



Universidad
de Navarra

Design trends in contemporary world (Gr. Diseño)

Guía docente 2023-24

PRESENTACIÓN

Breve descripción:

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

Instructors:

Course tutor: Lala Herrero (M^a Eulalia Herrero), mherreros@unav.es

Guest teachers:

Futuros Deseables: Javier Miguel, javier@futurosdeaseables.es

Service design Trends: s.ordonez.prieto@accenture.com, Sebastián Ordoñez

Product Design Trends: Ana Dominguez Siemens, anadominguezmad@gmail.com

Idioma: English

Aula, Horario: Thursday 12- 14 and 15-17 hrs, Aula 1

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



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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.

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

TEACHING GUIDE LECTURES

Lecture Schedule: PROGRAM

PART I: IDENTIFICATION

CLASS 1: INTRODUCTION & MODERN VS. CONTEMPORARY DESIGN Sept 7th

Lecture and Discussion

In this introductory seminar we will revise the main concepts and ideas that will serve as the basis upon which to build further critical knowledge and progress in our understanding of the history of design.



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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.

In this session we will focus on the understanding of modern vs. contemporary art and design. To understand the myriad of different trends that define contemporary design is key to understand what happened in previous decades with the shift from the trickle down influences to a trickle up movement and then a trickle across, the uprising of subcultures and countercultures, the obsession with brands that still permeates our cultures, the expansion of media as a catalyst to innovation and so on. The result is an atomized design map filled with millions of voices that are hard to predict.

The professor will present the different assignments of the course.

ASSIGNMENT 1 (groups of 4). Please choose a Forma Fantasma Project or a Margiela Artisanal look to talk about its references and the research behind it (please send an image and name of the chosen subject the night before). Moodboards will be appreciated.
PRESENTATION OCT 5TH

Assignment 2: (IN GROUPS OF 2) Analyse a chosen trend from Elisava Insights. Research the latest developments on that trend (Elisava Insights from 2020). Add all new research Designs, case studies and so on. Presentation NOV 23RD

ASSIGNMENT 3 (GROUPS OF 4-5): Assignment 3 will be worked in conjunction with the Project Management class. PRESENTATION DEC TBA

CLASS 2: WHERE DO TRENDS COME FROM? Sept 14th

Lecture and discussion

"A trend is the beginning of a new direction, taking a turn or a twirl or a twist to something that already exists. It starts something new and then over time, will become more normal before something else will become a trend." Anja Bisgaard Gade. Trends are a social process that is created and spread by human beings. Once a new trend has gained mass appeal, it tends to be deeply embedded into our psyche. Design has led that process in most occasions.

Readings for this class:

<https://www.academia.edu/9481145>

[/Understanding_and_forecasting_colour_trends_in_design?source=swp_share](https://www.academia.edu/9481145/Understanding_and_forecasting_colour_trends_in_design?source=swp_share)

<https://www.academia.edu/7260994>

[/EMERGENT_TRENDS_IN_THE_DESIGN_ECONOMY_AND_THEIR_IMPACT_ON_CONSUMPTION_PR_email_work_card=view-paper](https://www.academia.edu/7260994/EMERGENT_TRENDS_IN_THE_DESIGN_ECONOMY_AND_THEIR_IMPACT_ON_CONSUMPTION_PR_email_work_card=view-paper)

Task: Choose an article and be ready to discuss it in class.

CLASS 3 & 4: DESIGN, TRENDS AND TREND FORECASTING Sept 21rd and 28th

Lecture



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Trends are early manifestations of uncommon topics, compared to the status quo. Trends are the probable future. Others than those which are at least partly reactive, trends are taking past or contemporary upcoming topics to predict the present time or the future. Hence, there is an immanent uncertainty in them — one aspect why they are so fascinating. The types of trends are “*megatrends*”, “*macro*” and “*micro*” trends. Designers are in most instances the originators of these trends since they identify them earlier.

PLEASE READ:

<https://lab.cccb.org/en/design-fiction-prototyping-desirable-futures/>

FUTUROS DESEABLES SEMINAR: <http://futurosdeaseables.es/futures-thinking/>

In these classes we will also discuss the various themes that students might be choosing for Assignment 3. Execution of Assignment 3 should start in October and students should be working from then on with Project Management in the execution.

CLASS 5: DESIGN RESEARCH AND REFERENCES Oct 5th

ASSIGNMENT 1 (groups of 4 and 2 groups of 5). Please choose a Forma Fantasma Project, SUPERFLUX or Margiela Artisanal look to talk about its references and the research behind it. Presentations should be 15 minutes long

Students through this assignment will understand how research has become one of the main tools in imbuing design with meaning. Service design, no doubt, proves this point very clearly, but also fashion and product design.

