

DEGREE IN DESIGN AND INNOVATION

TEACHING PLAN OF SUBJECT PERSONAL IDENTITY

ACADEMIC YEAR: 2025-26

YEAR: 3º

CHARACTER: Optional

SEMESTER: 1st

ECTS: 6

TEACHING HOURS: 45

HOURS OF SELF-EMPLOYMENT: 105

TOTAL HOURS: 150

LANGUAGE/S: Spanish/Catalan/English

ID: 17024

TEACHING TEAM: Joan Achon jachon@elisava.net

PRESENTATION SUBJECT / OBJECTIVES

The course proposes an investigation and development of identity based on otherness. Through reflection on the construction of identity in its three basic stages (the self, the other, and the group), students will analyze fictional characters interrelated in a single story. As a result, they will develop an identity ex novo, allowing this new construction to help them position themselves in the professional market.

The course will be developed through a process of personal exploration of interests and concerns, with the goal of conducting applied research that leads to the development of a personal identity.

SUSTAINABLE DEVELOPMENT GOALS (SDG)

This subject does not specifically incorporate any SDG.

CONTENTS

Block 1: Theoretical and Analytical Exploration of Identity

- Investigate the construction of identity from its three fundamental stages: the self, the other, and the group.
- Understand how identities are configured within fictional narratives and how they relate to each other.
- Analyze identity from a transversal perspective, integrating social, historical, cultural, and symbolic approaches.
- Reflect on otherness as a path to developing a professional identity.
- Identify methodological tools for character analysis: mind maps, concept trees, character sheets, user personas.
- Use specialized bibliography and case studies as a basis for writing reflective essays.

Block 2: Practical Application and Creation of Identity

- Apply the acquired theoretical knowledge to the creation of one's own identity through practical exercises.
- Analyze and break down a narrative work to map the characters and their functions within the story.
- Design a new character that significantly impacts the original narrative, creating a transformation or plot twist.
- Understand the impact of the created identity in relation to the characters and context of the selected work.
- Develop and present a creative, performative, or experimental dossier that articulates the new identity.
- Articulate the construction of the identity within a professional framework, enabling its projection into the labor market.

TEACHING METHODOLOGIES

- Work sessions with the whole class group with the teacher. (PA)
- Individual tutoring sessions with the teacher (PC)
- Individual autonomous work sessions (EP)

COMPETENCES

- Develop a creative attitude of experimentation, under scientific and humanistic criteria, which favours the exploration of relevant and innovative contributions (GC1)

- That students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences (CB4)
- That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy (CB5)
- 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 (CT1)
- To become the main actor of the training process itself with a view to personal and professional improvement and the acquisition of a comprehensive training that allows learning and living in a context respectful of linguistic diversity, with diverse social, cultural, gender and economic realities (TC7)
- Use and generate research tools appropriate to the needs of each project (CE9)
- Develop the appropriate material to communicate and make decisions effectively in each of the phases of the design project (CE10)

LEARNING OUTCOMES

- It shows skills for critical reflection in the processes linked to the exercise of the profession.
- Use experimentation to learn about and make innovative and innovative decisions.
- Clearly explain the project through the choice and use of appropriate representation tools.
- Document the experimentation performed as part of the design process.
- Evaluates and employs appropriate research tools according to the needs of the context.

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 a continuous monitoring of the student's academic work throughout the course.

EVALUATION SYSTEM	MINIMUM WEIGHTING	MAXIMUM WEIGHTING	FINAL WEIGHTING
P1-Observation of participation	5	10	10
P2-Follow-up of the work done	20	30	20
P5-Realization of required works or projects	30	60	60
P6-Public defense of projects	10	20	10

EVALUATION CRITERIA

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

EVALUABLE ACTIVITY	WEIGHT	RECOVERABLE (up to 50%)	EVALUATION SYSTEM
Activity-1 Class participation	10%	NO	P-1
Activity-2 Investigative essays	30%	NO	P-2
Activity-3 Exercise 1 Inventory	30%	NO	P-5
Activity-4 Exercise 2 Identity Creation	20%	YES*	P-5
Activity-5 Final public exhibition	10%	NO	P-6

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

- Gómez García, Pedro et al. 2000. *The illusions of identity*. Madrid: Cátedra.
- Hall, Stuart and Du Gay, Paul, eds. 2003. *Questions of cultural identity*. Buenos Aires: Amorrortu.
- Hauser, Arnold. 2004. *Social history of literature and art, Volume III*. Barcelona: DeBolsillo. J
- Jullien, François. 2017. *Cultural identity does not exist*. Barcelona: Taurus.
- Jung, Carl G. 2015. *Archetypes and collective unconscious*. Barcelona: Paidós.
- Laín Entralgo, Pedro. 1968. *Theory and reality of the other. Vol. I, The other as another me. We, you and me. Vol II, Otherness and proximidad*. Madrid: Cervantes Virtual [Online resource, consulted on 28.03.2023].
- Piastro, Juliet. 2019. *The languages of identity. Subversion as creation*. Barcelona: Herder.

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