

DEGREE IN DESIGN AND INNOVATION

TEACHING PLAN OF SUBJECT PERSONAL IDENTITY

ACADEMIC YEAR: 2026-27

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 Personal Identity course is designed as a space for exploration and experimentation, enabling students to discover, define, and communicate their identity and positioning as designers within their discipline.

With a cross-curricular approach and situated within the Projects area, it understands identity not as something predetermined or fixed, but as a construction revealed through practice, design decisions, influences, and work processes. Thus, the project becomes a tool for knowledge acquisition, allowing each student to recognize their interests, their working methods, and their desired professional standing. The course is therefore conceived as a pedagogical laboratory where professional identity is progressively built through doing, observing one's own practice, and exploring the relationship between discipline, context, and future aspirations.

SUSTAINABLE DEVELOPMENT GOALS (SDG)

This subject does not specifically incorporate any SDG.

CONTENTS

Block 1: Critical Reading and Reformulation of an Archive Project

- Explore the archive of projects developed by ELISAVA alumni as a tool for analysis and learning.
- Select a project aligned with your own interests, concerns, or aspirations within the discipline.
- Analyze the proposal from its conceptual, methodological, formal, and strategic aspects.
- Understand the decisions that structure the project and the mechanisms that articulate its development.
- Identify opportunities for reinterpreting, shifting, updating, or reformulating the original proposal.
- Develop an initial personal iteration that allows you to reactivate the project from your own critical perspective.
- Reflect on the connections between existing references and the construction of an individual design practice.

Block 2: Iteration and Reconstruction from Professional Practice

- Identify a designer, studio, or professional whose work resonates with the selected project.
- Analyze methodologies, processes, languages, and strategies present in the chosen professional practice.
- Understand how the same problem or theme develops in established professional contexts.
- Compare the reference project with the professional case to identify opportunities for improvement and evolution.
- Incorporate new criteria for resolution, complexity, and formalization into the reformulated project.
- Develop a second iteration of the project based on the integration of learning derived from the professional reference.
- Explore design as a continuous process of reconstruction, revision, and refinement.
- Project the work done toward scenarios and contexts specific to contemporary professional practice.

Block 3: Portfolio and Professional Projection

- Review the personal portfolio as a tool for presentation, positioning, and professional projection.
- Analyze the selection, organization, and prioritization of the projects that make up the portfolio.
- Reflect on the professional image communicated through the work presented.

- Identify the interests, values, methodologies, and lines of work that define one's personal practice.
- Construct a coherent narrative that articulates processes, results, and professional positioning.
- Improve the ability to communicate design projects clearly, strategically, and contextually.
- Understand the portfolio as a tool for professional identity and not merely as a repository of projects.
- Develop a presentation proposal aligned with each student's professional goals and interests.

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	30
P5-Realization of required works or projects	30	60	50
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: Project File Reformulation	25%	NO	P-2/P-5
Activity 3: Professional Project Reformulation	25%	YES*	P-2/P-5
Activity 4: Portfolio	30%	YES*	P-2/P-5
Activity 5: Presentations	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.