

Curso 2025-26



Istituto Europeo di Design

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GUÍA DOCENTE DE

Projects. Furniture Design

Título de Grado en
Enseñanzas Artísticas Superiores de Diseño

Especialidad de Diseño de Producto

Fecha de actualización: 1 de septiembre de 2026



Dirección General de Universidades y
Enseñanzas Artísticas Superiores
CONSEJERÍA DE CIENCIA, UNIVERSIDADES
E INNOVACIÓN

Título de Grado en Enseñanzas Artísticas Superiores de Diseño

Subject: Projects. Furniture Design (Proyectos. Diseño de mobiliario)

1. COURSE IDENTIFICATION

Type	OEI-DPS	
Nature	Theory and Practice	
Specialisation	Product Design	
Subject Area	Product and Systems Design Projects	
Teaching Period	5th Semester	
Number of Credits	4 ECTS	
Number of Hours	Total: 120h	In-person: 72h
Minimum Number of Students Required for the Course to Run	-	
Department	Product Design Department	
Prerequisites	None	
Language(s) of Instruction	English	

2. COURSE COORDINATOR

Surname and Name	Email Address
Madariaga Cela, Paula	campus IED

3. TEACHING STAFF AND GROUPS

Surname and Name	Email Address	Groups
Madariaga Cela, Paula	campus IED	All

4. COMPETENCES

Transversal Competences
CTD1, Organise and plan work efficiently and effectively, fostering motivation.
CTD2, Gather relevant information, analyse and synthesise it, and manage it appropriately.
CTD3, Solve problems and make decisions in accordance with the objectives of the work being carried out.
CTD5, Understand and use at least one foreign language within the context of professional practice.
CTD6, Critically assess one's own professional and interpersonal performance.

CTD7 Use communication skills and constructive criticism in teamwork.

CTD8 Develop ideas and arguments in a reasoned and critical manner.

CTD11, Develop a professional ethic in practice based on appreciation and sensitivity towards aesthetics, the environment and diversity.

CTD12 Adapt, in competitive environments, to cultural, social and artistic changes and to developments in professional practice, and select appropriate pathways for continuing education.

CTD13, Pursue excellence and quality in professional practice.

CTD14, Master research methodology in the development of projects, ideas and viable solutions.

CTD15, Work autonomously and recognise the importance of initiative and entrepreneurship in professional practice.

General Competences

CGD1, Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communication requirements and constraints.

CGD3, Establish relationships between formal language, symbolic language and specific functionality.

CGD4, Develop a scientific understanding of the perception and behaviour of form, matter, space, movement and colour.

CGD8, Develop research and innovation strategies to address expectations centred on functions, needs and materials.

CGD9, Research the intangible and symbolic aspects that influence quality.

CGD11, Communicate ideas and projects to clients, present reasoned arguments, evaluate proposals and facilitate dialogue.

CGD14, Recognise the role of design as a factor in equality and social inclusion, and as a means of conveying cultural values.

CGD16, Be able to identify environmentally sustainable solutions.

CGD18, Optimise the use of the resources required to achieve the intended objectives.

CGD19, Demonstrate critical thinking and the ability to develop research strategies.

CGD21 Master research methodology.

CGD22, Analyse, evaluate and verify the production feasibility of projects based on criteria of formal innovation, business management and market demands.

Specific Competences

CEP1, Determine the final characteristics of products, services and systems in accordance with the structural, organisational, functional, expressive and economic requirements and relationships defined in the project.

CEP2, Solve design problems using appropriate methodologies, skills and procedures.

CEP3 Propose, evaluate and determine alternative solutions to complex product and system design problems.

CEP4, Assess and integrate the aesthetic dimension in relation to the use and functionality of the product.

CEP6, Determine the appropriate construction solutions, materials and production principles for each case.

CEP7, Understand the characteristics, physical and chemical properties, and behaviour of the materials used in the design of products, services and systems.

CEP8, Understand the processes involved in the production and development of products, services and systems.

CEP9, Master graphic and visual resources for two- and three-dimensional representation.

