

Year 2024-25



Istituto Europeo di Design

Private Licensed Centre

TEACHING GUIDE FOR
Interior Design

Foundation Course – IED Madrid Diploma Programme

Total Design

Updated on: 1st September 2024

Foundation Course – IED Madrid Diploma Programme
Subject: Interior Design

1. SUBJECT/COURSE IDENTIFIERS

Type	Compulsory for specialised course
Nature	Theoretical-practical course
Specialty/itinerary/style/tool	Total Design
Subject/Field	Interior design projects
Teaching/course period	2º Semester
Number of credits	4 ECTS
Department	Didactic/Educational department
Priority/ prerequisites	Without priority
Language/s in which the course is taught	English

2. TEACHER IN CHARGE OF THE SUBJECT

Surname & Name	E-mail
Ramírez, Juan Ángel	

3. LIST OF LECTURERS AND GROUPS THEY TEACH

Surname & Name	E-mail	Groups
Ramírez, Juan Ángel		

4. COMPETENCIES/SKILLS

Cross-sectoral skills
CT1 Organise and plan the work in an efficient and motivating way.
CT2 Collecting meaningful information, analysing, synthesising and managing it accordingly.
CT3 Solving problems and making decisions in line with the objectives of the work performed.
CT8 Developing reasoned and critical ideas and arguments.
CT11 Developing a professional ethic based on the appreciation and sensitivity towards aesthetics, the environment and diversity.

CT14 Mastering research methodology in the generation/creation of projects, ideas and viable solutions.

CT16 Using the means and resources available to them with responsibility towards cultural and environmental heritage.

CT17 Through their professional activity they shall raise social awareness towards the importance of cultural heritage, its impact in different areas and its capacity to generate significant values.

General skills

CG1 Conceiving, planning and developing design projects according to technical, functional, aesthetic and communicative requirements and conditions.

CG3 Establishing relationships between formal language, symbolic language and specific functionality.

CG8 Proposing research and innovation strategies to solve expectations focused on functions, needs and materials.

CG14 Placing value in the dimension of design as an element for equality and social inclusion, and as a transmitter of cultural values.

CG21 Mastering research methods.

Specific skills

CEI 1 Generating and materialising functional, formal and technical solutions that contribute to the greater and ideal use of interior spaces.

CEI 4 Analysing, interpreting, adapting and producing information related to the materialisation of projects.

CEI 5 Solving aesthetic, functional, technical and constructive problems that may arise during the development and execution of a project.

CEI 15 Reflecting on the positive social influence of design, its impact on improving the quality of life and the environment, and its ability to generate identity, innovation and quality in production process.

5. LEARNING ACHIEVEMENTS

- Knowing how to identify the discipline of interior design, spaces and user experiences.
- Knowing how to identify the interior design process.
- Knowing how to identify the systems that comprise it.
- Knowing how to identify the scope, fields of work and possibilities within interior design.
- Knowing how to apply the methodology for space design projects.
- Knowing how to apply the methodology to case studies.
- Knowing how to manage descriptive documentation.
- Knowing how to experiment with models.

6. CONTENTS

Section (if applicable)	Topic/repertoire
I. INITIATION TO THE DESIGN OF SPACES	Topic 1. The role of the space designer
	Topic 2. The designer's view. Strategic design
	Topic 3. The systems of space: user, morphology, matter, topology and field.
	Topic 4. Methodology behind the design process: critique of the process.
	Topic 5. Initiation to strategic design
II.- PROJECT	Topic 6. The briefing and the degrees of relationship: user-object-space
	Topic 7. User-focused design and user experience
	Topic 8. Design process: think, build, communicate

7. STUDENTS WORK TIME PLAN/SCHEDULE

Type of activity	Total hours
Theoretical activities	13 hours
Practical activities	13 hours
Other mandatory training activities (conferences, seminars, etc.)	32 hours
Tests	14 hours

Student's working hours	15 hours
Internship/work placement preparation	27 hours
Tests	6 hours
Total student's working hours	120 hours

8. METHODOLOGY

<p>Theoretical activities</p>	<p>The master class will focus on content presentation, and the teacher will provide explanations by using ICTs.</p> <p>During said presentation, students may pose questions, doubts may be solved, the search for information may be guided, individual or group discussion may take place, etc.</p> <p>In these sessions, the content of the subject is taught by proposing trilateral information inputs (teacher-student-student group) and developing them in a tangible way through exercises intended to be a part of the practical activities.</p>
<p>Practical activities</p>	<p>Project-based learning: situations in which students must explore and work individually and/or in groups, on practical problems or case studies applying interdisciplinary knowledge under the teacher's supervision.</p> <p>In this case, the systems that make up the space and the methodology of the design process in its application to the design of spaces and interaction with the user in said spaces.</p> <p>In this case, the project includes the development of a model.</p> <p>Project presentation: a student or group of students will showcase their project.</p>
<p>Other mandatory training activities (conferences, seminars, etc.)</p>	<p>Design workshop: teaching period with the aim of reviewing and discussing the concepts and topics presented in the classes.</p> <p>In these support sessions - intended to further develop the subject - students will be able to solve doubts and go deeper into the contents taught through the theoretical and/or practical activities.</p> <p>With the aim of deepening students' knowledge of the subject, the following compulsory training activities are also encouraged:</p> <p>Visiting Madrid's spaces/spots of reference in terms of interior design.</p> <p>The conclusions of these visits will be added into the development of the work.</p>

