

Bachelor in Interior Design

Teaching guide

Academic Year 2022/2023

Design Methodology

Subject information

Title

Bachelor in Interior Design

Module

Design Workshop

Subject

Design Methodology

Code

3640

Year

First

Semester

Second

Type

Compulsory

ECTS Credits

6

Learning

On-site learning

Lecturer

Maria Beltran

Language

English

Subject Lecturer

Lecturer

Maria Beltran, PhD

Contact

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Academic tutorials

For any enquiries regarding the subject, students can contact the lecturers by email or during their office hours.

Pre-requisites

Essential

Specific requirements of the curriculum

Recommended

Basic knowledge of design, project and architectural constructions

Subject contribution to the Curriculum

Subject's field of knowledge

Design Workshop Module

Interdisciplinary relation with other subjects from the curriculum

This subject belongs to the first year of the Bachelor in Interior Design. It will try to introduce students to the architectural project's tools and provide them with architectural references and the representation techniques (graphics, written and oral).

It is the subject that begins the Design Workshop module, which will be developed throughout all the courses. They are the set of subjects that include all the contents learned in the rest of the subjects, applying them to the different projects that are presented.

It will be based on theory classes, research work and analytical workshops. The project is a discipline whose learning is carried out through production and criticism.

Learning outcomes in relation to the competences developed by the subject

General competences

CG01. Know and understand artistic and social manifestations that have an impact on interior design from an historical perspective

CG02. Know the design tools used in the field of interior design

CG03. Understand the characteristics and needs of interior design

CG05. Understand the profession of interior designer and its role in society, in particular when designing projects that take into account the users' social needs.

CG09. Solve problems related to the field of interior design.

Specific competences

CE02. Know the analysis and theory of form and the laws of visual perception to apply them in the design of spaces

CE04. Use computer aided programs to design spaces and environments.

Learning outcomes

By the conclusion of this course, students will understand/be able to:

- Integrate visual references into your projects and put your ideas in context
- Develop basic spatial proposals through drawings and models.
- Argue with a critical vision learning to judge the visible.

Contents / Syllabus / Units

Brief description of the contents

- Introduction to the theory and practice of the interior design project.
- Visual, cultural and historical references of the environment.
- Design instruments: geometry, proportion, scale, surface, texture, light, order, etc.
- Representation techniques of the architectural object.
- Introduction to the creative process: triggers and methodology

Syllabus

Through a series individual and team design studio projects, students will begin to develop a personal approach to the process of design. The projects will encourage and challenge students to develop a practice that understands the different contexts, interactions, narratives and materiality of space within contemporary culture with a focus on urban and city environments. The Project will also explore communication and representation of design and how design ideas are disseminated through physical and digital media.

The course aims, through studio-based projects, seminars and workshops, to explore the design process in relation to a series of set briefs. The projects are intended to help students identify and respond to opportunities for engagement and intervention.

Course Itinerary & agenda

1. Project 1: Procedural making – thinking procedurally
 - Morphology thinking
 - Pattern
2. Project 2: Action space
 - Interstitial spaces
 - In-between coming and going
3. Project 3: Speculation on Precedent (Space, Tectonic, Sequence)
 - Research
 - Documentation
 - Analysis
4. Project 4: CO-LAB, Constructing Collaborative Convergence
 - Architectural implications of process, space & precedent
 - Architectural implications of site & context
 - Architectural implications of actions, events and ideas

Schedule*

Units / Topics	Period
1. Project 1	weeks 1-3
2. Project 2	weeks 3-6
3. Project 3	weeks 6-9
4. Project 4	weeks 10-15

* (see course calendar for details)

Learning activities and teaching methodologies

Learning activities	Teaching Methodologies	Hours	% On-site
<p>Lectures</p> <p>Face-to-face lessons given by lecturers in-class</p>	<p>Lecture</p> <p>The professor introduces a topic to teach concepts, theories, ... in the classroom</p>	15	100

