

Subject:	MCP - Methods for co-creation and participation
Subject:	2 - Fundamentals of Service Design and Social Innovation
Qualification:	Master in Artistic Teaching in Social Co-design applied to Public Sector Projects

Course: 2025/2026	Semester: First	Type: Mandatory
ECTS credits: 3	Language: Catalan and Spanish	
Hours distribution:	Face-to-face teaching: 16 h	Independent learning: 45 hours
	Virtual teaching: 14 h	Hours: 75 hours
Hours:	Tuesday (4 p.m. - 8 p.m.)	In person
	Thursday (4:00 PM - 7:30 PM)	Virtual
Assignment Coordinator:	Susanna Trapé Borràs	strape@esdapcatalunya.cat
Equip docent:	Susanna Trapé Borràs	strape@esdapcatalunya.cat
	Amaya Martínez Marcos	amart32@esdapcatalunya.cat
	Núria Nofrarias Espadamala	nnofrari@esdapcatalunya.cat

Presentation of the subject

The subject "Methods for Co-creation and Participation" provides us with the basic principles of new ways of addressing social issues, as well as the resources to explore and facilitate other forms of collaboration in the design of solutions and their evaluation. It provides the foundations of the processes for social design and shows us examples of how to design innovative and more effective solutions to the current challenges of society. The focus of the subject is theoretical-practical, based on research and case analysis for the application of participatory methodologies in the generation of new proposals.

Contents

- I. Basics of social design, or people-centered design.
- II. Principles for participatory design.
- III. Resources to explore, try and learn.
- IV. Examples of processes for creating co-creation and participation dynamics.

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1. Competencies of the subject

Subject / Subject		General Skills					
		CG1	CG2	CG3	CG4	CG5	CG6
FDSIS	Fundamentals of Service Design and Social Innovation	X	X	X	X	X	X
MCP	Methods for co-creation and participation	X	X	X	X	X	X

Subject / Subject		Specific Skills									
		CE1	CE2	CE3	CE4	CE5	CE6	CE7	CE8	CE9	CE10
FDSIS	Fundamentals of Service Design and Social Innovation	X	X		X		X		X	X	
MCP	Methods for co-creation and participation	X	X		X		X		X	X	

2. Learning outcomes of the subject.

Learning outcomes

LO5. Design, plan and implement a participatory co-creation activity to identify the critical points and needs to be resolved by the different agents involved.

LO6. Search for information, organize and manage it appropriately in order to develop criteria for defining the objectives of a co-creation activity aimed at resolving a social challenge.

LO7. Appropriately combine the most appropriate participatory resources and co-creation techniques for the needs of the project.

3. Training activities of the subject

Training activities		Hours	Presence
AF2	Theoretical-practical activity.	4	100%
AF3	Face-to-face group practice.	8	100%
AF4	Telematic group practice.	7	0%
AF7	Independent work of the student.	45	0%
AF8	Tutored work.	3,5	0%
AF12	Presentation/exhibition.	7,5	60%

4. Teaching methodologies of the subject

Teaching Methodologies

- MD1 Group work - collaborative learning.
- MD2 Tutored individual work.
- MD3 Tutored independent work.
- MD4 Self-employed.
- MD5 Practice of designing services based on real context.
- MD6 Supervised common (interdisciplinary) projects and co-design practice in a real context.
- MD7 Expository method / lecture.
- MD8 Participatory lecture class.
- MD9 Solving exercises and problems.
- MD10 Problem/project-based learning.
- MD11 Case study.
- MD12 Creation of the learning folder (dossier).

5. Evaluation systems

Evaluation criteria

- Ability to assimilate and transmit theoretical knowledge in writing and/or orally.
- Correct use of specific terminology.
- Student participation in the proposed activities.
- Interest in searching for information related to the proposed activities.

Evaluation instruments

- Carrying out all the proposed activities.
- Assessment of knowledge acquired through theoretical work and/or knowledge tests.
- Assessment of student participation in class activities.

