

DEGREE IN INDUSTRIAL DESIGN ENGINEERING

TEACHING PLAN OF SUBJECT CROSSOVER PROJECT

ACADEMIC YEAR: 2025-26

YEAR: 3º

CHARACTER: Optional

SEMESTER: 2nd

ECTS: 12

TEACHING HOURS: 90

HOURS OF SELF-EMPLOYMENT: 210

TOTAL HOURS: 300

LANGUAGE/S: English

CODE: 17021

TEACHING TEAM: Marta González mgonzalez@elisava.net / Isabel Ordóñez mordonez@elisava.net

PRESENTATION SUBJECT / OBJECTIVES

The Crossover Project aims for students to develop design research processes applied to complex sustainability 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 (SDGS)

This subject does not specifically incorporate any SDG.

CONTENTS

Block-I

- 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-II

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

Block-III

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

Block-IV

- 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

- Integrate formal sensitivity as a fundamental part of the project process. (CG3)
- That students have demonstrated that they possess and understand knowledge in an area of study that is based on the general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of your field of study. (CB1)
- That students know how to apply their knowledge to their work or vocation in a professional way and have the competencies that are usually demonstrated through the development and defense of arguments and the resolution of problems within their area of study. (CB2)
- Act with a critical spirit and reflection in the face of knowledge in all its dimensions, showing intellectual concern, cultural and scientific and commitment to rigor and quality in professional demands. (CT1)
- 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 in a

context that respects linguistic diversity, with realities diverse social, cultural, gender and economic. (CT7)

- Define a personal positioning of design from a political, social, environmental, ethical and aesthetic vision of the context (CE1)
- Apply basic techniques of graphic expression, technical drawing and normalization for adequate visualization and communication of design and development during the production process. (CE4)
- Use different methodologies and work tools to correctly design any product, system or service. (CE6)
- Develop prototypes for experimentation and formal and technical testing that allow communication of the concept and technical justification of the project. (CE7)

LEARNING OUTCOMES

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

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	FINAL WEIGHTING
P1-Observation of participation	10
P2-Follow-up of the work done	20
P5-Realization of required works or projects	40
P6-Public defense of projects	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	10%	NO	P-1
Activity-2 Individual contributions to the project	10%	NO	P-2
Activity-3 Project Prefiguration phase	10%	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.