

## 1. OVERVIEW

<b>Subject Area</b>	Workshop I: Experiments
<b>Degree</b>	Bachelor's Degree in Design
<b>School/Faculty</b>	Architecture, Engineering and Design
<b>Year</b>	First
<b>ECTS</b>	6
<b>Type</b>	Compulsory
<b>Language(s)</b>	Spanish/English
<b>Delivery Mode</b>	On campus
<b>Semester</b>	Second
<b>Academic Year</b>	2024/2025
<b>Coordinating professor</b>	

## 2. INTRODUCTION

Initial project practical work based on knowledge of creative techniques and theoretical knowledge on a historical, cultural, political, technical and formal level. Analysis and comparison of project experiences in different fields of spatial design, implementing proposed activities in ephemeral artistic spatial installations and analysing their suitability to the diverse typology.

Transversal workshop which includes consecutive mini-workshops on manual artistic, artisan and technical methods which can aid understanding of design processes which are nowadays modelled with industrial and/or digital techniques.

## 3. SKILLS AND LEARNING OUTCOMES

### Key skills (CB, by the acronym in Spanish):

- CB1: Students have shown their knowledge and understanding of a study area that builds on general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

### Transversal skills (CT, as per the Spanish acronym):

- CT 3: Ability to adapt to new circumstances: being able to evaluate and understand different points of view, taking different approaches to suit the situation.
- CT14: Innovation/Creativity: ability to propose and invent new and original solutions broadening the scope and bringing different aspects to the original problem.

**Specific skills (CE, as per the Spanish acronym):**

- CE 7: Understanding of theories of shape and composition to create designs to suit user needs and requirements, ensuring they respect the relationship between shape, function and the context in which they are used.
- CE 11: Ability to apply the technology and tools of graphic design, product and interiors in the different design creation and production phases.

**Learning outcomes (RA, as per the Spanish acronym):**

- RA 1. Students will learn to: Use the different artistic, artisan and technical manual techniques.
- RA4. Recognise the physical and chemical characteristics, production procedures and the use of materials in design projects.
- RA 9. Apply design criteria and the relationships between shape, materials and processes required to establish a design product from conceptual unity.

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning outcomes
CB1, CB2, CB3, CB4, CB5, CT3, CT14, CE7, CE11	RA 1. Students will learn to: Use the different artistic, artisan and technical manual techniques. RA4. Recognise the physical and chemical characteristics, production procedures and the use of materials in design projects. RA 9. Apply design criteria and the relationships between shape, materials and processes required to establish a design product from conceptual unity.

## 4. CONTENTS

The subject is divided into two workshop groups. The subject matter is divided into work units incorporating different techniques and materials, with the aim of reaching a goal using several of the techniques and materials studied in workshops.

**GRUPO 1:**

- Unit 1. Paper. Cardboard and foam board
- Unit 2. Board and wood
- Unit 3. Metal

**GRUPO 2:**

- Unit 1. Clay and plaster

- Unit 2. Silicon, resin and wax
- Unit 3. Clay productions

## 5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Master lecture
- Collaborative learning.
- Project-based studies (PBS).
- Learning based on workshop teaching.

## 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

**On-campus:**

Learning activity	Number of hours
Attendance and participation in activities	6.25h (on-site)
Directed learning, practical exercises and problem-solving	25h (20% on-site)
Project presentation	12.5h (on-site)
Integrated group project	12.5h (40% on-site)
Research work and projects	62.5h (40% on-site)
Self-study	12.5h (off-site)
Tutorials, academic follow-up and assessment	18.75h (on-site)
<b>TOTAL</b>	<b>150 h</b>

## 7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

**On-campus:**

Assessment method	Weight
Projects	100%

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

## 7.1. Ordinary examination period

To pass the course in the ordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject.

In any case, you must achieve a grade greater than or equal to 4.0 in the final assessment so this can be used for the average with the other activities.

We will assess:

- The ability to organise and plan work efficiently.
- The ability to gather relevant information and then analyse, synthesise and process this information.
- Resources for solving problems and taking decisions in line with the final objectives. The ability to demonstrate critical thinking.
- The appropriate assimilation of knowledge and resources taught in class.
- Interest, work and effort in performing designated tasks.

## 7.2. Extraordinary examination period

To pass the course in the extraordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject.

In any case, you must achieve a grade greater than or equal to 4.0 in the final assessment so this can be used for the average with the other activities.

Activities not passed in the ordinary examination period, or those not delivered, must now be delivered after having received the relevant corrections to them by the lecturer.

## 8. SCHEDULE

The schedule with delivery dates of assessable activities in the course is indicated in this section:

Assessable activities	Date
Activity 1. Workshop projects with different materials and techniques.	Week 1-14
Activity 2. Presentation of projects. PDF document	Week 15

The schedule may be subject to modifications for logistical reasons of the activities. Students will be informed of any changes in due time and course.

## 9. BIBLIOGRAPHY

The reference work for following this subject area is:

- Munari, B. (2020). El Arte Como Oficio. Editorial Gustavo Gili S.L.

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit offers support throughout your time at university to help you with your academic achievement. One of the main pillars of our educational policy is the inclusion of students with special educational needs, universal accessibility to the different university campuses and equal opportunities.

This unit offers students:

1. Support and monitoring through personalised counselling and programmes for students who need to improve their academic performance.
2. Promotion of diversity, with curricular changes possible in terms of methodology or assessment for those students with special educational needs in order to provide equal opportunities for all our students.
3. We also offer students a range of educational extracurricular resources for developing a variety of skills to enhance their personal and professional development.
4. Career guidance by offering tools and advice to students with doubts regarding their professional careers or those who believe they have chosen the wrong line of study.

Students who need educational support can contact us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## **11. SATISFACTION SURVEYS**

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.