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| POLI ESCOLA SUPERIOR TECNOLOGIA GESTÃO TÉCNICO GUARDA | SUBJECT DESCRIPTION | MODELO PED.013.03 |
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| Course | Equipment Design | | | | | |
| Subject | Project II | | | | | |
| Academic year | 2023-2024 | Curricular year | 2nd | Study period | 1st semester | |
| Type of subject | Compulsory | Student workload (H) | Total: 140 | Contact: 60 | ECTS | 6 |
| Professor(s) | Paulo Costa | | | | | |
| <input checked="" type="checkbox"/> Area/Group Coordinator <input type="checkbox"/> Head of Department | (select) | José Reinas dos Santos André | | | | |

PLANNED SUBJECT DESCRIPTION

1. LEARNING OBJECTIVES

The course programme is set up to allow students to develop the following skills, in conjunction with the curricular unit of Design Environments:

- 1- Develop, structure and consolidate the skills needed to formulate aesthetic solutions in interior design.
- 2- Set the necessary skills for equipment design in an object / space duality.
- 3- Pedagogically boost an evolution in the field of conceptuality expressed individually.
- 4- Develop equipment design projects taking into account the user and their physical, psychological, cultural and social characteristics.
- 5- Develop equipment design projects considering the usability features of objects, ergonomics, both social and economic, for all phases of use of the object.
- 6- Develop equipment design projects in an attempt to resolve problems or needs of users.
- 7- Problem-solving capacity by applying the knowledge acquired by the theoretical and practical tools in coordination with Design Environments.
- 8- Ability to develop team work in the applied project.
- 9- Search capability and application of technical knowledge in the trinomial design performance approach, verification and representation / communication.

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2.PROGRAMME

This being one of the initial subjects of the Project, it is intended to use a pedagogical language that allows individual structuring of design language, the sense of aesthetics and the formulation of solutions to simple problems where the central

theme is the design of environments. Students will develop solutions starting from the theoretical knowledge taught in the course on Lighting and in the course on Environment Design. The solutions will be discussed in class, grounded in design methodology from the trial phase to reporting results.

We can summarize the programme with the following topics:

- 1- Indoor projects; housing, industrial and commercial aimed at solving problems and multifaceted needs.
- 2- Development of the project from the initial phase to the presentation of solutions / implementation.
- 3- Knowledge of materials and technical processes to be applied in each project / solution presented.
- 4- Development of the project in all its phases, including a scale model or end panel with graphic information on justification of A1 solutions and rigid support. The information should be just image, design / virtual image.
- 5- Development of an explanatory portfolio project.

3.COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

The contents claim that the student has the potential to implement the points set out in the objectives of the subject. The project developed and coordinated between the three subjects allows the student to have a greater perception of the methodology to be applied and possible technical solutions, subsequently developing a solution with the respective communication.

4.MAIN BIBLIOGRAPHY

BERRY, John R. (2004), Herman Miller - Classic Furniture and System Designs for the Working Environment, Londres, Thames & Hudson.

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BONSIEPE, Gui (1992), Teoria e Prática do Design Industrial, trad. port., Lisboa, CPD [1ª edição de 1975].

DREYFUSS, Henry (1993), The Measure of Man and Woman - Human Factors in Design, Nova Iorque, Whitney Library of Design, [1ª edição de 1959],

EDWARDS, Brian e HYETT, Paul (2004) Guia Básico de la Sostenibilidad, trad. esp., Barcelona, G. Gili.

LEFTERI, C. (2006). Materials for inspirational design. Mies Hove: RotoVision.

LIDWEL, W., HOLDEN, K., & BUTLER, J. (2003). Universal principles of design. Massachusetts: Rockport.

MANZINI, E., & DAGOGNET, F. (1993). A matéria da invenção. Lisboa: Centro Português de Design

MARTIN, B., & HANINGTON, B. M. (2012). Universal methods of design: 100 ways to research complex problems, develop innovative ideas, and design effective solutions. Beverly, MA: Rockport Publishers.

NORMAN, D. A. (2004). Emotional design: why we love (or hate) everyday things. New York: Basic Books.

PAPANEK, Victor (1985), Design for the Real World - Human Ecology and Social Change, Chicago, Academy Chicago Publishers.

SKEENS, Nick e FARRELLY, Liz (2000), Future Present - It Just Takes One Good Idea, Londres, Booth-Clibborn Editions.

WUTTIG, Sven (2005), Braun Design - 50 Years, Kronberg, Braun GmbH.

5.TEACHING METHODOLOGIES (INCLUDING EVALUATION)

The project will be structured according to the phases as they become necessary in light of problems to be addressed and solutions found. Practical exercises and theoretical issues will be presented. Only continuous evaluation that will consist of three phases:

1- Continuous assessment will be based on the assessment of the development of exercises by the students and this will depend on attendance and participation (20%).

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2- Occasional and periodic reviews on the progress of work and presentations by the student (20%).

3- Final assessment in display graphics media A2 and portfolio. Delivery of used files. (60%).

6.COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

The classes are given in an essentially practical environment which aims to provide the development of those skills already indicated, taking into consideration that this subject will be part of a subject group.

7.ATTENDANCE

No special rule.

8.OFFICE HOURS AND CONTACTS

Gab 3; pccosta@ipg.pt; Wednesday 9-10.30


DATE

28 de Setembro de 2023


SIGNATURES

Professor(s), Area/Group Coordinator or Head of Department signatures

Professor


(signature)

Area/Group Coordinator


(signature)