

Subject:	PEI - Planning and Elaboration of an Investigation	
Subject:	2 - Fundamentals of Service Design and Social Innovation	
Qualificati on:	Master in Artistic Teaching in Social Co-design applied to Public Sector Projects	

Course:20
24/2025

Semester: First

Type:Mandatory

ECTS credits:3

Language:Catalan,
Spanish

Hours distributio n:

Face-to-face
teaching: 16 h

Independent
learning: 45 h

Virtual teaching:
14 h

Hours: 75 hours

Hours:

Monday
(16:00 - 20:00 h)

In person

Wednesday and
Thursday
(16:00 - 19.30 h)

Virtual

Assignmen t Coordinat or:

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Presentation of the subject

The contents of the subject "Planning and Elaboration of Research" focus on introducing and applying different collaborative techniques and qualitative, quantitative, ethnographic and user-oriented research methods to be able to develop social research processes, focused on the anthropology and sociology of public design.

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The subject shows the key aspects of the process of planning and carrying out social design research, in order to provide the necessary evidence that underpins, conceptualizes and evaluates possible design interventions.

Contents

Basics of ethnographic research for projects with social impact

Research methods for service and social design

Principles for conducting research for service and social design

Examples of research for service and social design

1. Competencies of the subject

Subject / Subject		General Skills					
		C G 1	C G 2	C G 3	C G 4	C G 5	C G 6
F D S I S	Fundamentals of Service Design and Social Innovation	X	X	X	X	X	X
L I K E	Planning and Elaboration of an Investigation	X	X	X	X	X	X

Subject / Subject		Specific Skills									
		C E 1	C E 2	C E 3	C E 4	C E 5	C E 6	C E 7	C E 8	C E 9	C E 10
F D S I S	Fundamentals of Service Design and Social Innovation	X	X		X		X		X	X	
L I K E	Planning and Elaboration of an Investigation	X	X		X		X		X	X	

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2. Learning outcomes of the subject.

Learning outcomes

LO9. Search for information, organize and manage it appropriately in order to develop criteria for defining the objectives of applied research to resolve a social challenge.

LA10. Appropriately combine the most appropriate research resources and techniques for the needs of the project.

LO11. Formulate relevant questions and develop answers based on the analysis of information and sources of various types, according to the requirements of the project and a purpose of social value.

LO12. Show that you know how to listen and understand the demands of users and other stakeholders to facilitate their transformation into requirements for the design of new service solutions in the public sphere.

3. Training activities of the subject

Training activities		Hou rs	Presence
1	Theory.	15,5	52 %
2	Theoretical-practical activity.	8,5	47 %
6	Field trips (visits to institutions, archives, <i>medialabs</i> , <i>fablabs...</i>).	2	100 %
7	Independent work of the student.	45	0 %
12	Presentation/exhibition.	4	50 %

4. Teaching methodologies of the subject

Teaching Methodologies

MD1	Group work - collaborative learning.
MD2	Tutored individual work.
MD3	Tutored independent work.
MD4	Self-employed.
MD7	Expository method / lecture.
MD8	Participatory lecture class.
MD10	Problem/project-based learning.
MD11	Case study.

5. Evaluation systems

Evaluation criteria

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- Ability to assimilate and transmit theoretical knowledge in writing and/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
3. Jobs	50 %
4.5. Practical exercises	40 %
10. Class participation	10 %

6. Content blocks

I. Bases of ethnographic research for projects with social impact.		
Docent/s:	Felipe Gonzalez	
Hours distribution:	Face-to-face teaching: 4 hours	Independent Learning: 11 a.m.
	Virtual teaching: 3.5 h	Total: 18.5 h
Timing:	Week 13	Sessions: S1p, S3v
Contents:		
S1p Introduction and conceptualization of an ethnography in the field of social anthropology. Ethics and social agents in ethnographic research. Foundations and history of ethnographic research oriented towards social design in the public sector: Chicago School, Max Gluckman and Anthropology of colonialism and the concept of citizenship. Formulate the practical ethnographic exercise. PEI S3v Current trends in ethnography applied to speculative design. Strategic uses of ethnography as a working method for design research. Application of social ethnography in the field of public service design. Ethnography of design focused on the user and public services.		

Resources:

In-person sessions:

- Computer and Internet connection, text editors (Word, free software, etc.).
- Self-employment: computer and Internet connection.

Self-employed:

- Computer and Internet connection.
- Specific programs: Google Chrome/Firefox/Safari/Edge and text editor (Word, Openoffice, similar) and presentation editor (PWT, Canva, etc.).