Teachers will join students on these visits, to help relate the contents of the visits to those of the frontal activities.

9. EVALUATION AND GRADING CRITERIA AND INSTRUMENTS

Work to be assessed:

1. Knowing how to identify the discipline of interior design, spaces and user experiences.
2. Identifying the process of interior design.
3. Identifying the systems that comprise interior design.
4. Identifying the scope, fields of work and possibilities within interior design.
5. Knowing how to apply the methodology for the space design project.
6. Knowing how to apply the methodology to case studies.
7. Knowing how to manage descriptive documentation.

The evaluation assessment must be designed and planned in a manner that integrates it within the teaching/learning training activities.

The assessment of students learning ought to be continuous, personalized and integrative:

- Continuous: in that it is integrated into the teaching-learning process and consequently is not limited by dates or specific situations.
- Personalised: since it must take into account the capacities, skills and the student's attitude. Special attention will be paid to the student's participation in work groups.
- Integrative: in that it requires taking into account the general capacities established for each stage, this will be done through the objectives in the different units and areas.

Students' learning will be assessed in relation to the achievement of the educational objectives that are specified in the course syllabus, and associated to the general and specific objectives, taking as an immediate reference the evaluation criteria established for each learning area.

To assess students learning process we need to:

- Assess their curricular competence (abilities and aptitudes).
- Assess the factors that hinder or facilitate good learning.
- Encourage self-evaluation and co-evaluation of students amongst themselves, as a source of critical analysis of their results, to allow for changes in attitude and for their improvement.
- Value the learning context in which the student develops.

9.1. EVALUATION/ASSESSMENT TOOLS

Theoretical activities	Students will be expected to take part in the debates that arise in the theoretical sessions.
Practical activities	<p>The development of partial project deliverables, and of a final project (be it individual or by a group,) in relation to the contents of the course, will be taken into consideration.</p> <p>Specific delivery requirements will be defined for each piece handed in.</p> <p>Drawing up a final model will be considered as a part of the final project.</p>
Other mandatory learning activities (conferences, seminars, etc.)	<p>Attending organised visits will be taken into consideration.</p> <p>Attending and taking part in the design workshop space will be taken into consideration.</p>

9.2. EVALUATION CRITERIA

Theoretical activities	<p>Class attendance.</p> <p>Participation in the debates generated in the sessions.</p>
Practical activities	<p>Class attendance.</p> <p>Completing, presenting and handing-in on time the proposed deliverable projects and the final project - be it individual or a group project - related to the contents of the course:</p> <ul style="list-style-type: none"> • Evaluation/assessment of the completed practical work • Evaluation of the conclusions or projects presented • Evaluation of the final model <p>If or when applicable, there will be an evaluation of the interaction during the group project.</p>
Other mandatory learning activities (conferences, seminars, etc.)	<p>Attending and taking part in all the arranged design workshop sessions.</p> <p>Attending organised visits.</p>

9.3. GRADING CRITERIA

1. The evaluation system to be used in the subject/course is adapted to the continuous evaluation model.
2. In the continuous evaluation system, class attendance is compulsory, and students must comply with a percentage of activity in the presence of the teacher, which is estimated to be a minimum of 80%.
3. If the student does not meet the criteria for continuous evaluation, the student will submit a specific project/piece for their assessment with loss of continuous assessment - this may consist of parts that are deemed appropriate, with their corresponding relative weights being reflected in the corresponding section of this guide.

4. In any case, the student will take an extraordinary exam call - the structure, evaluation instrument and grading criteria for said exam are explicitly explained in this guide.
5. To opt for the continuous evaluation, every single practical case must be handed-in, on the set date.

9.3.1. Evaluation/Assessment tools for the weighting of grades in the continuous assessment process

Tools	Weighting of grades
Completion, presentation and delivery of the partial project deliverables	20%
Completion, presentation and delivery of the final project	70%
Taking part in workshop, markings, debates, visits....	10%
Total	100%

9.3.2. Assessment tools for the weighting of grades in the evaluation process following a loss of continuous assessment/evaluation

Tools	Weighting of grades
Completion, presentation and delivery of the course project	60%
Taking a specific test for the evaluation process following a loss of continuous evaluation.	40%
Total	100%

9.3.3. Assessment tools for the weighting of grades in the extraordinary evaluation process

Tools	Weighting of grades
Completion, presentation and delivery of the course project	60%
Taking a specific test for the extraordinary evaluation process	40%
Total	100%

9.3.4. Weighting of grades in the evaluation process for students with a disability

When the evaluation tools are adapted for this purpose, all the different types of disability must be taken into account.