5. LEARNING OUTCOMES

- Develop projects across the different fields of the Product Design specialisation.
- Define and develop product and systems design projects, taking into account use, expressive, technical, production, environmental and market factors.
- Apply modelling and prototyping processes and techniques to represent ideas in tangible form.
- Apply representation and presentation techniques for the complete definition and effective communication of the product or system.
- Analyse budgets and assess the technical and economic feasibility of projects.
- Manage product and systems design projects comprehensively, from the conceptual phase through to their materialisation.
- Develop a complete furniture design project using iterative methodologies.
- Integrate sustainability criteria and recognise the importance of innovation in furniture design.
- Analyse proposals from ergonomic and structural perspectives.
- Select materials and finishes appropriate to the use, aesthetics and production of the furniture.
- Develop the project technically to a high level of detail for production.
- Build a final prototype that faithfully represents the design proposal.
- Communicate the project clearly, coherently and professionally, both visually and verbally.

6. CONTENT

Thematic Block (if applicable)	Topic / Content
I. STRATEGIC RESEARCH	Topic 1. Furniture and Decorative Object Design as a System
	Topic 2. Understanding the Challenge from a Strategic Perspective
	Topic 3. Analysis, Understanding and Definition of the Field, User and Context
	Topic 4. Building the Systems Map

II. INTERPRETATION AND SYNTHESIS	Topic 5. Interpreting the Systems Map
	Topic 6. Identifying the Most Important Insights
	Topic 7. Identifying and Defining Design Opportunities
III. CONCEPT GENERATION	Topic 8. Ideation of New Furniture and Decorative Object Solutions/Models Functionality and Ergonomics Services and Experiences Interaction Sustainable Development
	Topic 9. Communication

7. STUDENT WORKLOAD PLANNING

Type of Activity	Total Hours
Theoretical Activities	12 hours
Practical Activities	11 hours
Other Compulsory Training Activities (workshops, events, seminars)	32 hours
Assessment Activities	17 hours
Student Independent Work	11 hours
Preparation for Practical Activities	26 hours
Assessment Activities	11 hours
Total Student Workload	120 hours

8. METHODOLOGY

Theoretical Activities	The main teaching method used is the lecture, in which course content is presented and explained by the lecturer, supported by the use of Information and Communication Technologies (ICT). During these sessions, questions may be raised, doubts clarified, guidance provided on information research, and individual or group discussions encouraged. These sessions cover the course content through a three-way exchange of information (lecturer-student-student group), which is then developed into tangible exercises designed to form part of the practical activities.
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Practical Activities	Project-Based Learning is used: students explore and address a practical problem, individually and/or in groups, applying interdisciplinary knowledge under the supervision of the lecturer. In this course, strategic design methodology will be used with the aim of developing a systemic project with a forward-looking perspective. This methodology involves both individual and group practical work, resulting in documentation that reflects a collective process of development. Different activities are defined according to the research, development and communication phases: - Research phase: Design Research techniques (safaris, shadowing, ethnography, problem interviews, etc.), context and user research. - Development phase: scenarios, HMB, development of the systems map. - Communication phase: storytelling / visual communication. The final outcome will be an opportunity map and the identification of opportunities within the context established as the starting point.
Other Compulsory Training Activities (workshops, events, seminars)	Design Workshop: a teaching session aimed at reviewing and discussing the materials and topics presented in class. These sessions support the projects undertaken throughout the course, allowing students to clarify questions and explore in greater depth the content covered in theoretical and/or practical activities.

9. ASSESSMENT AND GRADING CRITERIA AND METHODS

9.1. ASSESSMENT METHODS

Theoretical Activities	Students will be expected to participate in discussions held during theoretical sessions.
Practical Activities	A systemic project - an opportunity map - will be developed, with interim submissions and an individual and/or group final submission related to the course content. Specific submission requirements will be established for each interim or final submission.
Other Compulsory Training Activities (workshops, events, seminars)	Attendance and participation in the Design Workshop will be required.

9.2. ASSESSMENT CRITERIA

The following will be assessed:

1. The development of projects across the different fields of the Product Design specialisation.
2. The definition and development of product and systems design projects, taking into account use, expressive, technical, production, environmental and market factors.
3. The application of modelling and prototyping processes and techniques to represent ideas in tangible form.