Specific bibliography:

- Cortés-López, E.M. (2021). "Ethnographic research in design". *Department of Architecture and Design*. [S.l.], v. 15, n. 28, p. 92-101.
- Cranz, G. (2016). *Ethnography for designers*. Routledge, London & New York.
- Laurel, B. (2003). *Design Research: Methods and Perspectives*. The MIT Press.
- Martín Juez, F. (2002). *Contributions to an anthropology of design*. Barcelona: Gedisa.
- Trujillo-Suarez, M., Aguilar, J., & Neira, C. (2016). "The most characteristic methods of user-centered design -UCD-, adapted for the development of material products." *Iconofacto*, 215-236.

Reference bibliography and other resources:

- Augé, M. (2007). *The profession of anthropologist*. Gedisa.
- Hannerz, U. (1986). *Exploring the City: Towards an Urban Anthropology*. Mexico City: Fondo de Cultura Económica.
- López, G. A.; López, R. and Mollenhauer K. (2019). Ethnodesign. Design model from the ethnographic perspective and its contribution to design training. *I+Design. International Journal of Innovation, Research and Development in Design*, 15: 23-40.
<https://doi.org/10.24310/ldiseno.2020.v15i0.9574>
- Mariampolski, H. (2006). *Ethnography for Marketers. A guide to Consumer Immersion*. Sage Thousand Oaks.
- Nambisan, S. and Nambisan, P. (2013). *Engaging Citizens in Co-Creation in Public Services: Lessons Learned and Best Practices*. IBM Center for The Business of Government. Recuperat de: <https://tuit.cat/95j8b>
- O'Grady, J., and Visocky, K. (2024). *Research manual for designers*. Madrid. Blume.
- Sanjuán Núñez, L. (2019). *Introduction to qualitative research methodology*. Barcelona: UOC.

Audiovisuals:

- Alcaide, I. (20/06/2022). *Anthropology, ethnography, and ethnology. Area of social anthropology*. University of Córdoba. Retrieved from: https://www.youtube.com/watch?v=X_pP9rcmBPg
- Downe, L. (2023). *Design, citizenship and public administration*. Retrieved from: <https://youtu.be/5VvXy-JvXvI?feature=shared>
- Méndez, J. (23/02/2022). *The Ethnographic Method: What it is and how it works. An*

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introduction. Aisthesis: Art, Culture, Education. Retrieved
from: <https://www.youtube.com/watch?v=wI2RrLnDiJ8>

II. Research methods for service and social design.		
Docent/s:	Ana Belén Rojo	
Hours distribution:	Face-to-face teaching: 4 hours	Independent Learning: 11.50 am
	Virtual teaching: 3.5 h	Total: 18.5 h
Timing:	Week 13 and 14	Sessions: S4v, s5p
Contents:		
PEI S4v (set. 13) Introduction to design research. Types of research applied to design and qualitative strategies for research: holistic, exploratory and evaluative. Approach to the practical activity. PEI S5p (set 14) Approach to the most common quantitative techniques: in-depth interviews, user testing (card sorting, tree testing), focus group and customer journey. Principles for collaborative research and most common qualitative tools. Review of real cases of applied research (Fractal Study, SoniRim).		
Resources:		
Virtual sessions: - Computer and Internet connection - Specific software: Google Chrome/Firefox/Safari/Edge and text editor (Word, Open Office, similar). Self-employed: - Computer and Internet connection - Specific software: Google Chrome/Firefox/Safari/Edge and text editor (Word, Openoffice, similar) and presentation editor (PWT, Canva, etc.).		
Specific bibliography:		
- Laurel, B. (2003). <i>Design Research</i>. Methods and perspectives. Massachusetts - O'Grady, J., and Visocky, K. (2024). <i>Research manual for designers</i>. Madrid. Blume.		
Reference bibliography and other resources:		
- Lane-Davis, A. (2021). <i>Adapting social design research methods for socially distanced practice</i>		

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at international conference on engineering and product design education September 9, 2021, via University College, Herning, Denmark. Retrieved from <https://www.designsociety.org/publication/43485/ADAPTING+SOCIAL+DESIGN+RESEARCH+METHODS+FOR+SOCIALLY+>

- Polonioli, A., Ghioni, R., Greco, C. et al. *The Ethics of Online Controlled Experiments (A/B Testing)*. Minds & Machines 33, 667–693 (2023).

<https://doi.org/10.1007/s11023-023-09644-y>

- Sanjuán Núñez, L. (2019). *Introduction to qualitative research methodology*. Barcelona: UOC.

III. Principles for the development of research for service and social design.

Docent/s: Ana Belén Rojo

Hours distribution:

Face-to-face teaching: 4 hours

Independent Learning: 11 a.m.

