

62942 - Design and Social context

Syllabus Information

Academic year: 2023/24

Subject: 62942 - Design and Social context

Faculty / School: 110 - Escuela de Ingeniería y Arquitectura

Degree: 330 - Complementos de formación Máster/Doctorado
562 - Master's in Product Development Engineering

ECTS: 6.0

Year: 562 - Master's in Product Development Engineering: 1

330 - Complementos de formación Máster/Doctorado: XX

Semester: First semester

Subject type: 562 - Compulsory

330 - ENG/Complementos de Formación

Module:

1. General information

The subject delves into the analysis of the role played by products as social agents from different perspectives and working methods based on sociology, ethnography and anthropology applied to product design. The success of a product in the market is largely conditioned by its ability to be linked to a given social context. At the same time, the subject enhances the critical spirit of the students with respect to the social implications derived from their professional activity.

The knowledge of the relationship between the product and the rest of the social agents and individuals in a community is the basis of social design, a field that is becoming more and more widespread and with greater potential demand for design professionals. It makes it possible to better develop the traditional approach of projects towards industry and to respond to the demand for responsibility of the profession in response to a changing society, from a position that can reach activism.

The subject thus relates to most of the SDGs. In addition, it is a checkpoint for the cross-cutting competency of teamwork.

2. Learning results

A design professional performs their activity within a framework that must incorporate a deep knowledge of the social context. Products are a reflection of the socio-cultural environment, its values, trends and characteristics, and in turn are agents capable of influencing it. Conditioned by this context, the users of a product establish emotional relationships and affective links with it that condition the product's potential for success in a way that is at least as important as its technical performance. Product design has other effects in the social sphere: not only because of its capacity to generate economic wealth, but also because it can have an inclusive effect on individuals in the social context, as it is able to ensure that technology can be enjoyed and put at the service of the greatest possible number of people. Finally, from the perspective of social design, design methodologies can be an engine for community improvement and development.

By passing this subject, students will be able to prove that:

- They are able to analyse and understand different characteristics of human societies and the role products play in them.
- They are capable of employing data collection and analysis techniques that reflect the behaviour of a product as a social agent and the emotional and affective result that a product provokes in its users.
- They are capable of designing and developing products integrating emotional and social aspects among their specifications.
- They are able to understand the product in a cultural context.
- They are able to relate socio-cultural evolution to the state of the art of technology in the field of product design engineering.
- They are capable of performing these tasks both independently and as part of a team.

3. Syllabus

The subject works its contents through the following program of theoretical classes:

1. Types and models of social structure. Roles of the different types of product as a social agent.
2. People-centred design. Different approaches to analysis (observation, participation, data capture).
3. Universal design. Inclusive/exclusive design (by economic capacity, gender, technological knowledge).
4. Design as a social and cultural agent. User networks based on relationship models.
5. Emotional / affective design.
6. Psychology of perception. Neuromarketing.
7. Sustainable design.
8. Design and social responsibility.
9. Design and social identity. Trend analysis.

10. Design as an agent of social and cultural intervention.

Note: theoretical classes are structured around exposition as well as participatory discussion and conclusions. Different conceptual principles, methodologies and information gathering tools to analyse design in the social context will be presented in a timely manner.

There will also be practical exercises:

1. Case analysis work.
2. One or several projects developing the implications of design in the social context.

Note: details of the characteristics of the different practical exercises will be provided in class.

4. Academic activities

Each block of the subject has a learning method based on the analysis and discussion of theoretical contents, and the consequent drawing of conclusions, worked on in theory class with the whole group. Students should subsequently be able to apply the knowledge gained to the analysis of existing cases and to the development of product design projects from a social design perspective.

The subject has 6 credits, which is equivalent to 150 hours of student work, assigned as follows:

- Theoretical class, problem solving and case studies: 20 hours
- Practical sessions: 40 hours
- Practical application or research work: 70 hours
- Personalized tutoring teacher-student: 4 hours
- Theory study: 10 hours
- Assessment tests: 6 hours

5. Assessment system

The student must demonstrate achievement of the intended learning results through the following assessment activities:

- 60% practical work, which may be exclusive of the subject or developed in collaboration with other subjects.
- 40% Theoretical assessment, by means of written tests (exam or theoretical works of continuous assessment).

The different deliverables will indicate tasks to be developed through individual work and tasks to be developed through team work.

In order to pass the subject, it is necessary to pass both parts: theory and practice. In accordance with the regulations of the University of Zaragoza, in the subjects that have continuous or gradual evaluation systems, a global evaluation test will also be scheduled for those students who opt for the latter system.