

SUBJECT TEACHING PLAN CRITICAL THEORIES

ACADEMIC YEAR: 2026-27

YEAR: 3rd

CHARACTER: Compulsory

SEMESTER: 1st

ECTS: 6

TEACHING HOURS: 45

HOURS OF SELF-EMPLOYMENT: 105

TOTAL HOURS: 150

LANGUAGE/S: Castellano/Català/English

CODE: 16979

TEACHING TEAM: Ramón Faura rfaura@elisava.net

PRESENTATION OF SUBJECT / OBJECTIVES

The will to make critical theory about design and to do so, above all, from the perspective of project logics and experiential knowledge is still in force. The common framework that is proposed is, precisely, the current technological framework that, in a way, has blurred the differences between the different mentions: the digital field and artificial intelligence.

A theory of design in an informational key, that is, from the angle inaugurated many years ago by the cybernetic theories of thinkers such as Wiener, and very specifically by issues such as feedback, communicational acts and the possible channels of dialogue between humans, robots and the rest of the planet.

It is not a question of limiting the analysis in digital technology and its influence on design. Rather, it is a matter of using the most liberating concepts that have emerged from the cybernetic perspective (the humanity in question, the crisis of authorship, the obsolescence of the work as a finished thing to the detriment of the process, linear causality as the only possible narrative, a critique of the rationalist legacy and the myth of progress, etc.) and applying them critically to certain episodes. from now or 3 million years ago, in order to extract a broader view, capable of imagining other ways of managing our presence on earth.

The idea is to build a theory from very specific cases (classroom); never starting from general principles and thinking of an experimental project (workshop) that allows us to confront these ideas with the generation of a pre-industrial experience. As for the workshops, Critical Theories assumes the experimental part of Technology and Society, as a critical look from doing.



SUSTAINABLE DEVELOPMENT GOALS (SDGS)

This subject specifically incorporates the following SDG and its target:

Goal 8: Decent work and economic growth.

8.4 Progressively improve the efficient production and consumption of global resources by 2030 and seek to decouple economic growth from environmental degradation, in line with the Ten-Year Programme Framework on Sustainable Consumption and Production Patterns, starting with developed countries.

CONTENTS

Block-1: Cybernetics

- Norbert Wiener.
- Understanding with machines.
- Free will and computation.

Block-2: Language

- Supports for fixing discourse: from ceramic tablets to word processors.
- Basic notions of linguistics.
- Theories of information.

Block-3: Transformation and combinatorics

- Code and redundancy.
- Process (design understood as software)
- Open form and collective significance,
- Electronic art.

Block-4: Rethinking the human

- Posthumanism
- Prostheses and control.
- Repetition and difference
- The place.

TEACHING METHODOLOGIES

- Work sessions with the whole group class with the teacher (PA)
- Small group work sessions with the teacher (PB)
- Group tutoring sessions with the teacher (DP)
- Autonomous Group Work (PF) Sessions

COMPETENCIES

- Configure new realities based on the interpretation of the historical, social, cultural, economic and technological context (CG2)
- Students must have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues (CB3)
- To 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 (TC1)
- Project the values of entrepreneurship and innovation in the exercise of the personal, academic and professional career through contact with different realities of practice and with motivation towards professional development (TC2)
- 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 the Professional and Research Processes (TC3)
- 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 (TC5)
- Use different forms of communication, whether oral, written or audiovisual, in their own language and in foreign languages, with a high degree of correctness in use, form and content (CT6)
- 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 (TC7)
- Apply critical thinking in the design process considering the social responsibility of design practice and the implications derived from creations (CE3)

LEARNING OUTCOMES

- 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.
- Apply procedures typical of scientific research in the development of training and professional activity.
- 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.
- Critically analyse 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	0
P2-Follow-up of the work done	25	30	25
P3-Reports from the students themselves, external tutors, examining board	10	35	35
P4-Specific assessment tests: exams	0	10	10
P5-Completion of required work or projects	30	35	30

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 Experimental workshops	20%	NO	P-3
Activity-2 Research Project (Process)	25%	NO	P-2
Activity-3 Research Project (Result)	30%	YES*	P-5
Activity-4 Exam and final exercise	25%	YES*	P-4/P-3

Students will have the option of retaking the retake tests. The retake tests will be carried out in the period of the semester allocated to this function, not being able to recover more than 50% of the subject.

* If the Recoverable Assessable Activities exceed 50%, the student body may choose, up to a limit of 50%. The unjustified non-submission of any assessable activity implies a grade of 0, even if the activity has been classified as Recoverable.

Recoverable Activities can only be recovered when they have been submitted by the student body on the indicated date and with a grade equal to or greater than 3.

If access to the retake test is waived, the grade achieved in the first instance will be maintained.

In case of taking the recovery, the grade obtained will be the last, even if it is lower than the first.

Plagiarism or copying of other people's work is penalised 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 offences. That is why in the course of this subject any indication of plagiarism or misappropriation of texts or ideas other people ([What is considered plagiarism?](#)) as well as the improper or undeclared use of Artificial Intelligence in an activity, automatically translates into a suspension and/or other disciplinary measures ([Normes de Convivència de la Universitat de Vic-Universitat Central de Catalunya](#)).

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

BIBLIOGRAPHY AND TEACHING RESOURCES

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