Virtual teaching: 3.5 h

Total: 18.5 h

Timing:

Week 14-15

Sessions: S8v, S10p

Contents:

S8v (set. 14)

Planning the design stages of a research in the public sphere: identification of strategic needs: execution, analysis, conclusions.

Prioritization and communication. Approach to usability metrics.

S10p (set. 15)

Methods of presenting the resulting data. Logical frameworks, creative briefings and cumulative documentation.

Practical activity presentations.

Resources

In-person sessions:

- Computer and Internet connection.
- Text editors (Word, free software, etc.).

Self-employed:

- Computer and Internet connection.
- Specific programs: Google Chrome/Firefox/Safari/Edge.
- Editor de text (Word, *Openoffice*, similar).
- Presentation editor (PWT, Canva, etc.).

Specific bibliography:

- Belmonte, B. Design Manager at Better Public Services (translator of Downe's

work)<https://loudowne.com/2020/02/11/buenos-servicios/>)

- Laurel, B. (2003). Design Research. Methods and perspectives. Massachusetts

Reference bibliography and other resources:

- Busche, L. (2014). The Skeptic's Guide To Low-Fidelity Prototyping. *Smashing Magazine* Retrieved by:<http://bit.ly/2JDfSow>
- Coelyen, Barry, Mike Davis i Bill Wolf-Tinsman (2012). *Design Thinking Workshop*. Hathaway Brown School.
- Friedman, K. (2003). Theory Construction in Design Research: Criteria: *Approaches, and Methods Design Studies*, 24, 507-522
- Grand, S. (2012). *Mapping Design Research: Positions and Perspectives* Birkhäuser.
- Improving the User Experience (2018). *Usability.gob* Retrieved by:<http://www.usability.gov>
- Piirainen, Kalle. (2016). Synthesizing Knowledge in Design Research.
- Sauro, J., & Lewis, J. R. (2016). *Quantifying the User Experience: Practical Statistics for User Research*. (2nd ed.). Morgan Kaufmann
- Schöllhammer, Sarah (2015). Idea generation & evaluation. iDEAlab. Recuperat de:<http://bit.ly/2zqDO9T>

Audiovisuals:

- Design, Citizenship, and Administration. (Publication date: May 7, 2024). YouTube. [Video]. Retrieved from <https://youtu.be/5VvXy-JvXvl>

IV. Examples of research for service and social design.

Docent/s:	Felipe Gonzalez	
Hours distribution:	Face-to-face teaching: 4 hours	Independent learning: 11.5 h
	Virtual teaching: 3.5 h	Total: 19 h
Timing:	Week 14-15	Sessions: S7v, S9p
Contents:		
S7v (set. 14) Design ethnography strategies oriented towards gender, queer theory, ecofeminism, ethnicity and social diversity. Study of cases that interact in the heads, hospitals and in the associative network. S9p (set.15) Case study of an ethnography oriented towards public cultural facilities, educational centers and other places managed by the competent administrations as public space: streets, squares, public transport services, ...		

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Presentations of practical ethnographic activity.

Resources:

In-person sessions:

- Computer and Internet connection.
- Text editors (Word, free software, etc.).

Self-employed:

- Computer and Internet connection.
- Specific programs: Google Chrome/Firefox/Safari/Edge.
- Editor de text (Word, *Openoffice*, similar).
- Presentation editor (PWT, Canva, etc.).

Specific bibliography:

- Colomina, B. (2021). *We are human. Notes from an archaeology of design*. Archipelago.
- Fernández, J., Romero, C. (2022). *Design in public administration: case studies in public service design* We are fractal.

Reference bibliography and other resources:

- Augé, Marc. (2009). *The Underground Traveler: An Ethnologist in the Metro*. Gedisa.
- Garcés Dávila, A., (2017), *Design in the transmission of traditional knowledge. Case study: Maya town of X-Yatil, Quintana Roo, Mexico*. Master's Thesis. National Autonomous University of Mexico, Postgraduate Program in Industrial Design.
- Martín Juez, F. (2002). *Anthropology of objects*. Gedisa.
- Plowman, T. (2003). "Ethnography and Critical Design Practice", en Laurel, B. (2003). *Design Research Methods and Perspectives*. The MIT Press, Massachusetts.

