

Year 2024-25



Istituto Europeo di Design

Private Licensed Centre

TEACHING GUIDE FOR
Portfolio

Foundation Course – IED Madrid Diploma Programme

Total Design

Updated on: 1st September 2024

Foundation Course – IED Madrid Diploma Programme.

Subject: Portfolio

1. SUBJECT/COURSE IDENTIFIERS

TYPE	Optional pathway course/subject
Nature	Theoretical-practical course
Specialty/itinerary/style/tool	Total Design
Subject/Field	Languages and techniques for representation and communication
Teaching/course period	2 nd 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
Calderón, Alberto	

3. LIST OF LECTURERS AND GROUPS THEY TEACH

Surname and Name	E-mail	Groups
Calderón, Alberto		

4. COMPETENCIES/SKILLS

Cross-sectorial skills
CT1 Organise and plan the work in an efficient and motivating way.
CT2 Collecting meaningful information, analysing, synthesising and managing it accordingly. Problem solving and decision making in line with the objectives behind the work in progress.
CT6 Being self-critical with one's own professional and interpersonal performance.

General skills

CG5 Acting as mediators between technology and art, ideas and purposes, culture and commerce.

CG11 Communicating ideas and projects to clients, arguing critically, knowing how to evaluate proposals and channelling dialogue.

CG19 Showing critical capacity and knowing how to propose research strategies.

CG20 Understanding the behaviour of the elements involved in the communicative process, mastering the technological resources in communication, and assessing their influence on design processes and products.

Specific skills

CEP4 Assessing and integrating the aesthetic dimension in relation to the products' use and functionality.

CEP11 Understanding the technological resources of communication and their applications to product design.

CEP9 Mastering the graphic-plastic resources for two- and three-dimensional representations.

5. LEARNING ACHIEVEMENTS

- Understanding all the editorial design skills needed to produce a well-constructed portfolio, maintaining quality and care throughout all areas, within a formal standard.
- Defining a value proposition around the designer's identity that is real.
- Identifying the positioning/stance at a narrative level.
- Building and developing a clear and distinguished discourse.
- Producing both a physical and digital portfolio reflecting the personal identity of the product designer, and the industrial design itinerary.

6. CONTENTS

Section (if applicable)	Topic/repertoire
I. Introduction to the Portfolio	<p>Topic 1. Introduction to the Portfolio / Criteria to select and digitalise projects:</p> <p>Data and material compilation to be included in the portfolio. Producing/drafting a descriptive report for each project. Portfolio structure and work/project presentation.</p>

	<p>Topic 2. Portfolio, (concept & structure) platforms and possibilities: Sample of digital portfolios and websites. Design & structure. Presentation texts.</p>
	<p>Topic 3. Drafting a CV</p>
II. Platforms & portfolio invigoration	<p>Topic 4. Professional network, networking and <i>Linkedin</i></p>
	<p>Topic 5. Creating a portfolio on <i>Behance</i> Optimization</p>
III. Personal Brand/ The physical portfolio	<p>Topic 6. Introduction to personal branding. Brand image, logos, symbols and emblems. Building and conceptualising a logo / avatar. Defining the importance of the branding, one's personal graphic image, and one's portfolio. Main characteristics.</p>
	<p>Topic 7. Composition. Design and visual language: Structure of a composition. Grid (function, types and examples) Visual language: trends, styles and applications.</p>
IV. Online Portfolio Design	<p>Topic 8. Creative networks of interest. Personal web design and creation. Cargo Collective, Wix</p>

7. STUDENTS WORK TIME SCHEDULE

Type of activity	Total hours
Theoretical activities	6,5 hours
Practical activities	22.5 hours
Other mandatory training activities (conferences, seminars, etc.)	32 hours
Tests	11 hours
Student's working hours	8 hours
Internship/work placement preparation	26 hours

Taking tests	14 hours
Student's total working hours	120 hours

8. METHODOLOGY

<p>Theoretical activities</p>	<p>The master class is mainly used for the teacher to provide a presentation and explanation of the contents, with the support and use of ICTs.</p> <p>During this presentation period, students may ask questions, any doubts that may arise can be solved, the search for information may be guided, and individual or group debates can take place, etc.</p> <p>During these sessions, the content of the subject is taught by proposing trilateral information inputs (teacher-student-student group), developing them in a tangible way through a series of exercises which are intended to be a part of the practical activities. Subsequently, during each session, we shall encourage a group dynamic with debates related to the topics seen in class.</p>
<p>Practical activities</p>	<p>There will be two types of practical activities:</p> <ul style="list-style-type: none"> • Case: a technique in which students analyse professional situations brought forward by the teacher, in order to carry out an experiential conceptualisation, and a search for effective solutions. In these cases, all the formal issues that are important and indispensable in the process of designing a portfolio (composition and grid, typography, rhythm and structure, etc.) are addressed one by one. • Project-based learning: situations in which students must explore and work on a practical problem by applying interdisciplinary skills. In this case, they must produce a personal, physical and digital portfolio. <p>Project presentation: an assigned student will present their project.</p>
<p>Other mandatory training activities (conferences, seminars, etc.)</p>	<p>Design workshop: period of instruction carried out by the tutor, aiming to review and discuss the materials and topics seen during the classes. In these support-sessions designed for students to further develop their knowledge of the topic, students will be able to solve doubts and deeper into the contents taught in the theoretical and/or practical activities.</p>