CHOOSE A PROJECT FROM:

FASHION: MAISON MARGIELA

These videos from Maison Margiela are the ones that most develop the Design process and research:

<https://www.youtube.com/watch?v=VwRdgdC5KyE&t=1199s>

<https://www.youtube.com/watch?v=3bGmpHubaHo&t=1132s>

<https://www.youtube.com/watch?v=GCnbjRIICSQ&t=42s>

<https://www.youtube.com/watch?v=VwRdgdC5KyE>

PRODUCT: [FormaFantasma](#)

[Formafantasma is a research-based design studio investigating the ecological, historical, political and social forces shaping the discipline of design today. Whether designing for a client or developing self – initiated projects, the studio applies the same rigorous attention to context, proc...](#)

SERVICE: SUPERFLUX



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<https://superflux.in/index.php/category/work/#>

PLEASE LOOK UP BOOKS:

VISUALIZING RESEARCH

ESSENTIAL GUIDE TO RESEARCH

CLASS 6: SERVICE DESIGN TRENDS Oct 19

Lecture and discussion S

Sebastian Ordoñez from Accenture Song (previously Fjord) will present Service Design Trends.

SEE ACCENTURE LIFE TRENDS 2023

CLASS 7: PRODUCT DESIGN TRENDS Nov 2nd

ANA DOMINGUEZ SIEMENS

CLASS 8: CONTEMPORARY FASHION DESIGN Nov 9th

Lecture

As a social phenomenon worthy of social- scientific enquiry, fashion spreads far beyond sociology to adjacent disciplines such as history, philosophy, economics, geography, and cultural studies—which in turn influence sociology: “The ‘mystery’ of fashion changes and design has fascinated not only economists and sociologists, social historians and cultural anthropologists, but also philosophers and moralists, poets, playwrights, and novelists. However there is much confusion on what fashion is on contemporary terms due to its main meanings as dress and change.

Reading Assignment

Aspers, P., & Godart, F. (2013). Sociology of Fashion: Order and Change. Annual Review of Sociology, 39(1), 171–192. <https://doi.org/10.1146/ANNUREV-SOC-071811-145526>

Task: Read the article and be ready to discuss it in class.

CLASS 9: DECONSTRUCTION,

RETHINKING ARQUETYPES AND 3% DESIGN ETHOS Lecture and discussion Nov 16th

Traditional high fashion is one that affords itself an authority that it believes to be universal. Fashion dedicated to destabilization defies order, linear time and logic, symmetry and beauty. Destabilized fashion that follows no positive direction, or progression. Since the 1980s with the appearance of the Japanese avant-garde, later with Martin Margiela and today with Demna Gvasalia (and sadly disappeared Virgil Abloh) deconstructive design is king.

Reading Assignment



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Geczy, A., & Karaminas, V. (2020). Time, Cruelty and Destruction in Deconstructivist Fashion: Kawakubo, Margiela and Vetements. *ZoneModa Journal*, 10(1), 65–77. <https://doi.org/10.6092/issn.2611-0563/11088>

Video: Virgil Abloh lecture at Harvard's school of Design

<https://www.youtube.com/watch?v=JsvnyNGTZNU>

"Fashion and Philosophical Deconstruction: A Fashion" In-Deconstruction Flavia Loscialpo, *Fashion Forward* p 13

90s AntiFashion: https://www.youtube.com/watch?v=8kle_IPRtNs

The Artist is absent: Martin Margiela <https://www.youtube.com/watch?v=ulRtoMwxbHM>

Hockey, J., Dille, R., Robinson, V. and Sherlock, A. 'There's Not Just Trainers or Non-Trainers, There's Like Degrees of Trainers': Commoditisation, Singularisation and Identity' in *Journal of Material Culture*

Task (Individual): Bring an image of the trainers (or sneakers) that most define you and be ready to discuss the reasons behind your choice.

CLASS 10: Nov 23rd

Presentation of Assignment 2

•**Assignment 2: (IN GROUPS OF 2)** Analyse a chosen trend from Elisava Insights. Where does it come from?

In groups of 2 students max. Analyze a chosen trend from Elisava Insights. Research the latest developments on that trend (Elisava Insights from 2020). Add all new design research, cases, innovation studies and so on.

The first part of the exercise is to comprehend what the trend is about, how it started, who has worked on it and how, from what points of view, and what designs or research has made it evolve. Most of this info is in the Elisava doc.