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>

7. Timing

Timing:

Set.	Session	Hours	Contents	Lecturer
	S1p	4 h	1. Introduction and conceptualization of ethnography in the field of social anthropology and its strategic application in design. 2. Distinction between anthropology,	F. Gonzalez

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13			ethnography and ethnology. 3. Activity approach	
	PEI S3v	3,5 h	1. Current trends in ethnography applied to speculative design. 2. Strategic uses of ethnography as a working method for design research.	F. Gonzalez
	PEI S4v	3,5 h	1. Introduction to design research. 2.Types of research applied to design and qualitative and quantitative strategies for research. 3. Planning of the research in the initial phase. 4. Approach to the practical activity.	A.B. Rojo
14	LIK E S5p	4 h	1. Analysis of the research: frameworks, structure, recapitulation and documentation generated. 2. Principles for collaborative research and most common qualitative tools. Review of real cases of applied research (Fractal Study, SoniRim)	A.B. Rojo
	PEI S7v	3,5 h	1. Strategies for gender-oriented design ethnographies, queer theory, and ecofeminism. 2. Study of cases that interact in the heads, hospitals and in the associative network.	F. Gonzalez
	S8v	3,5 h	1.Planning the design stages of a research in the public sphere: identification of strategic needs: execution, analysis, conclusions. 2.Prioritization and communication. Approach to usability metrics.	A.B. Rojo
15	S9p	4 h	1. Case study of an ethnography oriented towards public cultural facilities and educational centers. 2. Presentations of practical ethnographic activity.	F. Gonzalez
	S10p	4 h	1. Methods of presenting the resulting data. 2. Practical activity presentations.	A.B. Rojo

8. Training activities

Activity:	Ethnographic observation		
Training activity:	AF1, AF2, AF6, AF7, AF12		
Weighting:	33,33%	Duration:25 h	2 weeks
Skills:	CG2, CG4, CG5, CG6	CE1, CE4, CE5, CE6	
DAY:	RA1, RA3, RA5, RA9		
Description:			
Develop an ethnographic observation within public education, transport or healthcare services. Students will have to carry out an individual ethnographic observation exercise in a public space that focuses on public transport infrastructure, cultural facilities, hospitals and CAPS, etc. This exercise consists of an expository text that students have extracted from their observations and notes.			
Work phases:			
Phase 1. Explanation of the task statement, phases, evaluation criteria and delivery to students. Session S1p. Phase 2. Sharing of the chosen topics (virtual). Session S7v. Phase 3. Virtual class presentation. Session S8v.			
Item to be presented:			
Presentation using visual resources in class, which accompanies the individual oral presentation.			
Evaluation criteria:			
- The evaluation system score will be based on 80% theoretical work and 20% oral/interactive presentation. - Prepare a contextualized and descriptive description of the observed place, the users and possible situations that occurred. - Analyze ethnographic observation through theories drawn from other ethnographic researchers in the field of anthropology and design ethnography. - Ability to create a more literary ethnography that detects problems and proposes possible solutions. - Care in the presentation, all basic formal aspects are present and correct (bibliography in APA, cover page, index, subsections, coherence and structuring of the contents presented). - Adequacy in the design, planning and application of research aimed at identifying the critical points and needs to be resolved from the approaches selected in their task. - Appropriate search for information, organization and management in order to develop criteria			

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for defining the objectives of a research project in your activity.

- Appropriate combination of resources and research techniques for the needs of the project.
- Participation in the classroom in a reflective, critical and proactive manner.
- Taking responsibility for individual work.
- Respect for opinions different from yours from other people in the master's class group.

Activity:	Practical exercises on the basics of ethnographic research and examples of research for service and social design.		
Training activity:	AF2, AF7, AF12		
Weighting:	16 %	Duration: 12 h	2 weeks
Skills:	CG2, CG3, CG4, CG6	CE1, CE4, CE5, CE6, CE8, CE9	
DAY:	RA1, RA2, RA6, RA9		
Description:			
Conceptual maps, workshops, reviews and in-person and virtual debates. Individually and/or in pairs, students are presented with conceptual maps, oral reviews and written or oral reviews, and debates linked to real cases of ethnographies oriented towards public cultural facilities, educational centers and other places managed by the competent administrations as public space: streets, squares, public transport services, ...			
Work phases:			
Phase 1. Explanation of the task statement, phases, evaluation criteria and delivery of the students. Phase 2. Sharing of the chosen topics (face-to-face and virtual). Phase 3. Presentation in class in person and virtually.			
Item to be presented:			
Presentation using visual resources (Power Point, Canva, Google Drive presentation) in class, which accompanies the individual oral presentation.			
Evaluation criteria:			
- Correct extraction of the main ideas of ethnographic texts. - Ability to produce a reflective academic review with interdisciplinary contributions. - Ability to develop critical and constructive reflection. - Care in the presentation, all basic formal aspects are present and correct (bibliography in APA, cover page, index, subsections, coherence and structuring of the contents presented). - Adequacy in the design, planning and application of research aimed at identifying the critical points and needs to be resolved from the approaches selected in their task.			