Tools	Weighting of grades
These shall be determined taking different types of disability into consideration	
Total	100%

10. TIME PLANNING OF THE CONTENTS, TEACHING METHODOLOGY AND ASSESSMENT EVALUATIONS

Session	CONTENTS, CONNECTED TEACHING METHODOLOGY, AND EVALUATION TOOLS		Total hours	Total hours
			presence-based	non-presence-based
Session 1	TOPIC 1: The role of the space Designer			
	Theoretical activities	Master class developing the specific agenda of the section (The role of the space Designer). The teacher will use documents and images that will be analysed using the required ICT's.	2,5 hours	2 hours
	Other learning activities	Design workshop	2 hours	

Session 2	TOPIC 2: The Designer's eye: strategic design			
	Theoretical activities	Master class developing the specific agenda of the section (Strategic design). The teacher will use documents and images that will be analysed using the required ICT's.	1 hour	1 hour
	Practical activities	Project launch	1 hour	3 hours
	Other learning activities	Design workshop	2 hours	
	Evaluation	Project revision	0,5 hours	

Session 3	TOPIC 2: The designer's eye: strategic design			
	Theoretical activities	Master class developing the specific agenda of the section (Strategic design). The teacher will use documents and images that will be analysed using the required ICT's.	1 Hour	1 Hour
	Practical activities	Practical task/Project	1 Hour	2 hours
	Other learning activities	Organised visit to an interior design space in Madrid	2 hours	
	Evaluation	Practical case & Project revision	0,5 hours	

		Proactive attitude in the classroom, sharing knowledge, experiences and the tools provided through the organised visit to a design space.		
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Session 4	TOPIC 3: Systems of space: user, morphology, matter, topology and field			
	Theoretical activities	Master class developing the specific agenda of the section (Systems of space). The teacher will use documents and images that will be analysed using the required ICT's.	1 hour	1 Hour
	Practical activities	Practical task/Project	1 hour	2 hours
	Other learning activities	Design workshop	2 hours	
	Evaluation	Practical case & Project revision Proactive attitude in the classroom, sharing knowledge, experiences and the tools provided at the workshop.	0,5 Hours	

Session 5	TOPIC 4: Methodology of the design process: process critique			
	Theoretical activities	Master class developing the specific agenda of the section (Methodology of the design process). The teacher will use documents and images that will be analysed using the required ICT's.	1 Hour	1 Hour
	Practical activities	Practical task/Project	1 Hour	2 hours
	Other learning activities	Organised visit to an interior design space in Madrid	2 hours	
	Evaluation	Practical case & Project revision Proactive attitude in the classroom, sharing knowledge, experiences and the tools provided through the organised visit to a design space.	0,5 hours	

Session 6	TOPIC 4: Methodology of the design process: process critique			
	Theoretical activities	Master class developing the specific agenda of the section (Methodology of the design process). The teacher will use documents and images that will be analysed using the required ICT's.	0,5 Hours	1 Hour

	Practical activities	Practical task/Project	1 Hour	2 hour
	Other learning activities	Design workshop	2 hours	
	Evaluation	Practical case & Project revision Proactive attitude in the classroom, sharing knowledge, experiences and the tools provided at the workshop	1 hour	

	TOPIC 5: Initiation to strategic design			
Session 7	Theoretical activities	Master class developing the specific agenda of the section (Strategic design). The teacher will use documents and images that will be analysed using the required ICT's.	1 Hour	1 Hour
	Practical activities	Practical task/Project	1 Hour	2 hours
	Other learning activities	Design workshop	2 hours	
	Evaluation	Practical case revision/Project	0,5 hour	

	TOPIC 5: Initiation to strategic design			
Session 8	Theoretical activities	Master class developing the specific agenda of the section (Strategic design). The teacher will use documents and images that will be analysed using the required ICT's.	0,5 hours	1 Hour
	Practical activities	Practical task/Project	1 Hour	2 hours
	Other learning activities	Design workshop	2 hours	
	Evaluation	Practical case & Project revision Proactive attitude in the classroom, sharing knowledge, experiences and the tools provided at the workshop.	1 Hour	

