

SUBJECT TEACHING PLAN INTRODUCTION TO CROSSOVER PROJECTS

ACADEMIC YEAR: 2026-27
COURSE: 1st
CHARACTER: Basic Training
SEMESTER: 2nd
ECTS: 6
TEACHING HOURS: 45
HOURS OF SELF-EMPLOYMENT: 105
TOTAL HOURS: 150
LANGUAGE/S: Spanish/Catalan
CODE: 16968

TEACHING TEAM: Danae Esparza desparza@elisava.net

PRESENTATION OF SUBJECT / OBJECTIVES

Development of a transversal project to all the mentions, applying the relevant methods and processes to the different phases of the design. Incorporate the methodology of the transversal project into the design process of each student.

In this subject, the dynamics of teamwork will be addressed, since the didactic activities will incorporate transdisciplinary elements. The aim is for students to be able to develop learning both in the discipline that is related to them and in those that are complementary.

Introduction to the Transversal Project is a space where students develop analytical, methodological, processual development, proposal and innovation skills.



SUSTAINABLE DEVELOPMENT GOALS (SDGS)

This subject specifically incorporates the following SDG and its target:

Goal 13: Take urgent action to combat climate change and its effects

13.3 Improve education, awareness-raising and human and institutional capacity for climate change mitigation, adaptation, impact reduction and early warning

CONTENTS

- Introduction to cross-cutting design projects: phases and stages, methods and tools, visual models
- The relationship of the individual with his or her environment (products, services, communication, spaces, interactive experiences, etc.); sustainable, ethical and equality perspectives.
- Ideation and representation of objects and spaces: prototyping, ideation drawing, storytelling, visual thinking, infographics, photography, concept model, simulations, presentation.
- Work and time management: resources for individual and team projects, preparation of work plan.
- Experimentation with materials and processes to draw conclusions and make decisions.

TEACHING METHODOLOGIES

- PA-Work sessions with the whole group class with the teacher

COMPETENCIES

- To develop a creative attitude of experimentation, under scientific and humanistic criteria, which favours the exploration of relevant and innovative contributions. (G1)
- To configure new realities based on the interpretation of the historical, social, cultural, economic and technological context. (G2)
- Students must know how to apply their knowledge to their work or vocation in a professional way and possess the competencies that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their area of study. (CB2)
- To 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 ICTs. (T4)

- 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. (T7)
- Define a personal positioning of the design based on a political, social, environmental, ethical and aesthetic vision of the context. (E1)
- Apply critical thinking in the design process considering the social responsibility of design practice and the implications derived from creations. (E3)
- Develop the appropriate material to communicate and make decisions effectively in each of the phases of the design project. (E10)
- Acquire skills in the detection of design opportunities and in the resolution of problems in the development of projects. (E13)

LEARNING OUTCOMES

- Apply their knowledge to solve problems in complex or professional and specialized work environments that require the use of creative and innovative ideas.
- It designs interventions that meet the needs of the field in a multidisciplinary way.
- Demonstrates a proactive attitude in the workplace and in teamwork.

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	10	30	20
P2-Follow-up of the work done	25	40	40
P5-Completion of required work or projects	30	50	40

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 Phase-1 Approach	10%	NO	P-2
Activity-2 Phase-2 Ideation	10%	NO	P-2
Activity-3 Phase-3 Formalization	20%	YES*	P-2
Activity-4 Project Report	30%	YES*	P-5
Activity-5 Individual Contributions to the Team Project	10%	NO	P-5
Activity-6 Personal logbook	20%	NO	P-1

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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- Buxton, William. 2007. *Sketching user experience: getting the design right and the right design*. San Francisco: Morgan Kaufmann
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- Curedale, Robert. 2013. *Design research methods: 150 ways to inform design*. Topanga: Design Community College
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- Noble, Ian. 2011. *Visual research: an introduction to research methodologies in graphic design*. 2nd ed. Lausanne: AVA
- Press, Mike. 2009. *El Diseño como experiencia: el papel del diseño y los diseñadores en el siglo XXI*. Barcelona: Gustavo Gili
- Zwaag, Anne van der. 2014. *Looks good, feels good, is good: how social design changes our world*. Eindhoven: Lecturis.
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