Universidad de Navarra

Design Studio IV (Gr. Diseño)
Guía docente 2025-26

INTRODUCTION

Description of the Subject:

The subject will be taught through:

+ Physical and compulsory face-toface teaching classes (5 hours per ECTS. Theoretical and mehodological lessons, public criticism of works, group teaching, case studies... These sessions may be recorded or broadcast via zoom for students who can't attend due to being remote or in other time zones.

+ Non-compulsory teaching hours (5 hours per ECTS): individual or small group criticism, resolution of doubts, direction of personal or small group work, etc. This attention will be done either in person or through zoom.

+ These hours will be complemented by the scheduled hours for seminars and DPI.

- **Year:** 2nd
- **ECTS**: 9
- **Year and semester y semestre**: 2nd year and 2nd semester
- **Language**: English
- **Subject:** Design Studio IV
- **Module and subject matter**: Design workshops. Vertical workshop on strategies and creative processessalleres de diseño. Taller vertical de estrategias y procesos creativos
- **Main Professor:** Álvaro Velasco
- **Professors**: Aitor Acilu, Joan Vellve and Juan Luis Roquette / PIF. Carlota Fanjul
- **Schedule**: Fridays 9:00-12:30 + 15:30-17:30*
- **Classroom**: A1 / T2

LEARNING OUTCOMES (Competencies)

BASIC

BC1 – Students should have demonstrable knowledge and understanding of an area of study that builds on the base knowledge of general secondary education, and at a level at which, although supported by advanced text books, also includes aspects that imply knowledge related to the vanguard of the field of study.

BC2 – Students should know how to apply their knowledge to their work or vocation in a professional manner and should have abilities that can be demonstrated by means of elaboration and defense of arguments, as well as problem solving within their field of study.

BC4 – Students should be able to communicate information, ideas, problems and solutions to both a specialized and general audience.

BC5 – Students should have developed the learning and study skills that are necessary for undertaking studies with a high degree of autonomy.

GENERAL

GC3 – Ability to apply creativity to project design and group work.

GC4 – Propose, create and express (both written and verbally) concrete solutions to design challenges that affect today's society.

GC6 – Ability to speak English, B2 level, with knowledge of scientific and academic terminology related to the world of art, design, and applied arts.

GC7 – Analyze products or services in relation to the technological and productive possibilities of the creative industry.

SPECIFIC

SC8 – Conceive of and define creative projects applied to design.

SC9 – Integrate creative processes by linking different disciplines and contemporary applied arts with design.

SC15 – Know the fundamentals and criteria of utility, ecology, and ergonomics, as well as their application to design.

SC16 – Understand the importance of social needs and the demand for quality of life in their application to design.

SC18 – Relate knowledge about cultural patterns of the environment with the social responsibilities of a designer.

SC20 – Exercise criticism in the world of applied arts and design.

SC21 – Analyze and reflect on the components of human personality (biological, affective, psychological, spiritual) and their relation to creative design.

SC25 – Know the control and coordination procedures that professional teams use while working on integrated design projects.

PROGRAM

The teaching plan of the subject is built around the execution of a series of projects framed by a multidisciplinary coordinated strategy. The development of such projects will be followed by the faculty, who will guide the student by means of revisions and critique sessions in the workshop, usually personalised, and also occasionally collective.

In particular, the realization of **three projects** is suggested. On the one hand there are two projects, the first in group **(P1)** and the second individual **(P2)**, will be integrated and will last between five to six weeks.

That is, content and deadlines will be coordinated with other 2nd year Design subjects. In order to deal with each subject, a highly qualified guest profesor will be invited to mentor the students. Once the assigned period for each task is over, the student will publicly present his /her work. The student will deliver and explain his/her sketches, outlines or prototypes while orally explaining the creative motivations and the process which led to the shown result. In this sense, not the explanation of the final result will be relevant, but also that of the process, since what the subject pursues is that the student learns and masters the workings of the mechanisms and creative strategies behind the development process of every design exercise.

Directly related to this process, students will work on the selection and classification of their tasks, as well as in the relevant references for a better understanding of their trajectory. This document collection —the **portfolio (P3)**— will also be evaluated, presented and exhibited by the end of the course. Additionally, a constant updating and availability of the draft is suggested, as it may be required for tutorial sessions.

There will be an optional exercise related with Play strategies **(PE)**. This exercise will be delvelop into teaching mechanisms based on a series of recreational and training activities designed by the students themselves. It is intended to enhance skills inherent in decision-making for both individual actions and collective decisions. Ambiguity, competition, cooperation, risk, adaptability, anticipation, simulation, opportunity, originality, energy, improvement, ethics, respect, leisure… are basic ingredients that determine the action of playing and that have close parallels with the skills necessary for the development of interdisciplinary projects.

Throughout the semester, the teachers will assign the students several examples of designs with recognised quality or interest for its analitic study and public presentation to the rest of the class —**Case study presentation**—.

During these presentations the aim will be to explain the creative process followed by the creator in order to design the product, service or corresponding fashion collection, as well as its importance and contribution to the frame of History. With this, it is expected that the students will become familar with a series of relevant designs that will enrich their knowledge and personal experiences and, above all, understand the way in which reference points in the field have proceeded when dealing with their own designing exercises.

