

BACHELOR'S DEGREE IN DESIGN AND INNOVATION

SUBJECT TEACHING PLAN NEW TRENDS

ACADEMIC YEAR: 2025-26
GRADE: 4th
CHARACTER: Compulsory
SEMESTER: 1st
ECTS: 6
TEACHING HOURS: 45
HOURS OF SELF-EMPLOYMENT: 105
TOTAL HOURS: 150
LANGUAGE/S: English
CODE: 16977

TEACHING TEAM: David Bota dbota@elisava.net

PRESENTATION OF SUBJECT / OBJECTIVES

Approach to the use of trends in the professionalization framework, to understand and provide to society, the market and the industry, from an ethical and sustainable vision, where gender issues are present. Learning the tools and methodologies of analysis of contemporary society in its most relevant aspects, from different points of view and with different purposes. Detection of indicators, *weak signals*, opportunities, scale, resources and possible scenarios. Formulas for the application, presentation and communication of trends. Application in the student's Final Degree Project and/or in any other project to be developed, both academically and professionally.

SUSTAINABLE DEVELOPMENT GOALS (SDGS)

This subject does not specifically incorporate any SDGs.

CONTENTS

Block-I. The tools

- 1.1 Methods and methodologies
- 1.2 Theoretical framework
- 1.3 Prospecting
- 1.4 Compilation

Block-II. The analysis

- 2.1 Contextualization. Society, markets and environments
- 2.2 Lifestyles
- 2.3 Readings, interpretations and approaches

Block-III. The proposal

- 3.1 Configuration
- 3.2 Settings
- 3.3 Communication
- 3.4 Presentation

TEACHING METHODOLOGIES

- Work sessions with the whole group, class with the teacher. (PA)
- Work sessions in small groups with the teacher. (PB)
- Individual autonomous work sessions. (PE)
- Autonomous group work sessions. (PF)

COMPETENCES

- G2 - Configure new realities based on the interpretation of the historical, social, cultural, economic and technological context.
- CB1 - Students must have demonstrated that they possess and understand knowledge in an area of study that is based on general secondary education, and is usually at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study
- CB3 - Students must have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgments that include reflection on relevant social, scientific or ethical issues.

- T1 - Act with a spirit and critical reflection in the face of knowledge in all its dimensions, showing intellectual, cultural and scientific concern and commitment to rigor and quality in professional demand.
- T2 - Project the values of entrepreneurship and innovation in the exercise of the personal, academic and professional trajectory, through contact with different realities of practice and with motivation towards professional development.
- T3 - Interact in global and international contexts to identify needs and new realities that allow knowledge to be transferred to current or emerging areas of professional development, with the capacity for adaptation and self-direction in professional and research processes.
- T5 - Exercise active citizenship and individual responsibility with a commitment to democratic values, sustainability and universal design, based on practices based on learning, service and social inclusion.
- T6 - Use different forms of communication, both oral and written or audiovisual, in their own language and in foreign languages, with a high degree of correctness in use, form and content.
- T7 - To become the main actor in the training process itself with a view to personal and professional improvement and the acquisition of a comprehensive training that allows learning and living together in a context that respects linguistic diversity, with diverse social, cultural, gender and economic realities.
- E4 - Design scenarios with the will to anticipate the needs of the future.
- E9 - Use and generate research tools appropriate to the needs of each project.
- E13 - Acquire skills in the detection of design opportunities and in the resolution of problems in the development of projects.

LEARNING OUTCOMES

- Acquire and demonstrate advanced knowledge of the theoretical and practical aspects and working methodology in the field of design research.
- Collects and interprets data and information on which to base their conclusions, including reflections on social, scientific or ethical issues in the field of design.
- Shows skills for critical reflection in the processes linked to the exercise of the profession.
- It analyzes one's personal and professional capacities in relation to different areas of professional practice.
- It analyses knowledge specific to the field and its contextualization in national and international environments.
- Apply procedures typical of scientific research in the development of training and professional activity.
- Shows attitudes of respect towards linguistic, social and cultural diversity.
- It proposes interventions in coherence with democratic values and universal design, showing respect for the fundamental rights of people.
- Appropriately uses oral language (verbal and non-verbal) in personal and professional interaction in Catalan, Spanish and English.
- Prepares reports and written documents (mainly of a technical nature) with spelling and grammatical correction in Catalan, Spanish and English.
- She uses gender-sensitive language, both in oral and written productions.
- Shows skills for the analysis of situations from a global and comprehensive perspective, relating social, cultural, economic and gender elements, as appropriate.
- Demonstrates a critical attitude in the design process in relation to social responsibility and implications in design practice.
- Gather and evaluate relevant data for the formulation of future scenarios.
- Evaluate and use the appropriate research tools according to the needs of the context.
- Recognize and analyze the existing conditioning factors and opportunities to solve complex challenges.
- Identify and consult a wide range of sources relevant to your research.
- Critically analyze and interpret information to draw personal conclusions.