Evaluation system

Weighting

- | | | |
|----|---------------------|------|
| 1. | Written evidence | 30 % |
| 2. | Oral presentations | 20 % |
| 3. | Practical exercises | 40 % |
| 4. | Class participation | 10 % |

6. Content blocks

I. Basis for social design, or people-centered design

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Docent/s:	Nuria Nofrarias and Susanna Trapé	
Hours distribution:	Face-to-face teaching: 8 hours	Independent Learning: 11 a.m.
	Virtual teaching: 0 h	Total: 19h
Timing:	Week 1 and 4	Sessions: S1p, S7p
Contents:		
Introduction to people-centered design, first experimentation with users to determine its benefits in design proposals. Understand the relevance of social design in the context of social innovation, identify its key agents and principles, and apply the skills and attitudes necessary to develop solutions with a positive impact on society. S1p People-centered design - Principles. Strategies. Benefits. - Experiment to get to know users. - Explorer creation. S7p Social design and design for social innovation. - Relevance of design and social innovation today. - The role of design in social innovation. - The key agents and principles of social design. - The main competencies, capabilities and attitudes for social design.		
Resources:		
In-person sessions: - Computer and Internet connection - Basic brainstorming and manipulation material Virtual sessions: - Computer and Internet connection - Fruit - Mentimeter - Microsoft Forms Self-employed: - Computer and Internet connection		
Specific bibliography:		

- Alatorre Guzmán, D., and Ortiz Nicolás, J. C. (Eds.). (2019). *Social innovation and design*. National Autonomous University of Mexico, Center for Industrial Design Research.
- Hill, D. (2012). *Dark Matter and Trojan Horses: A Strategic Design Vocabulary*, Helsinki Design Lab. Strelka Press.
- Kaethler, M., i Boelen, J. (2020). *Social Matter, Social Design: for good or bad all design is social/Suitcase*.
- Manzini, E. (2015). *When everyone designs. An introduction to design for social innovation*. MIT press.
- O'Grady, J., and O'Grady, V. (2021). *Research manual for designers*. Blume.
- Papanek, V. (1977). *Designing for the real world. Human ecology and social change*. Blume Ediciones.

Reference bibliography and other resources:

- Dorst, K. (2015). *Frame Innovation, Create New Thinking by Design* MIT Press.
- Glaser, M. (2014). *Designer/citizen: Four short texts (more or less about design)* Gustavo Gili.

Audiovisuals:

- Guayabero, O. (2019) *The Papanek Way - Conference by Òscar Guayabero* (BDW 19). Retrieved from: <https://vimeo.com/348177740>

II. Principles for participatory design.

Docent/s: Amaya Martínez and Susanna Trapé

Hours distribution: Face-to-face teaching: 4 hours Independent learning: 12 h

Virtual teaching: 3.5 h Total: 19.5h

Timing: Week 1,2,3 and 4 Sessions: S2v,S4v,S5p, S6v

Contents:

Development of a participatory design process paying attention to each of its phases.
Application of co-creation methods and dynamics for collaborative design.

II. Tools for participatory design.

III. Collaborative design and co-creation dynamics.

S2v

Tools for participatory design.

- The social design project: scope, process and planning.
- The designer as a facilitator of the process.

S4v

Collaborative design and co-creation dynamics.

- The profile of new designers.
- Basics of co-design. Tasks-teams-clients.
- Design toolkit. Methods. Principles. Models. Interaction. Perspectives. Resources.
- The dynamics of collective creativity: collaboration, participation, co-creation and co-design.

S5p

Tools for participatory design.

- Public policies for citizen participation.
- Analysis and application of community planning models promoted by public services.

Resources:

In-person sessions:

- Computer and Internet connection
- Material for co-creation and prototyping dynamics.

Virtual sessions:

- Computer and Internet connection

Self-employed:

- Computer and Internet connection

Specific bibliography:

- Barcelona City Council. (2016). *Dynamization Tools and Techniques*.
- Bason, C. (2014). *Design for policy. (Design for Social Responsibility)*. Ed. Routledge.
- Björgvinsson, E., Ehn, P. and Hillgren, P. A. (2010, November). Participatory design and "democratizing innovation". En *Proceedings of the 11th Biennial participatory design conference* (pp. 41-50).
- Chinchilla, I. (2020). *The city of care*. The Catarata books.
- Coleman, R., Clarkson, J. i Cassim, J. (2007) *Design for Inclusivity: A Practical Guide to Accessible, Innovative and User-Centred Design (Design for Social Responsibility)* Ed. Routledge.
- Dinngo. (s.f.). *Design Thinking in Spanish* Retrieved by: <https://www.designthinking.es/inicio/index.php>
- Font Borràs, N. E. (1998). *Democracy and citizen participation: some innovative experiences*. Barcelona: Editorial Mediterrània / Jaume Bofill Foundation
- Herwig, O. (2008). *Universal design*. Birkhäuser Architecture.
- Huybrechts, L. (2014). *Participation is Risky. Approaches to Joint Creative Processes* Suitcase.
- Huybrechts, L., Dreessen, K., Schepers, S., i Calderon, P. (2016). Democratic dialogues that make cities 'work'. *Strategic Design Research Journal*, 9(2), 100-111.