In addition to complement the training, a series of theoretical and practical sessions on creativity and *Design Thinking* will be held. Once more, the aim is that the students acquire the best resources, tools and strategies to face the different creative tasks that they will carry out as students and, later, as a design professional.

The integrated projects that are proposed in the course are organized around:

P1. *TRANSFORMATION*

The principal aim of this exercise is to expose the student to the phenomenon of *transformation*. It is expected that the knowledge, exploration and reflection on the importance of this phenomenon regarding our surroundings is encouraged, as well as how it affects the field of **Service Design**.

The student will have the possibility of analising the value of the constant change of things — the importance of the time parameter—, the User Experience (UX) approach and the designing decisions as a whole, taking it as "tool" and work "material" for the formulated project. This way, the value of analysis as a previous and constant step on the conception process acquires a greater weight, allowing the student to gain and develop the foundation

and strategies that delve into the paths of understanding, enrich and reinforce the approach strategies and ultimately improve the User Experience.

Another goal, no less important than this exercise and also to keep in mind —thinking both of motivation and evaluation—, will be to encourage the observation, analysis and summarising skills of the student, inviting them to value, organize and quantify —to the extent possible— the effects that transformation has in each design decision, in line with the always present passing of time over every experience, or material/immaterial (technological) object.

P2. SPECULATIVE EVERYTHING

In times of reflection and introspection such as the one we are living these days, the upcoming project introduces a series of questions and answers from a Speculative Design point of view. We are living a time where our adversities and uncertainties as designers should flourish into optimism and solve the arising problems.

Speculative Design suggests a prospective vision, and therefore, it allows us to reveal future possibilities that may lead to great designs yet to come. Speculative design is a very wide field of ideation where anything can be a possibility: new objects, systems, clothing, experiences... all based on extreme concepts different from everyday life.

Additionally, this project will combine the theoretical reflection required for the approach on every project and the practical knowledge that the student will acquire through contact with some of the latest technological means by visiting specialised laboratorios. Historical perspective, critical judgement, project strategies, will finally combine in a first step towards the technological field of reproduction. The exercising will try to expose the extensive spectrum of sustaninabiliy posibilities on which the designer can rely.

SERVICE-LEARNING

This subject obtained the Service-Learning Seal since 24-25.

Design Studio IV develops one integrated project within the frame of Service-Learning.
Through Design Thinking tools, P1 will foster a space for mutual learning, where the stories and challenges of migrants inspire innovative and empathetic solutions. A bridge between design and reality, imagining a more inclusive future together.

Specifically, the first phase of the project focuses on research, in which each student group is assigned an association providing services for migrants in Pamplona to conduct field research. Students will carry out interviews and co-design activities with association members and migrants who benefit from their services. In the second phase, a co-creation workshop is organized, bringing together students, associations, and migrants at the School of Architecture to develop idea-generation activities. The event is organized by the School of Architecture in collaboration with Tantaka.

This teaching method aims at providing a more human-centered approach, focused on the individual and free of biases, to the services offered by organizations working with migrants in Pamplona, and to raise the visibility of these organisations within the university.

Finally, two aspects of Service in society come together in P1. On the one hand, the methodology through which we will approach the project is that of Service Design which reflects on the role of Design contributing to better services in society. This is a core Learning outcome of the course. On the other, the context and content of the project aims at having an impact in society through Service-Learning. This is a methodology that understands

education as a service to society. Combining the two approaches, Service Design and Service Learning, the project fosters a more holistic approach to the questions of contemporary migrations in Europe.

TEACHING ACTIVITIES

PRACTICAL CLASSES FOR PROJECTS IN THE WORKSHOP: (60 hours)

Review of the work and the development of the exercises in the workshop by the professors, in order to guide the student in the creative design process. Emphasis will be placed on the consolidation of creative strategies and their correct application, as well as on the handling of examples and references until reaching the final deadline. Among the following activities, Master Classes on Service Design, Critical Sessions with stakeholders and Student's personal work are part of the Service-Learning activities.

MASTER CLASSES: (15 hours)

Presentations given by the teachers of the subject, in order to establish the conceptual bases that structure the exercises. Likewise, classes aimed at the analysis and presentation of practical reference cases.

EXHIBITION CLASSES, SEMINARS AND CONFERENCES: (6 hours)

Seminars, conferences and complementary talks, given by invited professors, designers or experts, on theoretical topics or professional works related to the different topics and exercises that are addressed in the subject.

CRITICAL SESSIONS AND WORK ANALYSIS: (45 hours)

Presentations in public exhibition format of the different designs made in the workshop, as well as the creative process that has given rise to said designs. Critical comments and evaluations of the different teachers.

STUDENT'S PERSONAL WORK: (97 hours)

Essential personal study for the correct development of the project carried out in the workshop: both the consultation and reading of disciplinary and historical sources as well as the analysis of practical cases and related designs, which will serve as a reference for the exercise.