4. The application of representation and presentation techniques for the complete definition and effective communication of the product or system.
5. The ability to analyse budgets and assess the technical and economic feasibility of projects.
6. The comprehensive management of product and systems design projects, from the conceptual phase through to their materialisation.
7. The development of a complete furniture design project using iterative methodologies.
8. The integration of sustainability criteria and recognition of the importance of innovation in furniture design.
9. The ergonomic and structural analysis of proposals.
10. The selection of materials and finishes appropriate to the use, aesthetics and production of the furniture.
11. The technical development of the project to a high level of detail for production.
12. The construction of a final prototype that faithfully represents the design proposal.
13. The clear, coherent and professional communication of the project, both visually and verbally.

Assessment must be designed and planned in such a way that it is integrated into teaching and learning activities.

Student assessment should be continuous, personalised and comprehensive:

- Continuous, as it is embedded within the teaching and learning process and is therefore not limited to specific dates or assessment situations.
- Personalised, as it must take into account each student's abilities, skills and attitudes. Particular attention will be paid to the student's participation in group work.
- Comprehensive, as it requires consideration of the general competences established for the programme through the objectives of the different thematic units and subject areas.

Students' learning will be assessed in relation to the achievement of the educational objectives established in the curriculum and associated with the general and specific objectives, taking the assessment criteria established for the subject area as the primary reference.

In order to assess the students' learning process, it is necessary to:

- Assess their curricular competence (abilities and aptitudes).
- Assess the factors that hinder or facilitate effective learning.
- Encourage student self-assessment and peer assessment as a means of analysing and critically reviewing results, allowing students to adjust their attitudes and approaches in order to improve.
- Assess the learning context in which the student develops their knowledge and skills.

Theoretical Activities	Participation in discussions held during the sessions.
Practical Activities	Completion, presentation and submission by the established deadline of the interim and final deliverables, either individual or group, related to the course content • Assessment of the practical work carried out • Assessment of the fieldwork carried out • Assessment of the conclusions presented • Assessment of the final communication • Assessment of interaction during the group project, where applicable
Other Compulsory Training Activities (workshops, events, seminars)	Attendance and participation in the scheduled Design Workshop sessions.

9.3. GRADING CRITERIA

1. The assessment system used in this course follows a continuous assessment model.
2. Under the continuous assessment system, class attendance is compulsory, and students must attend at least 80% of the activities conducted in the presence of the lecturer.
3. Students who do not meet the requirements for continuous assessment must complete a specific submission for assessment without continuous assessment. This may include any components deemed appropriate, with their corresponding weightings specified in the relevant section of this course guide.
4. In all cases, students will have access to an extraordinary assessment opportunity, the structure, assessment methods and grading criteria of which are specified in this course guide.
5. To be eligible for continuous assessment, students must submit each and every practical assignment by the established deadline.

9.3.1. Weighting of Assessment Components for Continuous Assessment

Assessment Components	Weighting
Completion, presentation and submission of interim deliverables	40%
Completion, presentation and final submission	50%
Critical and well-reasoned participation in discussions, tutorials and workshops	10%
Total	100%

9.3.2. Weighting of Assessment Components for Students Who Lose the Right to Continuous Assessment

Reasons why a student may lose the right to continuous assessment: failure to meet the compulsory class attendance requirement, set at a minimum of 80% of activities conducted in the presence of the lecturer.

Assessment Components	Weighting
Completion, Presentation and Final Submission of the Course Project	60%
Completion of a Specific Assessment for Students Who Have Lost the Right to Continuous Assessment	40%
Total	100%

9.3.3. Weighting of Assessment Components for the Extraordinary Assessment

Assessment Components	Weighting
Completion, Presentation and Final Submission of the Course Project	60%
Completion of a Specific Assessment for the Extraordinary Assessment	40%
Total	100%

9.3.4. Weighting for the Assessment of Students with Disabilities

Adaptations to assessment methods must take into account the different types of disability.