<p>Workshops</p> <p>In each subject, projects or practical cases where the student must analyse the information, detect relevant aspects, make decisions or propose solutions to improve the situation, are proposed.</p>	<p>Work-based learning and/or case studies</p> <p>The teacher proposes projects or practical cases for students to analyse and solve them, applying the contents previously learned.</p>	40	100
<p>Seminars</p> <p>Students contribute with their experiences, share knowledge and initiate constructive discussions</p>	<p>Collaborative learning through debates</p> <p>The lecturer raises issues for students to discuss, contribute with their ideas or experiences, and propose solutions and share knowledge in the classroom.</p>	5	100
<p>Tutorials</p>	<p>The tutor solves questions on matters already discussed In class</p>	10	0
<p>Final exam</p>	<p>Final exam</p>	4	100
<p>Autonomous work</p>	<p>Student's personal learning through the study of the subject's contents and the reading and analysis of complementary materials</p>	76	0

Learning Assessment

Assessment activities	Assessment criteria	Weight
Work completed or case studies	Activities carried out on time. Objectives met.	70%
Final exam	Exam marking	20%
Assistance and participation in class	Interest and participation in the subject.	5%
Participation in seminars	Interest and participation in the subject	5%

General assessment criteria

A percentage of the grade will be reserved to assess the attendance and participation of the student in class. Another percentage to be determined previously will correspond to the resolution of practices or intermediate tests. Finally, the rest of the grade will be determined by a definitive test. When possible, the student's work submissions will be presented digitally on campus.

Attendance

Class attendance is mandatory. Without a demonstrated attendance of at least 80%, the student will not be able to take the exam and must attend the next exam offered. There will be no need to justify absences and proof of them will not be accepted, therefore after 20% of absences are exceeded, the student must appear for a 'convocatoria extraordinaria'.

The Director / Coordinator of the Degree may consider exceptional situations, after a documentary report, which must be approved by the Academic Directorate of ESNE.

If students who have not reached 80% attendance are allowed to attend the final exam (to assess their level of knowledge), it should be recognized as an unofficial test, that will not be graded.

Punctuality will be required from the student at the beginning of classes. After five minutes of courtesy, the teacher may deny entry into the classroom.

Attitude and participation have a maximum evaluation of 10% and is not only the percentage of attendance, but also the attitude and behavior as recognized in the classroom. Those who have not attended class will not be able to obtain a final grade of 10.

Activities submission

For standard submissions, students must submit as requested within the established deadlines. Failure to submit work will mean suspending the course.

The works must be delivered on the dates requested by the instructor, not submitting subsequent deliveries. If under exceptional circumstances, a work is accepted after the deadline, the instructor will apply a penalty to the grade.

In any group work, the grade will be individual for each student, according to criteria of knowledge of the subject, effort, presentation, attendance at tutorials, etc. Therefore, members of the same group can have different qualifications. The works, once qualified, must be withdrawn by the students at a time to be determined.

1st call assessment

A student passing grade will be determined by evaluation standard submissions of work, work done in class, attendance, participation, and interest in the classroom.

In addition to the delivery of the work, the students must take the face-to-face exam. Students who obtain a grade lower than 4.0 in the exam will not be able to pass the course regardless of the grades of the deliveries and active participation in class.

The student work carried out throughout the duration of the course must reach the minimum level required to satisfy the objectives set by the subject.

2nd call assessment

In the event of an extraordinary evaluation, students must resubmit the works that have not been approved or delivered as standard submissions and must take the face-to-face exam. In addition, the professor of the subject may request the completion of an extra project as part of the extraordinary evaluation.

If an extraordinary evaluation is undertaken, a student will receive a lower score than otherwise would have been obtained with a standard submission of the same unit of work. It will then be the grade of this latest submission (The extraordinary submission) that will be considered as your final score for this unit.

In the evaluation of an extraordinary submission, the same percentages established in the continuous evaluation will be applied.