- Iconoclasts. (2013). *Collective mapping manual: Critical cartographic resources for collaborative territorial creation processes* Buenos Aires, Tinta Limón. Retrieved from: <https://iconoclastas.net/4322-2/>
- Jones, P. B., Petrescu, D., and Till, J. (2013). *Architecture and participation*. Routledge.
- Lacol. (2018). *Building in Collective. Participation in architecture and urban planning*. Pollen.
- Manzini, E. (2015). *When everyone designs. An introduction to design for social innovation*. MIT press.
- Miessen, M. (2017). *Crossbenching: towards a proactive mode of participation as a Critical Spatial Practice* (Doctoral dissertation, Goldsmiths, University of London).
- Nold, C., Kaszynska, P., Bailey, J. i Kimbell, L. (2022) Twelve potluck principles for social design. *DISCERN: International Journal of Design for Social Change, Sustainable Innovation and Entrepreneurship*, 3 (1). pp. 31-43.
- Smith, C. E. (2016) *By the people. Designing a Better America*. Cooper Hewitt, Smithsonian Design Museum.
- UOC. (s.f.). *Design Toolkit* Retrieved by: <http://design-toolkit.recursos.uoc.edu/es/>

Reference bibliography and other resources:

- Lapuente, I. (2011). *From interaction to co-creation*: <http://co-creating-cultures.com/cat/?p=1480>
- O'Grady, J., and O'Grady, V. (2021). *Research manual for designers*. Blume.
- Riverdale (2011). *Design Thinking for educators*. <https://cc-catalogo.org/site/pdf/Design-Thinking-para-Educadores.pdf>

Audiovisuals:

- Dalsgaard, A. (2009). Cities on Speed: Bogota Change. NHK. Retrieved from: <https://www.youtube.com/watch?v=33-4NRpowF8>
- Whyte, W. H. (2012). *The Social Life of Small Urban Spaces* Retrieved from: <https://www.metalocus.es/es/noticias/la-vida-social-de-los-pequenos-espacios-urbanos>

III. Resources to explore, try and learn.

Docent/s:	Núria Nofrarias and Susanna Trapé	
Hours distribution:	Face-to-face teaching: 8 hours	Independent learning: 12 h
	Virtual teaching: 0 h	Total: 20h
Timing:	Week 2 and 4	Sessions: S3p, S5p
Contents:		

Application of resources based on creative processes. Gender and intersectionality as an analytical and design key.

S3p

Design and visual thinking

- Development of disruptive products, services and business models.
- Premises of the creative process. Bases of Design thinking. Empathize. Define. Ideate. Prototype. Evaluate.
- Tools for building ideas.
- Application in projects.

S5p

Design and evaluation of projects with a gender perspective.

- Principles of gender perspective and intersectionality in the design of projects for the public sector.
- Dynamics to balance power relations in collaborative spaces.
- Project evaluation with gender indicators

Resources:

In-person sessions:

- Computer and Internet connection
- Prototyping material

Virtual sessions:

- Computer and Internet connection
- Fruit

Self-employed:

- Computer and Internet connection

Specific bibliography:

- AAVV. *An introduction to Design Thinking*. Stanford: Ed. Institute of design at Stanford.
- Berdasco García, M. L. (2018). *Communication with a gender perspective* Rodio Editions.
- Iconoclasts. (2013). *Collective mapping manual: Critical cartographic resources for collaborative territorial creation processes* Buenos Aires, Tinta Limón. Retrieved from: <https://iconoclasistas.net/4322-2/>
- Irwin, T. (2015). Transition design: A proposal for a new area of design practice, study, and research. *Design and Culture*, 7(2), 229-246.
- Lobenstine, L. Bailey, K. i Maruyama, A. (2020) *Ideas - Arrangements - Effects. Systems design and social justice*. Design Studio for Social Intervention. Minor Compositions.
- Namahn. (2016). *Systemic Design Toolkit* Retrieved by: <https://www.systemicdesigntoolkit.org/download>
- Sánchez de Madariaga, I., & Novella Abril, I. (2021). *Designing with a gender perspective: A guide to planning smart and sustainable cities and towns* Regional Government of Extremadura.