The second part of the exercise is that you learn how to find new info in trend developments, in this case: what has happened in the last 2 years since the report was published, new designs, new research and so on on your topic. Each group will have approx 15-20 minutes to present.

CLASS 11: Nov 30th

Presentation of Assignment 2

•**Assignment 2: (IN GROUPS OF 2)** Analyse a chosen trend from Elisava Insights. Where does it come from?

•Research the latest developments on that trend since 2020: new agents, new developments, ... 15 minutes presentations



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In groups of 2 students max (It can be done individually). Analyze a chosen trend from Elisava Insights. Research the latest developments on that trend (Elisava Insights from 2020). Add all new design research, cases, innovation studies and so on.

The first part of the exercise is to comprehend what the trend is about, how it started, who has worked on it and how, from what points of view, and what designs or research has made it evolve. Most of this info is in the Elisava doc.

The second part of the exercise is that you learn how to find new info in trend developments, in this case: what has happened in the last 2 years since the report was published, new designs, new research and so on on your topic. Each group will have aprox 15-20 minutes to present.

CLASS 12 & 13: STUDENT PRESENTATIONS OF A DESIGN PROPOSAL Dec TBD

Presentation of Assignment 3

The Final project will be worked on simultaneously with the Project Management class with Professor Victoria Maria Rodriguez Chacón.

The schedule of classes has been worked on by themes in conjunction with the Project Management class in order to assure that the students work on the Final Project in an orderly manner. Weekly work on each of the different parts of the project with clearly 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 students must present the results of their work done with Project Management in groups of 4-5 Students. Presentations should be 15 minutes long

The main aims of Assignment 3 are:

1. Promote the identification of a product, service or fashion idea that serves the needs of contemporary society through research, innovation and decision making
2. Promote team work and project management
3. Promote an understanding of all areas needed to be thought of in order to bring an idea to market.

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

Evaluation

Group presentations on a complete project based on strategic design taking into account observed trends that fulfill a need.

ASSIGNMENT 3: FINAL WORK CRITERIA FOR DESIGN TRENDS IN CONTEMPORARY WORLD (50% of Grade)

Groups of 4/5 students.

The Final project will be worked on simultaneously with the Project Management class with Professors Juan Francisco Carías Alvarez and Victoria Maria Rodriguez Chacón.



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The schedule of classes has been worked on by themes in conjunction with the Project Management class in order to assure that the students work on the Final Project in an orderly manner. Weekly work on each of the different parts of the project with clearly 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 student will explain orally the creative motivations of its design, the process and tools that it has followed for its development and the implications of the final result.

The group student's work will be constructively judged by the tutor discovering, correcting and enhancing the design values of the exposed, explained and exhibited work.

The main aim of the Final Project is 3 fold:

1. Promote the identification of a product, service or fashion idea that serves the needs of contemporary society through research, innovation and decision making
2. Promote team work and project management
3. Promote an understanding of all areas needed to be thought of in order to bring an idea to market.

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

The project is 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.

Proposal 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).
- **Specific content of the project**
- **Technical data sheet:** Tech spec sheet should include all characteristics of product such as measurements, materials, functionalities...



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- **Prototype:** Prototype allows user to make a usability test, can evolve to final product, has the appearance and characteristics of the system that is being planned in project and it simulates a minimum of 20% of functions that the user will use 80% of the time.

The presentation quality of the Final Project will have a 20% on the grade OF THE FINAL PROJECT. Please see the Presentation Rubric to understand the aspects that will be taken into account. Presentation, synthesis, clarity of ideas and implementation are key in the success of any innovation project.

The presentations will be graded taking into account the oral presentation (content and skills to communicate in English).

ACTIVIDADES FORMATIVAS

Educational activities

I. Classroom teaching activities

1. Lectures 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, power point 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	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

Assessment

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.

1. 20% Class assistance and participation, knowledge of readings and discussion, participation on trend drivers and forecast map seminar.

2. 15% Assignment 1

3. 15% Assignment 2

4. 50 % Assignment 3; Group work on Final design project based on observed trends (Strategic Design).



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

CLASS ATTENDANCE, PARTICIPATION AND TASKS

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 take the final exam will not pass the course and will be graded as *No presentado*.

Exams 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.

Special assessment 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.



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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 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 2 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

Dra Maria Eulalia Herrero Salas (Lala Herrero) (mherreros@unav.es)

Department: Department of Theory and Design

Office: School of Architecture

Office Hours:

Professor Lala Herrero will be available by appointment.

- Please send her an email to mherreros@unav.es to set up an appointment

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[BIBLIO TRENDS.docx](#)