



Universidad
de Navarra

Design trends in contemporary world (Gr. Diseño)

Guía docente 2025-26

PRESENTACIÓN

Breve descripción:

- **Titulación:** Design
- **Módulo/Materia:** Module I: Cultura del diseño. Fundamentos disciplinares del diseño
- **ECTS:** 6
- **Curso, semestre:** Third year, First Semester
- **Carácter:** Required

INSTRUCTORS:

Course tutor: Lourdes Rodriguez, lourdes@teachthefuture.org

Guest teacher (Future Design): Phil Balagtas, contact.phil@gmail.com

Responsible Instructor: Javier Antón, jantonsa@unav.es

Idioma: English

Aula, Horario: Wednesdays 12- 14 and 15-17 hrs, Aula 5

RESULTADOS DE APRENDIZAJE (Competencias)

Competences:

1. Understand what trends are and how they come about, how they are researched for , the difference between long term and short term trends, what contemporary product /service and fashion design trends are and develop a clear insight on what is strategic design based on trends and people's needs.
2. Identify trends and social, economic, cultural, enviromental, health, scientific, technological and political changes.
3. Generate an precise understanding of the external context, identify oportunities and posible threats that anticipate those trends for the development of a project.
4. Promote the identification of a product, service or fashion idea that serves the needs of contemporary society through research, innovation and decision making.
5. Promote team work and project management.
6. Promote an understanding of all areas needed to be thought of in order to bring an strategic design idea based on identified trends to market.

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.



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BC3 – Students should have the ability to gather and interpret relevant data (normally within their area of study) in order to make judgments that reflection on relevant social, scientific or ethical issues.

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

GC1—Analyze, evaluate, and present the diverse strands of creativity that influence the field of design.

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

SPECIFIC:

SC13 – Interpret main theories and contemporary artistic productions according to their impact on the world of 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.

PROGRAMA

PROGRAMME

TEACHING GUIDE LECTURES

Lecture Schedule: PROGRAM

CLASS 1: INTRODUCTION - BUILDING THE FUTURES MINDSET Sept 4th

Lecture and Discussion

In this introductory seminar we will introduce the main concepts and ideas that will serve as the basis upon which to build further critical knowledge and progress in our understanding of trends, change and innovation. Specifically how to start building our futures mindset so we can better identify and analyze trends and explore the future.

The professor will present the structure, the main topics and the goals of the course along with other practical aspects in relation to the evaluation system and the functioning of the class will be discussed.

The professor will also present the different assignments of the course.

ASSIGNMENT 1 (groups of 5-6). DETECTIVES OF THE FUTURE + TRENDSTOUR REPORT



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The students will work in groups during two practical exercises on 16th and 23rd Oct, the assignment 1 will consist of a report and a presentation of the **main insights and learning from the two exercises.**

Learning Experience 1: Detectives of the Future 16 Oct

Learning Experience 2: Trendstour 23 Oct

PRESENTATION ASSIGNMENT 1: 30 Oct

ASSIGNMENT 2: (groups of 4-5) BUILDING A TRENDS RESEARCH PROPOSAL

PRESENTATION ASSIGNMENT 2: 13 NOV

ASSIGNMENT 3: (groups of 4-5): FINAL PROJECT - TRENDS REPORT (50%)

PRESENTATION ASSIGNMENT 3: 27 Nov & DEC TBA

CLASS 2, 3 & 4: FUTURES THINKING AND FORESIGHT - Sept 11th, 18th, 25th

Lecture and discussion

Guest lecture: Phil Balagtas

CLASS 5: UNDERSTANDING CHANGE - 2 Oct

Lecture and discussion

In this session we'll deep dive into the concept of change and its characteristics. We will explore different types of trends and the importance of systems thinking and critical thinking to understand the complexities and paradoxes of the change that surrounds us.

We'll start putting into practice the process of identifying macro and micro trends and to differentiate trends from hypes.

CLASS 6: DETECTIVES OF THE FUTURE - 9 Oct

Practical Exercise

In an engaging learning experience we will work in groups to identify global trends and patterns from a set of given emerging signals of change (weak signals).

We will learn and reflect how our brain works when we are making sense of the changes that are happening in the world and we will start building awareness of the multiple unconscious biases that are at play when we work with trends.

CLASS 7: TANGIBILIZING OUR LEARNINGS - 16 Oct

Presentation of first part of assignment 1



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In this class we will present the learning outcomes from the previous class: Detectives of the Future.

Each group will present a report of the main trends and insights identified during the exercise. Putting a special emphasis on the learnings acquired during the exercise.

CLASS 8: SPOTTING CHANGE - 23 Oct

Lecture and discussion

In this session we will learn how to identify emerging change. We will understand the importance of the weak signals and how to identify where change and innovation is happening.