9. EVALUATION AND GRADING CRITERIA & INSTRUMENTS

9.1. EVALUATION/ASSESSMENT TOOLS

Theoretical activities	Students will be expected to participate in the debates generated in the theoretical sessions.
Practical activities	Students will be expected to develop deliverables material (practical exercises, case studies) as well as a final individual project related to the course contents. Specific handing-in requirements will be defined for each deliverable piece of work.
Other mandatory learning activities (lectures, seminars, etc.)	Students must attend and participate in the design workshop space.

9.2. EVALUATION CRITERIA

Work to be assessed:

- Knowing how to identify the editorial design skills (at a formal level) that are necessary to produce a well-constructed portfolio, with quality and care throughout all its aspects.
- Knowing how to define a value proposition based on the designer's identity.
- The ability to identify positioning at a narrative level.
- Knowing how to build and develop a clear and differential discourse.
- Knowing how to produce a personal portfolio (both physical and digital) that clearly reflects the designer's identity.

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.

To assess students learning process we need to:

- Evaluate 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.

Theoretical activities	Taking part in the debates that arise in sessions.
Practical activities	Producing, presenting, and handing-in on the set date all the deliverables and individual final projects related to the course contents: <ul style="list-style-type: none"> • Assessment of the practical work carried out • Assessment of the conclusion reached or presented projects
Other mandatory learning activities (lectures, seminars, etc.)	Attendance and taking part in the Design workshop sessions.

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 80% (minimum).
3. If the student does not meet the criteria for continuous evaluation, they will hand in a specific task/project to be graded in an evaluation process with a loss of continuous evaluation – this may include any parts deemed necessary, and their corresponding relative weights are shown in the corresponding section of this guide.
4. In any case, the student will take an extraordinary exam, the structure, evaluation instrument and grading criteria for said exam is explained in this guide.
5. In order to opt for the continuous evaluation, each and every practical case proposed by teachers must be handed-in on the required set dates.

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

Tools	Weighting of grades
Case study analysis	20%
Completion, presentation and delivery of the final project	70%
Taking part in critical sessions: workshop, corrections, debates...	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 handing-in the Final Project.	60%
Completing the specific test for the evaluation in case of 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
Completing, presenting and handing-in the courses final project	60%
Taking a specific test for the extraordinary evaluation	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 FOR THE CONTENTS, TEACHING METHODOLOGY AND EVALUATIONS

Session	CONTENTS, CONNECTED TEACHING METHODOLOGY, AND EVALUATION TOOLS	Total hours presence-based	Total hours non-presence-based
Session 1	TOPIC 1. Introduction to the portfolio. Project digitalisation and selection criteria		
	Theoretical activities	Master class, which will develop the specific agenda of the section: <ul style="list-style-type: none"> • Course presentation: goals and session planning. • Explaining the final project. Defining the deliverables: Portfolio (PDF), professional Instagram, Behance, LinkedIn, CV, E-mail type/address. 	1,5 hours

		<ul style="list-style-type: none"> Explanation for the extraordinary evaluation process. Presentation and review of the teacher's portfolio. 		
	Practical activities	Round table: professional experience and start of employment/work. Questions and debate amongst students.	1 hours	2 hours
	Other learning activities	Design workshop attendance	2 hours	

	TOPIC 1. Introduction to the portfolio. Project digitalisation and selection criteria			
Session 2	Practical activities	Students will showcase their work and material: individual presentations. First style analysis for each students: their strong and weak points.	2,5 hours	3 hours
	Other learning activities	Design workshop attendance	2 hours	
	Evaluation	Attendance and proactive attitude in the classroom.		

	TOPIC 2. Portfolio, (concept and structure) platforms and possibilities			
Session 3	Theoretical activities	Master class, which will develop the specific agenda of the section: <ul style="list-style-type: none"> Different types of portfolio: physical portfolio, online portfolio, audiovisual portfolio (showreel). Mood boards and inspiration Professional references and project references 	1 hour	1 hour
	Practical activities	Profile analysis, narratives, and web-portfolios for professionals in the sector. Task: create an individual Pinterest account, create a profile and mood board folders.	1.5 hours	2 hours
	Other learning activities	Design workshop attendance	2 hours	
	Evaluation	Attendance and proactive attitude in the classroom.		