TRAINING ACTIVITIES

Each subject will present at the beginning of the course its WORK PLAN where the didactic activities per week / session / autonomous work are recorded.

EVALUATION

EVALUATION SYSTEMS

The evaluation of the subject will be based on continuous monitoring of the student's academic work throughout the course.

EVALUATION SYSTEM	MINIMUM WEIGHTING	MAXIMUM WEIGHTING	FINAL WEIGHTING
P1-Observation of participation	0	10	10
P2-Follow-up of the work done	25	30	30
P3-Reports from the students themselves, External Tutors, Tribunal	10	35	25
P4-Carrying out required work or projects	30	35	35

EVALUATION CRITERIA

The final grade of the subject will be the weighted average of the grades of the assessable activities according to the following table

ASSESSABLE ACTIVITY	WEIGHT	RETRIEVABLE (up to 50%)	EVALUATION SYSTEM
Activity-1 Attendance, attitude and participation in class	10%	NO	P-1
Activity-2 Submissions and follow-up of classes	30%	YES*	P-2
Activity-3 Research Report	25%	NO	P-3
Activity-4 Project	35%	YES*	P-4

Students will have the option of re-examining themselves for recoverable tests. The recovery tests will be carried out in the period of the semester destined to this function, not being able to recover more than 50% of the subject.

* In the event that the Recoverable Evaluable Activities exceed 50%, the student may choose, up to a limit of 50%.

The unjustified non-presentation of any evaluable activity implies a grade of 0, even if the activity has been qualified as Recoverable.

The Recoverable Activities can only be subject to recovery when they have been delivered by the student on the indicated date and with a grade equal to or greater than 3.

If you renounce access to the recovery test, the grade achieved in the first instance will be maintained.

In case of presenting to recovery, the note obtained will be the last, even if it is less than the first.

Plagiarism or copying someone else's work is penalized in all universities and, according to the Rules of Coexistence of the University of Vic-Central University of Catalonia, they constitute serious or very serious offenses. That is why during the course of this subject any indication of plagiarism or misappropriation of other people's texts or ideas ([What is considered plagiarism?](#)) as well as the improper or undeclared use of Artificial Intelligence in an activity, will result automatically in failure of the subject and/or other disciplinary measures ([Norms of Coexistence of the University of Vic-Central University of Catalonia](#)).

For any questions or queries, see the ([Academic Regulations for the Degree of the Elisava Faculty of Design and Engineering UVic-UCC](#)).

BIBLIOGRAPHY AND TEACHING RESOURCES

- Barry, Pete. 2008. *The advertising concept book. Think now, design later: A complete guide to creative ideas, strategies and campaigns*. Londres: Ed. Thames and Hudson.
- Bourdieu, Pierre (2022). *El sentido social del gusto. Elementos para una sociología de la cultura*. Madrid: Siglo XXI y Clave Intelectual.
- Habermas, Jürgen. 2011. *Historia y crítica de la opinión pública. La transformación estructural de la vida pública*. Barcelona: Gustavo Gili.
- Illouz, Eva. 2007. *Intimididades congeladas. Las emociones en el capitalismo*. Madrid: Katz.
- Traducción Joaquín Ibarburu).
- Lipovetsky, Gilles. 2006. *El imperio de lo efímero. La moda y su destino en las sociedades modernas*. Barcelona: Anagrama.
- Vaneigem, Raoul. 2008. *Tratado del saber vivir para uso de las jóvenes generaciones*. Barcelona: Anagrama.
- Veblen, Thorstein. 2014. *Teoría de la clase ociosa*. Madrid: Alianza Editorial.

The teaching staff will provide a specific bibliography at the beginning of the subject, if applicable.