- Tim Brown. *Change By Design: How Design Thinking Transforms Organizations and Inspires Innovation*. Collins Business, 2009.
- Vezzoli, C. (2022). *System design for sustainability in practice*. Maggioli Editore.

Reference bibliography and other resources:

- Coelyen, B., Davis, M. y Wolf-Tinsman, B. (2012). *Design Thinking Workshop*. Hathaway Brown School.
- Fernández, R., Torres, I. M. G., & Ramos, M. I. C. (2012). *The gender approach in local development projects: A methodological proposal* Narcea Ediciones.
- Namahn. (2016). *Systemic Design Toolkit* Retrieved from: <https://www.systemicdesigntoolkit.org/download>

IV. Examples of processes for creating co-creation and participation dynamics.

Docent/s:	Amaya Martínez	
Hours distribution:	Face-to-face teaching: 0 h	Independent learning: 10 h
	Virtual teaching: 7 hours	Total: 17h
Timing:	Week 2 and 4	Sessions: S4v, S8v
Contents:		
S4v Projects for socially committed and participatory design. - Formats of intervention in the public and social. - Ways of creative intervention that respect local contexts. S8v Citizen participation projects to improve urban quality. - Examples of innovation projects in the public sector. - Examples of teams and laboratories for public innovation.		
Resources:		
In-person sessions: - Computer and Internet connection Virtual sessions: - Computer and Internet connection - Fruit Self-employed: - Computer and Internet connection		

Specific bibliography:

- Alatorre Guzmán, D., and Ortiz Nicolás, J. C. (Eds.). (2019). *Social innovation and design*. National Autonomous University of Mexico, Center for Industrial Design Research.
- Amatullo, M. Boyer, B. May, J i Shea, A. (2022). *Design For Social Innovation. Case studies from around the world*. Routledge.
- Boyer, B. Cook, J i Steinberg M. (2011) *In Studio: Recipes for Systemic Change* Helsinki Design Lab, Sitra.
- Calderón Salazar, P. (2021). *Walking the word of design: explorations and reflections of a decolonial-interventionist practice (doctoral dissertation)*. LUCA School of Arts / KU Leuven, Belgium.
- Calderón Salazar, P. (2019). The Other Market: To build another world, we must first imagine it. In *Social innovation and design* (Eds. Alatorre Guzman, D. & Ortiz Nicolás, J. C.). UNAM, Center for Industrial Design Research.
- Ericson, M., i Mazé, R. (2011). *DESIGN ACT. Socially and politically engaged design today: critical roles and emerging tactics*. Sternberg Press.
- FEN University of Chile i Government Laboratory. (2018). *Experiences in Public Innovation*. CEA-FEN Editions, University of Chile.
- Heller, C. (2018). *The intergalactic Design Guide Harnessing the Creative Potential of Social Design*. Island Press.
- Junginger, S. (2017) *Transforming Public Services By Design. Re- Orienting Policies, Organizations and services around people*. Routledge.
- Thompson, N. (Ed.). (2012). *Living as form: Socially engaged art from 1991-2011* MIT Press.

7. Timing

Timing:				
Set.	Session	Hours	Contents	Lecturer
1	S1p	4h	I. People-centered design.	N. Nofrarias
	S2v	3.5h	II. Principles for participatory design. II. Tools for participatory design and co-creation dynamics.	A. Martínez
2	S3p	4h	III. Design and visual thinking	N. Nofrarias
	S4v	3.5h	II. Tools for participatory design and co-creation dynamics. IV. Projects for socially committed and participatory design.	A. Martínez

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3	S5p	4h	III. Design and evaluation of projects with a gender perspective. II. Tools for participatory design.	S. Trapé
	S6v	3.5h	II. Collaborative design and co-creation dynamics.	A.Martínez
4	S7p	4h	I. Social design and design for social innovation.	S. Trapé
	S8v	3.5h	IV. Citizen participation projects to improve urban quality	A. Martínez