TUTORIALS: (2 hours)

Personal comments with a professor of the subject for academic and personal orientation of the student. Consultation of questions referring to the subject or transversal areas to the different subjects to the corresponding professors.

ASSESSMENT

5.1 Evaluation of the learning of the student and grading of each project:

The two (2) projects carried out throughout the semester will be continuously assessed through critique sessions in the workshop. In those sessions, the work will be subjected to the judgement of the faculty and the students themselves, who will try to find out, correct and improve the design values that the student will be working on.

Each project will have a due date and a subsequent presentation. The delivery will normally consist of providing graphic documentation that will be set according to each exercise.

The format of the presentation will be that of public exposition, where the student will orally explain the creative motivation of his/her design, as well as the process and tools used in its development and their implications in the result.

All exercises must be handed, unless there is a justified exception, in the date and time stipulated. The assessment of each project, which will be compared by the different teachers of the subject and also the guest teacher for each specific exercise, will pay attention to the following criteria, simultaneous to the usual stages of every creative process:

PROJECT ASSESSMENT				
Each exercise will follow the next criteria:				
1	ANALYSIS / RESEARCH 20%	1.1	Quality of the graphic documentation	50%
		1.2	Content of the provided documentation	40%
		1.3	Presentation / Exposition	10%
2	DEVELOPMENT /IDEATION 30%	2.1	Tracking of the critique sessions	10%
		2.2	Individual work / Teamwork	50%
		2.3	Content of the provided documentation	20%

		2.4	Presentation / Exposition	20%
3.1	RESULT 40%	3.1.a	Relevant conclusions and degree of innovation	70%
		3.1.b	Quality and content of the provided documentation	30%
3.2	EXPOSITION 10%	3.2.b	Loquacity and clarity of exposition	50%
		3.2.c	Quality and content of the provided documentation	50%

5.2 Final grade of the subject:

The final grade of each subject will be calculated with the assessment of the three projects of the students, the grade obtained in the final revision and the portfolio, as well as the interest, involvement and effort shown by the student throughout the course.

FINAL GRADE			
TOTAL APPRAISAL OF THE SUBJECT %	AVERAGE%	PROJECT	PROJECT AVERAGE %
GRADING OF THE PROJECTS	80%	PROJECT 1 (P1)	30%
		PROJECT 2 (P2)	50%
		PROJECT E (PE)*	20%
GRADING OF THE FINAL REVISION	20%		

In order to pass the subject, the overall grade of the chart below must fulfill the following requirements:

1- + The grading of the projects will be calculated at least from a 4.0 out of 10.

2- + Additionally, attending at least an 80% of the scheduled lessons is compulsory.

3 - + The PROJECT 2 (P2) will hold a mark of pass (equal or greater than a 5.0 out of 10).

5.3 Extraordinary Assessment:

If the student failed to pass the subject in the regular summons, this is, achiving a 5.0 out of 10, the student will have to sit an extraordinary exam in June. The date for the exam will be set according to the academic calendar.

The exam will consist of: (1) a project (70%) and a (2) exercise to be done on the exam day (30%).

However, the project will be proposed in the following way: two weeks before the date an exercise will be formulated for the student to develop. Ten (10) workdays after, the student must orally present the project in question.

This individual project to be carried out represents 70% of the grade of the extraordinary call.

To obtain the approval of this first part in the extraordinary call, the overall qualification resulting from the previous table must obtained at least a result of 5.0 out of 10 points in each of the four (4) points.

Likewise, the indiviual exercise to be carried out the day of the exam represents 30% of the grade of the extraordinary call.

In order to pass the subject during the extraordinary summons the resulting mark fot the both cases, **the project and the exercise, must be at least a 5.0 out of 10.**

5.3.1 Extraordinary Assessment:

As stated in the General Evaluation Regulations of the University of Navarra approved in May 2019, "Students who request it may be evaluated in the extraordinary call, even if they have passed the course in that course. To do this they must request to be included in the minutes at least five days before the start of the exam period of that call. The final grade of the subject will be that of the extraordinary call, even if it is lower than the one obtained previously".

Therefore, the grade obtained in the extraordinary call will be the valid one, regardless of that obtained in the ordinary call, even the student may not pass the subject if he or she fails to attend.

Those interested must submit an instance through Academic Management choosing the option "extraordinary call: application to attend (degree)"

5.4. Assessment of Service-Learning Activity:

P1 forms the main activity of Service-Learning. It is assessed within the 'Grading of Projects' section (80% of the final grade of the course), within which it counts as a 30%. The different aspects of the project are marked as indicated in the Table of Section 5.1.

Personal Diary: P1 is titled "Design Against Bias," through which students must reflect on their prejudices, preconceived ideas, and biased perspectives as designers. The project seeks to demonstrate that in-depth research that integrates diverse perspectives leads to a reduced impact on design. To this end, on the first day of the course, students discuss their perceptions of the challenges of immigration. On the last day, a reflection session is held to examine how these original perceptions have changed. Between the two days, students keep a journal in which they must write a reflective paragraph each day about the discoveries that emerged from the project.

OFFICE HOURS

The teachers will attend to the students always by appointment by email.

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