We will practice the identification of weak signals and discuss their potential relevance and impact.

CLASS 9: TRENDSTOUR - 30 Oct

Practical Exercise

The first part of this class will take place outside of the classroom, and the specific instructions will be given the previous class.

We will work in groups to identify signals of change in the streets. We will learn to train our gaze and to understand what's behind the signals and the not visible insights that we could extract about consumers emerging needs, new behaviors, change of taste, etc

We will come back to the classroom after lunch (3pm) to reflect together and present what each group has found during the Trendstour.

CLASS 10: ANALYZING CHANGE - 6 Nov

Lecture and discussion

We will learn about how to build and present a trend report, identifying the key elements of a trend report while exploring different types of reports from the main trend research studios and consultancies.

The second part of the class we will start working on Assignment 2 - consisting on the proper presentation and analysis of a trend and a trends report. This assignment will server as a building block for the final project.

CLASS 11: RESEARCH PROPOSAL - 13 Nov

Presentation of assignment 2

Each group will present their work on assignment 2 followed by the feedback of the professor.

The main objective of this class is to prepare for the final presentations, making sure all students know what are the key elements of a trends presentation and how to make the most of the insights identified for the development of new products and services.



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CLASS 12: GUEST TEACHER - 20 Nov

Lecture and discussion

CLASS 13 & 14: STUDENTS PRESENTATIONS 27 Nov & Dec TBD

Presentation of Assignment 3

Presentations should be 15 minutes long

The main aims of Assignment 3 are:

1. Promote the identification of valid signals of change and trends that will serve as input for the design of products or services.
2. Promote teamwork and project management .
3. Promote the development of critical and systems thinking skills.

Each student may have personal interviews during practice hours with the professor to help him/her with personal learning.

ACTIVIDADES FORMATIVAS

LEARNING ACTIVITIES

Learning Activities

I. Classroom learning activities

1. Lectures and discussions on trends and how they come about, on researching for new trends, the difference between long term and short term trends, on product/service and fashion design trends and on global trends in contemporary times to develop a clear insight on what is strategic design based on trends and people's needs.

Lectures are given by the professor on the themes indicated in the syllabus with the help of the blackboard, powerpoint presentations, videos and animation movies.

2. Practical work - Practical classes on trend identification resources

- Identify trends and social, economic, cultural, environmental, health, scientific, technological and political changes.
- Generate an precise understanding of the external context, identify opportunities and possible threats that anticipate those trends for the development of a project.
- Introduction to the Futures Thinking methodology.

II. Personal work



Students must understand themes covered early in the course to be able to comprehend information presented later in the course, and will have to be able to integrate material learnt throughout the course. Therefore, it is important that they do not fall behind and try to set aside regular times outside of class to work on the course material.

There'll be readings and 3 assignments to be done in group

1. Students are recommended to read and research for the subject. Being familiar with topics beforehand will allow students to get the most out of the lecture.
2. Students should conduct personal study using the professor's notes, notes taken in lectures and recommended books if needed.
3. Students have to prepare oral presentations in English.

ACTIVIDADES FORMATIVAS		
ACTIVIDADES FORMATIVAS	HORAS	
AF01	Asistencia y participación en clases presenciales teóricas	40
AF02	Asistencia y participación en clases presenciales prácticas	20
AF03	Participación en seminarios	6
AF04	Realización de trabajos dirigidos	40
AF05	Participación en tutorías	2
AF06	Estudio y trabajo personal	42

EVALUATION

CLASS ATTENDANCE, PARTICIPATION AND TASKS

Attendance of at least 80% of the scheduled classes is considered mandatory. No more than a maximum of 20% unjustified absences will be accepted for the student to be evaluated.



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1. 20% Class assistance and participation, knowledge of readings and discussion, participation on trend drivers and forecast map seminar. [SE01_Participation in lectures, practical sessions, and master classes.]
2. 15% Assignment 1 [SE02_Individual and team practical work]
3. 15% Assignment 2 [SE02_Individual and team practical work]
4. 30 % Final project - Trends Report: Group work based on trends research and analysis - with special emphasis on the potential opportunities and threats for the design of new and relevant products and services. [SE02_Individual and team practical work]
4. 20 % Final Project -Oral Presentation [SE03_Oral defense of the projects.]

All exercises must be delivered, except for justified exceptions, on the date and time indicated.

Three main criteria will be used in reaching judgment about your class participation:

Depth and Quality of Contribution to class discussions and activities: The most important dimension of participation concerns what it is that you are saying. A high quality comment reveals engagement of the weekly mandatory readings, depth of insight, rigorous use of case evidence, consistency of argument, and realism.