8. Training activities

Activity:	Application of co-creation and participation tools (block I and block III)		
Training activity:	AF2, AF3, AF4, AF7, AF8, AF12		
Weighting:	50%	Duration: 37.5h	4 weeks
Skills:	CG1, CG4, CG5, CG6	CE2, CE4, CE6, CE9	
DAY:	RA5, RA6, RA7		
Description:			
Start a research project and participatory dynamics that will be developed throughout the course with several phases of work.			
Work phases:			
Three phases (s1p, s3p, s5p) + presentation (s7p) Phase 1. Research study analysis + dynamics. Face-to-face Phase 2. Application of co-creation tools (toolkit). Face-to-face Phase 3. Process collection. Ideation, prototyping and evaluation. In-person Phase 4. Presentation. In person.			
Item to be presented:			
1. Collection of information in a travel diary. Physical, planar and volumetric elements. Collection of images of the process. Attention to the creative method of the element carried out for the communication of the project. 2. Map ofstakeholders, complex problems and intervention proposals; in digital format.			
Evaluation criteria:			

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- Ability to assimilate and transmit theoretical knowledge in writing and/or orally.
- Correct use of specific terminology.
- Student participation in the proposed activities.
- Interest in searching for information related to the proposed activities.

Activity:	Analysis and mapping of cases and co-creation and participation tools (block II and block IV)		
Training activity:	AF2, AF3, AF4, AF7, AF8, AF12		
Weighting:	50%	Duration: 37.5h	4 weeks
Skills:	CG2, CG3, CG6	CE1, CE6, CE8, CE9	
DAY:	RA5, RA6, RA7		
Description:			
Develop a mapping of cases and tools for co-creation and participation, through collective creativity dynamics individually. Subsequently, one of the projects will need to be selected to carry out a more exhaustive analysis of the case and make a proposal for tools and dynamics to develop the project, in a group manner.			
Work phases:			
Phases (s2v, s4v, s6v) + presentation (s8v) Phase 1. Case mapping (individual + group). Miro virtual environment. Phase 2. Analysis of a case that arises from the mapping. Phase 3. Analysis of tools and co-creation dynamics. Sharing. Phase 4. Presentation.			
Item to be presented:			
1. Case mapping; in digital format. 2. Analysis of a specific case 3. Presentation Report			
Evaluation criteria:			
- Ability to assimilate and transmit theoretical knowledge in writing and/or orally. - Correct use of specific terminology. - Student participation in the proposed activities.			

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- Interest in searching for information related to the proposed activities.

9. General evaluation criteria

The general evaluation criteria that are common to all teaching guides for subjects 1, 2 and 3 of the master's degree are established, without prejudice to the evaluation criteria defined for each evaluation activity:

- Subject grade: A weighted average of the grades obtained in each of the training activities will be made in accordance with the percentages described in the subject's teaching guide.
- No delivery will be accepted outside the established deadline.
- In the event of a delivery or assessment activity coinciding with a force majeure event, students may submit an activity after the deadline following the calendar determined by the subject's teaching staff. Force majeure events are understood to mean: serious illness or temporary incapacity (hospitalization) of the student or a first-degree relative, coinciding 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 justified by presenting the original accreditation with a stamp.
- The evaluation process is based on the student's personal work and presupposes the authenticity of the authorship and the originality of the exercises carried out. Any act of copying and/or plagiarism and irregular use of Artificial Intelligence (AI) will result in the immediate and irrevocable suspension of the assessable activity.

10. General recovery criteria

The general recovery criteria that are common to all teaching guides for subjects 1, 2 and 3 of the master's degree are established:

- Subject recovery: in the event of not passing, the training activity or activities of the subject may be recovered in an extraordinary call in June, according to the calendar.

11. Use of Artificial Intelligence (AI)

The IAG can be used as a support tool in certain research tasks, provided that its use is authorized by the teaching staff. Some examples of permitted use are: summarizing texts, make translations, identify starting points for research, organize sources, analyze data or review the style of your own text. In these cases, it is essential to cite the use according to what is established in the subject Introduction to digital resources, free software and

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open source. Students are responsible for the content of the work they submit, including generated with the help of the IAG.

However, it is not permitted to use the IAG to directly draft or develop any activity or evaluation work. This improper use violates the educational objectives of the subject, since makes it difficult to acquire key skills such as critical thinking, analytical skills or formulation of own ideas. In the event of any suspicion of inappropriate use, measures may be applied

alternative assessment tests to verify authorship, and if confirmed, the work may be suspended.

12. 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.