

1. OVERVIEW

Subject Area	Workshop VII: Project Creation
Degree	Bachelor's Degree in Design
School/Faculty	Architecture, Engineering and Design
Year	Fourth
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	First semester
Academic Year	2024-2025
Coordinating professor	

2. INTRODUCTION

The aim of this subject is to familiarise students with how to work with professionals from other specialities, just as they will need to do in their future careers.

This is the last workshop in the series which develops students over the course of the degree, in the context of MODULE 4: INTEGRATION:

- Workshop I: Experiments
- Workshop II: Sustainable Design
- Workshop III: Digital Manufacturing and Parametric Design
- Workshop IV: Events design
- Workshop V: Exhibition spaces and signage
- Workshop VI: Physical Interaction Workshop
- Workshop VII: Creation of interdisciplinary projects

Workshop VII will work from a transversal and multidisciplinary perspective on the following:

- Project execution: collaborative work in parallel. This part will encourage mutual understanding of a range of specialities.
- Planning market entry, marketing and project communication and presentation.

This will result in an integrated project.

3. SKILLS AND LEARNING OUTCOMES

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

- 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.

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

- 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.
- CT17: 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):

- CE14. Ability to create and develop design projects in digital environments including multimedia and websites.

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

- RA10. Integrate the industrial production of the design project with other design areas such as engineering or architecture.
- RA12. Students will learn to develop advanced projects in the project-based learning area with groups of students from different disciplines and in collaboration with students from architecture and engineering courses.

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

Skills	Learning outcomes
CB2 CT14 CE14	RA10. Integrate the industrial production of the design project with other design areas such as engineering or architecture.
CB2 CT13, CT17 CE14	RA12. Students will learn to develop advanced projects in the project-based learning area with groups of students from different disciplines and in collaboration with students from architecture and engineering courses.

4. CONTENTS

The subject matter is divided into four teaching units:

Unit 1. Contextualisation from the three study areas: graphic design, interior design, and product design.

Unit 2. Transversal module on creativity techniques for generating ideas and defining the project. This will be the lead up to the project development. The key ideas of the proposal from the perspective of the interior, graphic and product design should now be prepared and ready to be developed in Unit 3.

Unit 3. Project execution: working from home from each of the disciplines involved: graphic design, interior design, and product design. Development of the project will be transversal and inclusive. This part will encourage mutual understanding of a range of specialities.

Unit 4. Planning market entry, marketing and project communication. Final presentation of the results from all disciplines involved.

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	90-100%

7.1. Ordinary examination period

To pass this subject in the ordinary examination period you must:

- Obtain 5 points in the group of marks.
- Any submissions outside of the deadline will be automatically referred to the extraordinary examination period.
- Missing more than 50% of classes will lead to an automatic fail in the ordinary examination period.

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	Week 2
Activity 2	Week 5
Activity 3	Week 8
Activity 4	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

A specific bibliography will be provided as the course develops.

Norman, D. A. (1998). *La psicología de los objetos cotidianos* (Vol. 6). Editorial Nerea.

Norman, D. A. (2005). *El diseño emocional: por qué nos gustan (o no) los objetos cotidianos* (Vol. 58). Grupo Planeta (GBS).

Norman, D. (2010). *El diseño de los objetos del futuro*. Barcelona: Editorial Paidós.

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.