aesthetic, ethical, social or cultural relationships with the context.	CG-09, CG-12
RA4	Develop reflective and critically argued speeches based on the fact of designing.	CG-19, GRA-15, INT-15, MOD-15, PRO-15
RA5	Develop research and innovation strategies.	CG-19, CG-21

5. Teaching methodologies of the subject

Code	Typology	Description	Apply
MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.	x
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.	x
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
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.	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
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	Documentation work and critical analysis on current design trends or debates.	7 weeks	40%

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AF2	The role of criticism in the field of design.	5 weeks	35%
AF3	Manifesto – Proposals for action for designers.	4 weeks	25%

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 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

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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

ACTIVITY 1- 40%

Documentation (35%)

Makes good use of sources of information (bibliography and APA citations). Shows critical reflection on the topic.

It delves into the historical, creative, aesthetic, ethical, social or cultural relationships with the context. It carefully applies the proposed methodology.

Critical essay: (40%)

Ideate and/or make a coherent proposal.

Shows the ability to generate, evaluate, question and/or judge concepts and ideas. Shows written and oral expression in form and content.

Shows good writing and correct use of language and relevant terminology. Demonstrates the ability to generate, evaluate, question and/or judge concepts and ideas.

Exhibition. (25%)

Has the capacity for contextual analysis and relevant communicative resolution.

Prepare a coherent speech following the established guidelines.

Shows written and oral expression in form and content.

ACTIVITY 2 -35%

Makes good use of sources of information (bibliography and APA citations). Shows critical reflection on the topic.

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It delves into the historical, creative, aesthetic, ethical, social or cultural relationships with the context. It carefully applies the proposed methodology.

Ideate and/or make a coherent proposal.

Shows the ability to generate, evaluate, question and/or judge concepts and ideas. Shows written and oral expression in form and content.

Shows good writing and correct use of language and relevant terminology. Demonstrates the ability to generate, evaluate, question and/or judge concepts and ideas.

Has the capacity for contextual analysis and relevant communicative resolution. Produces a coherent discourse following established guidelines.

Shows written and oral expression in form and content.

ACTIVITY 3 -25%

Shows critical reflection on the topic.

It delves into the historical, creative, aesthetic, ethical, social or cultural relationships with the context. It carefully applies the proposed methodology.

Ideate and/or make a coherent proposal.

Shows the ability to generate, evaluate, question and/or judge concepts and ideas. Shows written and oral expression in form and content.

Shows good writing and correct use of language and relevant terminology. Demonstrates the ability to generate, evaluate, question and/or judge concepts and ideas.

Has the capacity for contextual analysis and relevant communicative resolution. Produces a coherent discourse following established guidelines.

Shows written and oral expression in form and content.

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.

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

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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

Those specified in the section *Specific evaluation criteria within continuous evaluation*

Specific recovery criteria outside of continuous assessment

Those specified in the section *Specific evaluation criteria within continuous evaluation*

Subject recovery instruments outside of continuous assessment

The same as in the continuous assessment plus a test on the contents worked on.

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.

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.

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

For their part, students undertake to follow the instructions of the ESDAPC when carrying out the assessment activities, as well as the criteria included in the Guide for the Ethical and Responsible Use of AI. Within this framework, students must transparently cite the AI tools used and explicitly identify texts, images or other content generated with AI systems, which may not be presented as their own production.

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

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

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

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11. Sources of information and teaching resources

Basic bibliography

Reference bibliography and other resources

CALVERA, Anna (ed).. Art? Design. Gustavo Gili, Barcelona, 2003.
GARLAND, K. Manifesto First Things First, de 1964.
JULIER, G. The Culture of Design. Gustavo Gili, Barcelona, 2010
MANZINI, E: When everyone designs. An introduction to design for social innovation, Experimenta publishing house, 2015. PAPANEEK, V: Designing for the real world. Human Ecology and Social Change, Pol·len edicions, 2015.
PELTA, R: "First things first. Design and social responsibility", in Designing Today, Paidós Diseño, 2004.
PELTA, R. Designing Today: Contemporary Themes in Graphic Design, Ed Paidós Ibérica, Barcelona, 2004
SPARKE, P. Design and culture. Gustavo Gili, Barcelona, 2010.
ARMSTRONG, L; BAILEY, J; JULIER, G and KIMBELL, L: Social Design Future, University of Brighton, 2014.
CALVERA, A., On the beauty of things, Materials for an aesthetics of design, Gustavo Gili, Barcelona, 2007.
ECO, U: How to write a thesis, 6th ed, Gedisa, 2001.
DUNNE, A. i RABY, F. Speculative everything: Designing, fiction and social dreaming. Londres. The Mit Press. 2014