Assessment Components	Weighting
To be determined according to the student's specific needs.	
Total	100%

10. SCHEDULE OF CONTENT, TEACHING METHODOLOGY AND ASSESSMENT

Session	CONTENT, ASSOCIATED TEACHING METHODOLOGY AND ASSESSMENT METHODS		Total hours in person	Total hours independent study hours
Session 1	TOPIC 1. Furniture and Decorative Object Design as a System			
	Theoretical Activities	Lecture covering the specific content of the section (Design as a System).	2 hours	1 hour
	Practical Activities	Project launch: challenge, context and user.	0.5 hours	2 hours

Session 2	TOPIC 2. Understanding the Challenge from a Strategic Perspective			
	Theoretical Activities	Lecture covering the specific content of the section (the strategic perspective). The lecturer will use documents and images to illustrate the strategic design process. - Strategic Design Process. - Business Case. - Ten types of innovation. - Literature Review. Strategy for defining the problem, challenge or opportunity to be addressed. Learning about all aspects related to the opportunity being explored (gathering information from subject-matter experts or other sources).	1 hour	1 hour
	Practical Activities	Group activity to define the field of work to be addressed throughout the project.	1 hour	1 hour
	Assessment	Project Review	0.5 hours	

TOPIC 3. Analysis, Understanding and Definition of the Field, User and Context				
Session 3	Theoretical Activities	Lecture covering the specific content of the section (understanding the problem through Design Research). • Hypotheses • Benchmarking & Inspiration • Trends • Desk research Pattern recognition through primary and secondary sources. Research and observation.	1 hour	1 hour
	Practical Activities	Development of hypotheses to be explored within the project. Prioritisation of hypotheses and selection for testing.	1 hour	1 hour
	Other Training Activities	Design Workshop.	2 hours	
	Assessment	Review of hypotheses selected for testing.	0.5 hours	1 hour

TOPIC 3. Analysis, Understanding and Definition of the Field, User and Context				
Session 4	Theoretical Activities	Lecture covering the specific content of the section (Design Research). Presentation of tools to support the design process: • Stakeholder Map • Empathy Map • Problem Map • Customer journey analysis	1 hour	1 hour
	Practical Activities	Work on the proposed analysis.	0.5 hours	2 hours
	Other Training Activities	Design Workshop.	2 hours	
	Assessment	Project Review. Presentation of experiences from the practical work and feedback session.	1 hour	1 hour

Session 5	TOPIC 3. Analysis, Understanding and Definition of the Field, User and Context			
	Theoretical Activities	Lecture covering the specific content of the section (definition of the field, user and context). The lecturer will review the tools used to uncover the most relevant insights: - Design Research techniques: safaris, shadowing, ethnography, problem interviews, etc. - Context and User Research - Empathy Conversations - Design Research Plan	1 hour	1 hour
	Practical Activities	Project: students will bring completed Post-its containing information gathered during the research. Repeated patterns in their users' behaviours will be identified and analysed.	1 hour	1 hour
	Other Training Activities	Design Workshop.	2 hours	
	Assessment	Project Review	0.5 hours	

Session 6	TOPIC 3. Analysis, Understanding and Definition of the Field, User and Context			
	Theoretical Activities	Lecture covering the specific content of the section (Customer Journey). The lecturer will use documents and images, which will be analysed using the necessary ICT resources. - Personas - User journey	0.5 hours	1 hour
	Other Training Activities	Design Workshop.	2 hours	
	Assessment	Project presentations: insights and analysis process - Recorded Interviews - Post-its - Presentation	2 hours	2 hours

Session 7	TOPIC 4. Building the Systems Map			
	Theoretical Activities	Lecture covering the specific content of the section (translating research into a map): Systems Map	0.5 hours	
	Practical Activities	Development of the Systems Map.	1 hour	3 hours
	Other Training Activities	Design Workshop.	2 hours	

	Assessment	Project Review.	1 hour	
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Session 8	TOPIC 4. Building the Systems Map			
	Theoretical Activities	Lecture covering the specific content of the section (translating research into a map). The lecturer will use documents and images to illustrate the theoretical concepts covered during the session.	1 hour	1 hour
	Practical Activities	Project Work	1 hour	2 hours
	Other Training Activities	Design Workshop.	2 hours	
	Assessment	Project Review.	0.5 hours	