TOPIC 6: The briefing and the degrees of relationship/kin: user-object-space				
Session 9	Theoretical activities	Master class developing the specific agenda of the section (The briefing and the degrees of relationship/kin). The teacher will use documents and images that will be analysed using the required ICT's.	0,5 Horas	1 hora
	Practical activities	Practical task/Project	1 Hora	2 horas
	Other learning activities	Design workshop	2 Horas	
	Evaluation	Practical case & Project revision Proactive attitude in the classroom, sharing knowledge, experiences and the tools provided at the workshop.	1 Hora	

TOPIC 6: The briefing and the degrees of relationship/kin: user-object-space				
Session 10	Theoretical activities	Master class developing the specific agenda of the section (relationship between user-object-space). The teacher will use documents and images that will be analysed using the required ICT's.	0,5 Hours	1 hour
	Practical activities	Practical task/Project	1 Hour	2 hours
	Other learning activities	Organised visit to an interior design space in Madrid	2 Hours	
	Evaluation	Practical case & Project revision Proactive attitude in the classroom, sharing knowledge, experiences and the tools provided through the organised visit to a design space.	1 Hour	

TOPIC 7: Design focused on users and user-experience				
Session 11	Theoretical activities	Master class developing the specific agenda of the section (Design, user and user experience). The teacher will use documents and images that will be analysed using the required ICT's.	1 Hour	1 Hour
	Practical activities	Practical task/Project	1 Hour	2 Hours
	Other learning activities	Design workshop	2 Hours	

	Evaluation	Practical task/Project Revision	0,5 Hours	
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Session 12	TOPIC 7: Design focused on users and user-experience			
	Theoretical activities	Master class developing the specific agenda of the section (Design, user and user experience). The teacher will use documents and images that will be analysed using the required ICT's.	1 Hour	1 hour
	Practical activities	Practical task/Project	1 hour	2 hours
	Other learning activities	Design workshop	2 hours	
	Evaluation	Practical case & Project revision Proactive attitude in the classroom, sharing knowledge, experiences and the tools provided at the workshop.	0,5 hours	

Session 13	TOPIC 8: Design process: think, build, communicate			
	Theoretical activities	Master class developing the specific agenda of the section (Think, build, communicate). The teacher will use documents and images that will be analysed using the required ICT's.	1 hour	1 hour
	Practical activities	Practical task/Project	1 hour	2 hours
	Other learning activities	Design workshop	2 hours	
	Evaluation	Practical task/Project revision	0,5 Hours	

Session 14	TOPIC 8: Design process: think, build, communicate			
	Theoretical activities	Master class developing the specific agenda of the section (Think, build, communicate). The teacher will use documents and images that will be analysed using the required ICT's.	0,5 Hours	1 Hour
	Practical activities	Practical task/Project	1 Hour	2 hours
	Other learning activities	Design workshop	2 Hours	

	Evaluation	Practical case & Project revision Proactive attitude in the classroom, sharing knowledge, experiences and the tools provided at the workshop.	1 Hour	
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Session 15	FINAL HANDING-IN OF PROJECT & PROJECT PRESENTATION			
	Other learning activities	Design workshop	4 hours	
	Evaluation	Students will give presentations for their final projects	2,5 hours	6 hours

Session 16	HA HANDING-IN GRADES & EVALUATION ASSESSMENT			
	Evaluation	Students will receive their grades, corrections and final assessment.	2,5 hours	

11. TEACHING RESOURCES & MATERIALS

11.1. General Bibliography

Title	Towards a New Interior: An Anthology of Interior Design Theory
Author	Lois Weintal
Publisher	Princeton Architectural Press

Title	Change by design: How Design Thinking Transforms Organizations and Inspires Innovation
Author	Tim Brown
Publisher	HarperBusiness

Title	El rol del diseñador - (The closest original title by Enzo Manzini in English edition is: " Design, When Everybody Designs ").
Author	Ezio Manzini
Publisher	Experimenta

Title	La crítica poética como instrumento del proyecto arquitectónico
Author	Beatriz Amann
Publisher	Diseño Editorial

11.2. Additional Bibliography

Title	Color, espacio y estilo: Detalles para diseñadores de interiors - (Original title in English: " Color, Space, and Style: All the Details Interior Designers Need to Know but Can Never Find ").
Author	Mimi Love, Chris Grimley
Publisher	Gustavo Gili

Title	Arte de Proyectar en Arquitectura - (The closest title by Ernst Neufert in English edition is: " Architects' Data ").
Author	Ernst Neufert
Publisher	Gustavo Gili

Title	Las dimensiones humanas en los espacios interiores – (Original title in English: " Human Dimension and Interior Space ").
Author	Julius Panero, Martin Zelnik
Publisher	Gustavo Gili

11.3. Websites of interest

<https://vimeo.com/32544095> - Towards a New Interior, by Lois Weinthal

<http://www.archdaily.com/category/interiors/>

<http://www.designboom.com/>

<http://www.dezeen.com/>

11.4. Other materials and learning resources

3m Measuring tape, square and bevel

A4 Sketchbook