Case studies:

AIGA. Design for good. www.aiga.org/design-for-good/ Design Ignites Change:
www.designigniteschange.org Design Story: www.designindaba.com
Design for Social Innovation and Sustainability (DESIS): www.desis-network.org Sustainable everyday:
www.sustainable-everyday.net
The Helen Hamlyn center for design: www.rca.ac.uk/research-innovation/helen-hamlyn-centre/
www.ideo.com
designthinkingforeducators.com/toolkit/
IDEO: This DesignThinking for Educators Toolkit, 2012

Audiovisuals

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12. Training activity sheets

ACTIVITY 1	Duration: 7 weeks	Weighting: 40%
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Activity description

Analysis and debate on the current situation of design.

In groups, documentation work and critical analysis on current or current design debates.
group, analysis Summary of the documentation. Presentation.

Then, each student will do an individual assignment, which will include the content that will have been presented and discussed in class.

Contents

Definition of Design Theory

Need for a theoretical framework

Situation of the different theoretical debates: Formal, methodological and social.

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	Delve deeper into the history and tradition of arts and design.
CG-12	Demonstrate critical thinking skills and know how to propose research strategies.
CG-19	Mastering research methodology.
CG-21	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.
GRA-15	

Applied teaching methodologies

MD1	Conference and/or master class
MD2	Debate and/or discussion
MD6	Presentations and/or defenses

Learning outcomes

RA1	Demonstrate analytical and systematic criteria to develop arguments and/or ideas.
RA2	Know historical and/or ethical and/or social and/or cultural aspects taught in the subject
RA3	Establish historical, aesthetic, ethical, social or cultural relationships with the context
RA4	Develop reflective and critically argued speeches based on designing
RA5	Develop research and innovation strategies.

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Continuous evaluation

Specific evaluation criteria within continuous evaluation

Documentation (35%)

Makes good use of sources of information (bibliography and APA citations). Shows critical reflection on the topic.

It delves into the historical, creative, aesthetic, ethical, social or cultural relationships with the context. It carefully applies the proposed methodology.

Critical essay: (40%)

Ideate and/or make a coherent proposal.

Shows the ability to generate, evaluate, question and/or judge concepts and ideas. Shows written and oral expression in form and content.

Shows good writing and correct use of language and relevant terminology. Demonstrates the ability to generate, evaluate, question and/or judge concepts and ideas.

Exhibition. (25%)

Has a capacitive contextual analysis and pertinent communicative resolution.

Prepare a coherent speech following the established guidelines.

Shows written and oral expression in form and content.

good use of information sources (bibliography and APA citations). Shows critical reflection on the topic.

It delves into the historical, creative, aesthetic, ethical, social or cultural relationships with the context. It carefully applies the proposed methodology.

Ideate and/or make a coherent proposal.

Shows the ability to generate, evaluate, question and/or judge concepts and ideas. Shows written and oral expression in form and content.

Shows good writing and correct use of language and relevant terminology. Demonstrates the ability to generate, evaluate, question and/or judge concepts and ideas.

Has the capacity for contextual analysis and relevant communicative resolution. Produces a coherent discourse following established guidelines.

Shows written and oral expression in form and content.

Evaluation instruments within continuous evaluation

Rubrics.

Individual and/or group feedback: written or oral.

Observation records.

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Specific recovery criteria within continuous assessment

Those specified in the section *Specific evaluation criteria within continuous evaluation*

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Those specified in the section *Specific evaluation criteria within continuous evaluation*

Recovery instruments outside of continuous assessment

The same as in the continuous assessment plus a test on the contents worked on.