Moving Your Peers' Understanding Forward: Great ideas can be lost through poor presentation. A high quality presentation of ideas must consider the relevance and timing of comments, and the flow and content of the ensuing class discussion. It demands comments that are concise and clear, and that are conveyed with a spirit of involvement in the discussion at hand.

Frequency: Frequency refers to the attainment of a threshold quantity of contributions that is sufficient for making a reliable assessment of comment quality. The logic is simple: if contributions are too few, one cannot reliably assess the quality of your remarks. However, once threshold quantity has been achieved, simply increasing the number of times you talk does not automatically improve your evaluation. Beyond the threshold, it is the quality of your comments that must improve. In particular, one must be especially careful that in claiming more than a fair share of "airtime", quality is not sacrificed for quantity. Finally, your attempts at participation should not be such that the instructor has to "go looking for you". You should be attempting to get into the debate on a regular basis.

Final grade of the subject

The final grade of each semester will consider the grade obtained in the projects (assignments), as well as the evaluation and conclusions of the new skills, interests, participation and effort that the student has test, achieved and consolidate during the process.

Criteria to pass the course

Students whose final grade is 5 points or more will pass the course.

Students whose final grade is below 5 points will not pass the course and will be graded as *Suspense*.

Students who do not deliver the final project will not pass the course and will be graded as *No presentado*.



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Final Project review

Students will be able to review the presentations in an interview with the professor, after publication of the grades, in a day and place that will be indicated.

ASSIGNMENT 3: FINAL PROJECT - Trends Report (50% of Grade. 30%Dossier+20%Oral presentation)

Groups of 4/5 students.

Defined roles for each group participant will ensure a successful result on the project. Procrastination in the project development will be disadvantageous for the project success.

The project will conclude with a final delivery and its subsequent presentation. Each of the deliveries will have a minimum contribution of graphic and written documentation as a fundamental requirement for evaluation.

The relevant presentations will be made in a public exhibition format, where the students will explain orally the process of the trends research and analysis and the main insights and conclusions for designing potential new and relevant products and services.

The main aim of the Final Project is 3 fold:

1. Promote the identification of valid signals of change and trends that will serve as input for the design of products or services.
2. Promote teamwork and project management .
3. Promote the development of critical and systems thinking skills.

Strategic designers have mainly three different fields of action: Research, Problem solving / Innovation and Decision making.

The project is a well researched design proposal. Your proposal can have any form of presentation: Prototype, 3D rendering, PPT... It will consist of an analysis of trends observed and the design proposal to fill the need identified after the trends analysis.

Presentation should include information resources from which to argue the need of the design presented.

Proposals will be evaluated on innovation and originality, presentation quality and reasoning of data and information research and gathering.

The main criteria to be taken into account:

- Research and Analysis. Systematic research and identification of information references and trends. Examination and interpretation of sources.
- Exploration. Ability to solve problems, take risks, experiment and test ideas / techniques / materials to carry out the project
- Presentation and communication. Clarity in the proposal. Knowledge of the selected techniques. Sensitivity with different audiences (includes description of company, micro-environment and macro-environment).
- Project Development. Learning through reflection, planning, direction and commitment. (includes description of company, micro-environment and macro environment).



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The presentation quality of the Final Project will have a 20% on the grade OF THE FINAL PROJECT. Presentation, synthesis, clarity of ideas and implementation are key in the success of any innovation project. The presentations will be graded taking into account both the oral presentation (content and skills to communicate in English) and the visual design.

Extraordinary Call (CONVOCATORIA EXTRAORDINARIA)

If the student is not able to pass the subject in the ordinary call —obtaining a minimum of 5.0 out of 10—, will be appointed for an extraordinary exam in June.

The students of degree will be able to request to be evaluated in the extraordinary announcement, although they have passed the subject in that term. This procedure must be requested to be included in the minutes at least five days before the start of the period of exams. 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 if the student may not pass the subject if he or she fails to attend.

The extraordinary studio project will be presented on the extraordinary call date. The project will have the same requirements as ASSIGNMENT 3 in the ordinary call.

Students with special learning needs. Accommodation will be provided for students with special learning needs, either regarding the methodology and/or evaluation of the course, but they will be expected to fulfill all course objectives.

HORARIOS DE ATENCIÓN

Lourdes Rodriguez

Office: School of Architecture

Professor Lourdes Rodriguez will be available by appointment. Please send her an email to lourdes@teachthefuture.org to set up an appointment

Javier Antón Sancho, jantonsa@unav.es

Phil Balagtas, contact.phil@gmail.com

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Gladwell, M. (1997) *The coolhunt*, *The New Yorker*. Available at: <https://www.newyorker.com/magazine/1997/03/17/the-coolhunt-malcolm-gladwel>

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