Universidad Europea

1. OVERVIEW

Subject Area	Workshop V: Exhibition Spaces and Signage
Degree	Bachelor's Degree in Design
School/Faculty	Faculty of Architecture, Design and Civil Construction
Year	Third-party
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	Second semester
Academic Year	2024/2025
Coordinating professor	

2. INTRODUCTION

This transversal workshop over the three degree branches introduces wayfinding as a discipline which facilitates navigation in physical spaces and its multiple applications in multidisciplinary projects such as the designing of corporate, commercial or exhibition spaces.

It teaches awareness of the tools, processes and systems for designing exhibition projects. It also covers analysis and interpretation in decision making and simulation of new conditions for the design project. Projecting and producing spaces which meet needs and current exhibition stages, plus the ability to solve aesthetic issues and deal with problems of use, regulations, financial viability, technical solvency, sustainability and setting in motion.

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):

- CT1: Independent Learning: the ability to choose the most effective strategies, tools and opportunities for independent learning and implementation of what they have learnt.
- CT2: Self-confidence: ability to evaluate their own results, performance and skills with the self-determination necessary to complete tasks and meet any objectives.
- CT4: Ability to analyse and synthesize: being able to break down complex problems into manageable blocks; also evaluating alternatives and perspectives to find the ideal solution. Synthesizing to reduce the complexity and better understand the situation and/or solve problems.
- CT5: Ability to put knowledge into practice, using the skills acquired in the academic field in mock situations based faithfully on real life issues in the profession they are studying for.
- 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.
- CT11: Planning and time management: ability to set objectives and choose the right means to fulfil them through efficient use of time and resources.
- CT13: Problem solving: ability to resolve an unclear or complex issue or situation which has no established solution and requires skill to reach a conclusion.
- CT14: Innovation/Creativity: ability to propose and invent new and original solutions broadening the scope and bringing different aspects to the original problem.
- CT 7: Teamwork: ability to integrate and collaborate actively with other people, areas and/or organisations to reach common goals.

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

- CE6: Ability to understand the range of applications for the processes of symbolism, semiotics, practical functions, use and ergonomics in design.
- 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.
- CE11: Ability to apply the technology and tools of graphic design, product and interiors in the different design creation and production phases.
- CE17: Ability to create and develop design projects which incorporate the ideas of universal accessibility and the removal of architectural barriers.
- CE18: Awareness of the principles of sustainability, preservation of energy, material and environmental resources and ability to apply them to the creation and development of product and interior design projects.

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

- RA6. Develop models of stage sets which are suitable for planning cultural events.
- RA7. Understand the tools, processes and systems for designing exhibition projects.
- RA12. Develop advanced projects in the area of group project-based learning working with students from different disciplines.

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	RA6. Develop models of stage sets which are suitable for planning cultural events.

CT1, CT2, CT4, CT5, CT6, CT11, CT13, CT14, CT17	RA7. Understand the tools, processes and systems for designing exhibition projects.
CE6, CE7, CE11, CE17, CE18	RA12. Develop advanced projects in the area of group project-based learning working with students from different disciplines.

4. CONTENTS

Workshop - Analysis of exhibition space
Analysis of a relevant exposition space. It could be temporal or permanent. Students will choose the type, method used and tools to study and investigate this space in all its forms and functions, including the signage used. Some analysis will be presented in class.

Workshop - Representative signage analysis
Analysis of a relevant signage or pictogram. Students will choose the type, method used and tools to study and investigate this space in all its forms and functions, including the signage used.

Design auto-exhibition
Create the design of a temporal, permanent or itinerant exhibition space, of an object or space of students choice.

Icon design (and pictogram)
Design of a pictogram within the temporal, permanent or itinerant exhibition space for the chosen object.

Design of exhibition space and signage
Design, development and construction of the exhibition space project and signage as a group with groups created with representation from each of the degree branches to be established during the course depending on the projects which have been previously presented. Students must be able to apply knowledge, strategies and resources learnt in class to solve problems after analysis and interpretation to come to a suitable outcome. We will assess students' ability to apply the concepts and tools learnt during class to correctly obtain and interpret results from proposed activities.

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)
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
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.

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.

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 - Analysis of exhibition space (individual)	Week 2
Activity 2. Workshop - Representative signage analysis (individual)	Week 3

Activity 3. Design auto-exhibition.	Week 4-5-6
Activity 4. Icon design (and pictogram)	Week 7-8
Activity 5. Final design of exhibition space and signage	Week 9-18

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 recommended bibliography is indicated below:

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- BROOKER, Graeme. STONE, Sally. Elementos y objetos. Editor Nerea (2010).
- CHING, Frank. Arquitectura. Forma, espacio y orden. Editor: Gili; Edición: Cuarta edición ampliada (9 de septiembre de 2015).
- MCLEOD, Virginia. Detalles Constructivos de la arquitectura doméstica contemporánea. Editor: Editorial Gustavo Gili, S.L. (1 de abril de 2009)

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.