

1. OVERVIEW

Subject Area	People and Environment: User Experience Design
Degree	Bachelor's Degree in Design
School/Faculty	Architecture, Engineering and Design
Year	Second
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	First
Academic Year	2024-2025
Coordinating professor	

2. INTRODUCTION

This subject deals with design concepts centred around the user and how this influences the different phases of the design process in an interactive multimedia setting: graphical and physical ergonomics together with cognitive, cultural, social, political and financial aspects.

Methods for gathering and analysing information about users.

Methods for validating an interactive multimedia system. (Optional module).

This module teaches students about the historical and social context behind design, as well as the needs of users in any given social or economic circumstance.

In this regard, the user experience does not only require an effective and accurate solution to a problem, but also a cultural and social appreciation.

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):

- CT6: Oral or written communication: ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements.
- CT12: Critical thinking: ability to analyse an idea, occurrence or situation from different perspectives and adopt their own personal viewpoint of it based on scientific rigour and subjective debate rather than from intuition.
- CT16: Decision making: ability to choose between different options or methods to effectively solve varied situations or problems.

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

- CE7. 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.

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

- RA4: Familiarity with knowledge and research concepts, as well as methods associated with design.

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 CT6, CT12, CT16 CE7	RA4: Familiarity with knowledge and research concepts, as well as methods associated with design.

4. CONTENTS

The subject matter is divided into four units:

Unit 1. Brief and report. Reading

- The role of a brief in the development of a design project
- Report writing on research, analysis and synthesis of design projects

- Reading of a book on Design Thinking method

Unit 2. Project draft/concept

- Techniques for presenting ideas and concepts for a design project
- Making moodboards

Unit 3. Basic project/developing the design

- Techniques for presenting the development of a design project
- Sketches
- Layout
- Informative drawings

Unit 4. Implementation project/detailed design

- Techniques for presenting the final project
- Technical drawing
- Constructive details
- Image manual

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Master lecture
- Collaborative learning
- Problem-based learning (PBL).

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	25h (on-site)
Directed learning, practical exercises and problem-solving	50h (44% on-site)
Self-study	50h (off-site)
Tutorials, academic follow-up and assessment	25h (on-site)
TOTAL	150 h

7. ASSESSMENT

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

On-campus:

Assessment method	Weight
Knowledge test	70%
Submission and/or presentation of projects	30%

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 submission 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. Report writing and brief Projection and oral presentation Book reading	Week 1-4

Activity 2. Projection and oral presentation of the initial concept Book reading	Week 5-7
Activity 3. Projection and oral presentation of the design progress Book reading	Week 8-11
Activity 4. Projection and oral presentation of the final project	Week 12-15

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:

- Brown, T. (2019). *Change by Design*. Harper Business

The recommended bibliography is indicated below:

- Donald A, N. (2013). *The Design of Everyday Things*. The MIT Press

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

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.