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ACTIVITY 2	Duration: 5 weeks	Weighting: 35%
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Activity description

The role of criticism in the field of design.

Contents

The design critique

Definition

Need for a critique/Current situation

Establishment of a critical methodology: objectives, author, recipient channels, etc.

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	Delve deeper into the history and tradition of arts and design.
CG-12	Demonstrate critical thinking skills and know how to propose research strategies.
CG-19	Mastering research methodology.
CG-21	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.
GRA-15	

Applied teaching methodologies

MD1	Conference and/or master class
MD2	Debate and/or discussion
MD3	Readings and/or comments

Learning outcomes

RA1	Demonstrate analytical and systematic criteria to develop arguments and/or ideas.
RA2	Know historical and/or ethical and/or social and/or cultural aspects taught in the subject
RA3	Establish historical, aesthetic, ethical, social or cultural relationships with the context
RA4	Develop reflective and critically argued speeches based on designing
RA5	Develop research and innovation strategies.

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Continuous evaluation

Specific evaluation criteria within continuous evaluation

Makes good use of sources of information (bibliography and APA citations). Shows critical reflection on the topic.

It delves into the historical, creative, aesthetic, ethical, social or cultural relationships with the context. It carefully applies the proposed methodology.

Ideate and/or make a coherent proposal.

Shows the ability to generate, evaluate, question and/or judge concepts and ideas. Shows written and oral expression in form and content.

Shows good writing and correct use of language and relevant terminology. Demonstrates the ability to generate, evaluate, question and/or judge concepts and ideas.

Has the capacity for contextual analysis and relevant communicative resolution. Produces a coherent discourse following established guidelines.

Shows written and oral expression in form and content.

Evaluation instruments within continuous evaluation

Rubrics.

Written/practical tests

Specific recovery criteria within continuous assessment

Those specified in the section *Specific evaluation criteria within continuous evaluation*

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Those specified in the section *Specific evaluation criteria within continuous evaluation*

Recovery instruments outside of continuous assessment

The same as in the continuous assessment plus a test on the contents worked on.

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ACTIVITY 3	Duration: 4 weeks	Weighting: 25%
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Activity description

Manifesto – Proposals for action for designers.

Preparation of a manifesto that communicates a position or attitude on an aspect, possibly controversial, of graphic design to be chosen and defined by each group.

Development of posters that communicate this position. Distribution of the posters throughout the school.

Contents

The contents presented and discussed in class in the two previous activities

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	Delve deeper into the history and tradition of arts and design.
CG-12	Demonstrate critical thinking skills and know how to propose research strategies.
CG-19	Mastering research methodology.
CG-21	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.
GRA-15	

Applied teaching methodologies

MD2	Debate and/or discussion
MD5	Workshops and/or internships

Learning outcomes

RA1	Demonstrate analytical and systematic criteria to develop arguments and/or ideas.
RA2	Know historical and/or ethical and/or social and/or cultural aspects taught in the subject
RA3	Establish historical, aesthetic, ethical, social or cultural relationships with the context
RA4	Develop reflective and critically argued speeches based on designing
RA5	Develop research and innovation strategies.

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Continuous evaluation

Specific evaluation criteria within continuous evaluation

Shows critical reflection on the topic.

It delves into the historical, creative, aesthetic, ethical, social or cultural relationships with the context. It carefully applies the proposed methodology.

Ideate and/or make a coherent proposal.

Shows the ability to generate, evaluate, question and/or judge concepts and ideas. Shows written and oral expression in form and content.

Shows good writing and correct use of language and relevant terminology. Demonstrates the ability to generate, evaluate, question and/or judge concepts and ideas.

Has the capacity for contextual analysis and relevant communicative resolution. Produces a coherent discourse following established guidelines.

Shows written and oral expression in form and content.

Evaluation instruments within continuous evaluation

Rubrics.

Specific recovery criteria within continuous assessment

Those specified in the section *Specific evaluation criteria within continuous evaluation*

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Those specified in the section *Specific evaluation criteria within continuous evaluation*

Recovery instruments outside of continuous assessment

The same as in the continuous assessment plus a test on the contents worked on.