

DEGREE IN DESIGN AND INNOVATION

TEACHING PLAN OF SUBJECT CROSSOVER PROJECT

ACADEMIC YEAR: 2025-26

YEAR: 3º

CHARACTER: Mandatory

SEMESTER: 2nd

ECTS: 12

TEACHING HOURS: 90

HOURS OF SELF-EMPLOYMENT: 210

TOTAL HOURS: 300

LANGUAGE/S: English

CODE: 17021

TEACHING TEAM: Saúl Baeza sbaeza@elisava.net

PRESENTATION SUBJECT / OBJECTIVES

The Crossover Project aims for students to develop design research processes applied to complex social challenges, with a long-term vision. Students are expected to work in teams of various specialties and be able to interpret knowledge from different fields; participate in group decision-making in the research and development of the project; and make a record and communication of the work process. To do this, students will apply methods and tools for time management and teamwork, applying communication strategies using different media, in English.

SUSTAINABLE DEVELOPMENT GOALS (SDG)

This subject does not specifically incorporate any SDG.

CONTENTS

Block_1

- Introduction to the concepts and theoretical framework of the subject.
- Introduction to the transversal methodology of the subject.
- Creation of transversal groups by academic disciplines.

Block_2

- Identification and development of the approach and practical framework of the research.
- Project research plan for the development of the project.

Block_3

- Development of the project proposal
- Development of the project report
- Execution of the project proposal

Block_4

- Public presentation of the subject: Research, development and project proposal.

TEACHING METHODOLOGIES

- Work sessions with the whole class group with the teacher (PA)
- Group tutoring sessions with the teacher (DP)

COMPETENCES

- Configure new realities from the interpretation of the historical, social, cultural, economic and technological context. (GC2)
- Project the values of entrepreneurship and innovation in the exercise of the academic and professional personal trajectory through contact with different realities of practice and motivation towards professional development (CT2)
- Interact in global and international contexts to identify needs and new realities that allow knowledge to be transferred to current or emerging professional development areas, with the capacity for adaptation and self-direction in professional and research processes (TC3)
- Show skills for professional practice in multidisciplinary and complex environments, in coordination with networking teams, either in face-to-face or virtual environments, through the computer and informational use of ICT (CT4)
- Use different forms of communication, both oral and written or audiovisual, in one's own language and in foreign languages, with a high degree of correctness in use, form and content (CT6)

- Define a personal positioning of design from a political, social, environmental, ethical and aesthetic vision of the context CE1)
- Design scenarios with the will to anticipate the needs of the future CE4)
- Acquire skills in the detection of design opportunities and in the resolution of problems in the development of projects (CE13)

LEARNING OUTCOMES

- It designs interventions that meet the needs of the field in a multidisciplinary way.
- He integrates the cultural, social and technological context into his personal vision of design.
- Gathers and evaluates relevant data for the formulation of future scenarios.

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	10	20	15
P2-Follow-up of the work done	20	30	15
P5-Realization of required works or projects	20	40	40
P6-Public defense of projects	15	30	30

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	15%	NO	P-1
Activity-3 Project Prefiguration phase	15%	NO	P-2
Activity-4 Project Configuration phase	10%	NO	P-5
Activity-5 Project report	30%	YES*	P-5
Activity-6 Final public exhibition	30%	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

- Burke, A. 2011. Group Work: How to Use Groups Effectively. *Journal of Effective Teaching*, 11(2), 87–95.
- Joore, J. P., & Brezet, H. 2013. A Multilevel Design Model – The Mutual Relationship between New Product Development and Societal Change Processes. 1–24.

- Swann, C. 2002. Action Research and the Practice of Design. *Design Issues*, 18(1), 49–61.
<https://doi.org/10.1162/07479360252756287>
- Henry, S 2019. *What About Activism?* Sternberg Press.
- Malm, A 2021 *How to Blow Up a Pipeline*. Verse.
- Matos, A. 2022. *Who can afford to be critical?* Set Margins.
- Fisher, M 2016. *Capitalist Realism*. Zero Books.
- Auge, M 2014. *The Future*. Verse.
- Mitrovic, I., Auger J., Hanna J., Helgason I. 2018. *Beyond Speculative Design: Past – Present – Future*. SpeculativeEdu, Arts Academy, University of Split.

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