Session 9	TOPIC 5. Interpreting the Systems Map			
	Theoretical Activities	Lecture covering the specific content of the section (identification of opportunities). The lecturer will use documents and images to illustrate the theoretical concepts covered during the session.	0.5 hours	1 hour
	Practical Activities	Project Work	1 hour	2 hours
	Other Training Activities	Design Workshop.	2 hours	
	Assessment	Project Review.	1 hour	

Session 10	TOPIC 6. Identifying the Most Important Insights			
	Practical Activities	- Project Work. - Systems Map. - Prototyping.	1 hour	3 hours
	Other Training Activities	Design Workshop. Associated group activities.	3 hours	
	Assessment	Review of Project Work.	1.5 hours	

Session 11	TOPIC 7. Identifying and Defining Design Opportunities			
	Theoretical Activities	Lecture covering the specific content of the section (definition of the opportunity). The lecturer will use documents and images to illustrate the theoretical concepts covered during the session: - Pain Point Analysis - Gain Analysis - Design Principles for Decision-Making	1 hour	1 hour
	Practical Activities	Project Work	1 hour	2 hours
	Other Training Activities	Design Workshop.	3 hours	
	Assessment	Project Review.	0.5 hours	

Session 12	TOPIC 8. Ideation of New Furniture and Decorative Object Solutions/Models			
	Theoretical Activities	Lecture covering the specific content of the section (Sustainable Development, Interaction). The lecturer will use documents and images to illustrate the theoretical concepts covered during the session.	0.5 hours	
	Practical Activities	Project Work	1 hour	2 hours
	Other Training Activities	Design Workshop.	3 hours	
	Assessment	Project Review. Consolidation of learning.	1 hour	1 hour

Session 13	TOPIC 8. Ideation of New Furniture and Decorative Object Solutions/Models			
	Theoretical Activities	Lecture covering the specific content of the section (Functionality and Ergonomics, Services and Experiences).	1 hour	1 hour
	Practical Activities	Project Work.	0.5 hours	2 hours
	Other Training Activities	Design Workshop.	3 hours	
	Assessment	Project Review.	1 hour	

Session 14	TOPIC 9. Communication			
	Theoretical Activities	Lecture covering the specific content of the section (storytelling, visual communication). The lecturer will use documents and images to illustrate the theoretical concepts covered during the session: - Channels - Communication (storytelling)	1 hour	1 hour
	Practical Activities	Project Work.	0.5 hours	2 hours
	Other Training Activities	Design Workshop.	3 hours	
	Assessment	Project Review.	1 hour	3 hours

Session 15	Project Presentations			
	Other Training Activities	Design Workshop.	3 hours	
	Assessment	CONTINUOUS ASSESSMENT. Final project presentation. ASSESSMENT WITHOUT CONTINUOUS ASSESSMENT: Presentation of the course project and completion of the specific assessment for this assessment opportunity.	2.5 hours	3 hours

Session 16	Assessment and Grade Release			
	Assessment	Review and assessment of students' projects and release of grades.	2.5 hours	

11. TEACHING RESOURCES AND MATERIALS

All teaching materials will be available on the Virtual Campus.

11.1. General Bibliography

Title	Design Thinking. Integrating Innovation, Customer Experience and Brand Value
Author	Thomas Lockwood
Publisher	Thomas Lockwood

Title	Design Thinking. Methodology Book
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Author	Emrah Yayici
Publisher	ArtBizTech

Title	101 Design Methods
Author	Vijay Kumar
Publisher	Paperback

11.2. Supplementary Bibliography

Title	The Story of Eames Furniture
Author	Marilyn Neuhart
Publisher	Gestalten

Title	Las dimensiones humanas en los espacios interiores
Author	PANERO, Julius y ZELNIK, Martín
Publisher	Gustavo Gili

Title	La psicología de los objetos cotidianos
Author	NORMAN, Donald A.
Publisher	Nerea

11.4. Useful Websites

www.servicedesigntools.org
www.service-design-network.org/chapters/sdn-spain
strategicdesignbook.com
www.internimagazine.it

11.4. Other Teaching Subject Arealas and Resources

Documental: http://www.designthenewbusiness.com
A1 Paper
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