Bibliography / Webgraphy

Bibliography

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- Calvino, I. (1997) Invisible Cities, Vintage Classics; New Ed edition.
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- Diller, E and Scofidio, R. (1994) Flesh1 : architectural probes / 1, Outermost surface of the "body" bordering all relations in "space", Triangle Architectural Publishing.
- C.Ghyka, Matila. Ed.Poseidón. Barcelona.
- Freadman, Yona. Prodomo. Ed.Actar, 2006.
- Heidegger, Martin. Construir, Habitar, Pensar. Ed. LaOficina.
- Hillier B. (1998) Space is the Machine. A Configurational Theory of Architecture, Cambridge University Press.
- Jones, W. (1998) Instrumental form: Words, Buildings, Machines Princeton Architectural Press.
- KAJIMA, Momoyo. 2001. Pet Architecture GuideBook
- Le Corbusier. Towards a New Architecture. New York: Dover.
- Le Corbusier. El Modulor y Modulor 2. Ed.Poseidón. 1980.
- Leach, Neil. Rethinking Architecture. New York: Routledge.
- Mollerup, P. (2001) Collapsible - The Genius of Space Saving Design, Chronicle Books.Rasmussen, S. (1962) Experiencing Architecture, MIT Press; 2nd Revised edition

- Martinez, Benjamin and Block, Jacqueline. Visual Forces - An Introduction to Design. Englewood Cliffs: Prentice Hall.
- Nesbitt, Kate. Theorizing a New Agenda for Architecture. New York; Princeton Architectural Press.
- PEREC, George. 1999. Especies de espacios. Barcelona: Montesino

Contemporary journals and magazines to be consulted

- Frame <https://www.frameweb.com>
- Mark Another architecture <https://www.frameweb.com/architecture>
- Domus <https://www.domusweb.it/en.html>
- Blueprint <http://www.blueprint-london.com>
- Wallpaper <https://www.wallpaper.com>
- Wired <https://www.wired.co.uk>
- Architectural Review <https://www.architectural-review.com>
- Architects Journal <https://www.architectsjournal.co.uk>
- El Croquis <https://elcroquis.es/#>
- Frieze <https://frieze.com>
- Dazed and Confused <https://www.dazeddigital.com>
- i-D magazine https://i-d.vice.com/en_uk
- Vice Magazine https://www.vice.com/en_uk

Visits to cultural references as part of your study tour

- Tate Modern <https://www.tate.org.uk/visit/tate-modern>
- White Cube Gallery Hoxton <https://whitecube.com>
- The New Craftsmen <https://www.thenewcraftsmen.com>
- The Photographers Gallery <https://thephotographersgallery.org.uk>

- The Gagosian <https://gagosian.com>
- Angela Flowers <https://www.flowersgallery.com>
- Cork St Galleries <http://corkstgalleries.com>

Comments

Plagiarism evidenced in papers or exams will be graded "0", and will result in the loss of that submission, for the student or students responsible.

The student must always respect the intellectual property of other authors by not making use of the work of others without clarifying this point and without citing the original sources.

For the execution of the exams the student will not be able to make use of unauthorized material. This will be reason for qualification "0" and loss of that submission.

The enrolled students will have four submissions to pass the subject plus two further extraordinary ones.

If during the scheduled time of the course the student is classified as "Not present", the submission will not be accepted.

ESNE establishes a qualification system for its degrees that corresponds to what is regulated by articles 5.4 and 6 of Royal Decree 1125/2003, of September 5 (which establishes the European credit system and the university qualification system of official character and valid throughout the national territory). In these articles, which the university applies, the following is regulated: "The results obtained by the student in each of the subjects of the study plan will be graded according to the following numerical scale from 0 to 10, with an expression of one decimal, to which may be added its corresponding qualitative grade ... The mention of "Honor Roll" may be awarded to students who have obtained a grade equal to or greater than 9. Their number may not exceed five percent of the students enrolled in a subject in the corresponding academic year, unless the number of students enrolled is less than 20, in which case a single "Honor Roll" may be awarded.

Numerical Scale	Qualitative Ranking
From 0.0 to 4.99	Suspenso (SS)
From 5 to 6.99	Aprobado (AP)
From 7 to 8.99	Notable (NT)
From 9 to 10	Sobresaliente (SB)

The students' grades are the result of a continuous evaluation system, which allows their work, attitude, participation, and assimilation of knowledge to be constantly assessed. Student attendance and participation in teaching sessions, therefore, are essential for the development of the system, and, as such, evaluable and gradable.