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- Appropriate search for information, organization and management in order to develop criteria for defining the objectives of a research project in your activity.
- Appropriate combination of resources and research techniques for the needs of the project.
- Participation in the classroom in a reflective, critical and proactive manner.
- The assumption of responsibilities in pair and individual work.
- Respect for opinions different from yours from other people in the master's class group.

Activity:	Approximate planning of research stages		
Training activity:	AF1, AF2, AF7, AF12.		
Weighting:	33,33%	Duration: 25 hours	2 weeks
Skills:	CG1, CG2, CG3, CG4,CG5, CG6	CE5, CE6, CE7, CE8, CE9	
DAY:	RA1, RA2, RA6, RA8, RA9, RA11, RA12		
Description:			
Approximate planning of the design stages of qualitative research in the public sphere and the applied results. Students will have to work on one of the methodologies discussed in the classroom to understand the design stages of qualitative research in the public sphere and present the applied results.			
Work phases:			
Phase 1. Explanation, in half an hour, of the task statement, phases, evaluation criteria and student submission (virtual). Session s3v. Phase 2. Sharing of the chosen topics (virtual). S4V session. Phase 3. In-person presentation of the resulting data in class using benchmarking or usability metrics. Session sp6.			
Item to be presented:			
Presentation using visual resources (data visualization) in class, which accompanies the group's oral presentation.			
Evaluation criteria:			
- The evaluation system score will be based on 70% of the theoretical work and 30% of the oral/interactive presentation. - Care in the presentation, all basic formal aspects are present and correct (bibliography in APA, cover page, index, subsections, coherence and structuring of the contents presented).			

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- Adequacy in the design, planning and application of research aimed at identifying the critical points and needs to be resolved from the approaches selected in their task.
- Appropriate search for information, organization and management in order to develop criteria for defining the objectives of a research project proposed in your activity.
- Appropriate combination of resources and research techniques for the needs of the project.
- Participation in the classroom in a reflective, critical and proactive manner.
- Taking responsibility in group and pair work.
- Respect for opinions different from yours from other people in the master's class group.

Activity:	Research summary visualization models. Practical exercise.		
Training activity:	AF1, AF2, AF7, AF12		
Weighting:	17,34 %	Duration: 13 hours	2 weeks
Skills:	CG1, CG2, CG3, CG4CG5, CG6	CE5, CE6, CE7, CE8	
DAY:	RA1, RA2, RA3, RA6, RA8, RA9, RA11, RA12		
Description:			
Work on an SQA table or other logical models applied to research Students, in pairs or groups, will have to present the resulting data from AF1 (cumulative documentation management) to the class using benchmarking, or usability metrics, such as descriptive observation matrices (Spradley, Experience Journey) or research summary briefings.			
Work phases:			
Phase 1. Explanation of the statement of AF2 (virtual). Session s3v. According to theAF1. <i>Approximate planning of research stages</i> Students will have to use systems to share the summary of the research carried out in AF1. Phase 2. Sharing of the chosen topics, resolution of doubts (in person and virtually). Phase 3. Submission of theoretical work and presentation in the classroom (in person). Session s4v.			
Item to be presented:			
Presentation using a visual resource (data visualization) in class, which accompanies the group's oral presentation.			
Evaluation criteria:			
60% theoretical work 40% oral/interactive presentation.			

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- Care in the presentation, all basic formal aspects are present and correct (bibliography in APA, cover page, index, subsections, coherence and structuring of the contents presented).
- Adequacy in the design, planning and application of research aimed at identifying the critical points and needs to be resolved from the approaches selected in their task.
- Appropriate search for information, organization and management in order to develop criteria for defining the objectives of a research project in your activity.
- Appropriate combination of resources and research techniques for the needs of the project.
- Participation in the classroom in a reflective, critical and proactive manner.
- Taking responsibility in group and pair work.
- Respect for opinions different from yours from other people in the master's class group.

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 regenerative artificial intelligence (RAI).

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, making translations, identifying starting points for research, organizing sources, analyzing data or reviewing the style of one's own text. In these cases, it is essential to cite its use in accordance with the APA 7 standard, since the lack of citation is considered plagiarism. Students are responsible for the content of the work they submit, including that generated with the help of the IAG.

However, it is not allowed to use the IAG to write or directly prepare any activity or evaluation work. This improper use violates the training objectives of the subject, since it makes it difficult to acquire key skills such as critical thinking, the ability to analyze or formulate one's own ideas. In the event of any suspicion of inappropriate use, alternative evaluation tests may be applied 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.