	TOPIC 2. Portfolio (concept & structure) platforms & possibilities			
Session 4	Theoretical activities	Master class, which will develop the specific agenda of the section: Photography in a portfolio References Product photography and still life Lighting schemes and results	1 hour	
	Practical activities	Prepare photo session for the next class: Compilation of works to be photographed, search for references, lighting schemes, purchase of props.	1,5 hour	3 hours

	Other learning activities	Design workshop attendance	2 hours	
	Evaluation	Attendance and proactive attitude in the classroom.		

	PHOTO SHOOT SESSION			
Session 5	Practical activities	Practical class on set (I): A photo shoot at IED's photo studio set where students will take the necessary photographs for their projects.	2.5 hours	2 hours
	Other learning activities	Design workshop attendance	2 hours	
	Evaluation	Attendance and proactive attitude in the classroom.		

	PHOTO SHOOT SESSION			
Session 6	Practical activities	Practical class on set (II): A photo shoot at IED's photo studio set where students will take the necessary photographs for their projects.	2.5 hours	3 hours
	Other learning activities	Design workshop attendance	2 hours	
	Evaluation	Attendance and proactive attitude in the classroom		

	TOPIC 6. Introduction to the personal brand			
Session 7	Theoretical activities	Photo retouching: Adobe Camera Raw & Adobe Photoshop.	0,5 hour	
	Practical activities	In-class retouching of all the photographs from the previous session, and any photographs students have from previous projects.	2 hours	3 hours
	Other learning activities	Design workshop attendance	2 hours	
	Evaluation	Attendance and proactive attitude in the classroom		

	TOPIC 3. CV Drafting			
	TOPIC 4. Professional network, networking & LinkedIn			
Session 8	Theoretical activities	Master class: Narrative: what to tell about yourself and what to keep quiet; what is different about you; tone and language. The e-mail type/address. Linkedin: how to browse the platform, analysis and description. Social media: how to show oneself, what to show and how to show it. Narrative, tone and language.	1 hour	

	Practical activities	Write a short text description for each student. Creation of a LinkedIn profile (individual) including descriptive text, experiences, skills and software knowledge. Creation of a professional IG account. Creation of Behance - online portfolio.	1 hour	
	Other learning activities	Design workshop attendance	2 hours	
	Evaluation	Revising the tasks/exercise carried out in class.	0,5 hour	3 hours

	TOPIC 7. Composition			
Session 9	Theoretical activities	Master class: Design and layout. Overview of InDesign software. Document and grid creation, tools and panels. Virtual classroom	1 hour	1 hour
	Practical activities	Search for references. Creation of a CV with InDesign. Virtual classroom	1 hour	2 hours
	Other learning activities	Design workshop attendance	2 hours	
	Evaluation	Revising the class task/exercise Virtual classroom	0,5 hour	

	TOPIC 7. Composición			
Session 10	Theoretical activities	Design and layout. Overview of InDesign software. Creation of master pages, layers, paragraph and character styles. Final artwork for web and print.	0,5 hour	1 hour
	Practical activities	Create a CV using InDesign.	1 hour	
	Other learning activities	Design workshop attendance	2 hours	
	Evaluation	Review of photographs	1 hour	2 hours

	TOPIC 8. Redes creativas de interés.			
Session 11	Practical activities	Portfolio progress	1 hour	3 hours
	Other learning activities	Design workshop attendance	2 hours	
	Evaluation	Presentation of advanced tasks/work. Analysis & feedback.	1,5 hours	

	TOPIC 5. Creación de portfolio en Behance			
Session 12	Practical activities	Presentation of advanced work/tasks. Analysis & feedback. Portfolio progress.	2.5 hours	3 hours
	Other learning activities	Design workshop attendance	2 hours	
	Evaluation	Attendance and proactive attitude in the classroom		

	TOPIC 6. Introduction to the personal brand			
Session 13	Practical activities	Presentation of advanced work/tasks. Analysis & feedback. Portfolio progress.	2.5 hours	3 hours
	Other learning activities	Design workshop attendance	2 hours	
	Evaluation	Attendance and proactive attitude in the classroom		

	Presentation of final project/work. 1st session			
Session 14	Other learning activities	Design workshop attendance	3 hours	
	Evaluation	Presentation and delivery of fully completed portfolio: personal branding, narrative (description and texts of each project), social networks, LinkedIn, CV, product photos and Speech.	2.5 hours	5 hours

	Presentation of final project/work. 2nd session			
Session 15	Other learning activities	Design workshop attendance	3 hours	
	Evaluation	Presentation and Delivery of fully completed portfolio: personal branding, narrative (description and texts of each project), social networks (Instagram and Pinterest) LinkedIn, CV, product photos and Speech.	2.5 hours	5 hours

	Handing over grades, revision & final tutorial			
Session 16	Evaluation	Handing over of grades, revision and final tutorials: analysis, comments and how/what to improve.	2.5 hours	

11. TEACHING RESOURCES & MATERIALS

All the learning/teaching material will be available on the virtual platform.

11.1. General Bibliography

Title	Making Meaning
Author	Steve Diller, Nathan Shedroff, Darrel Rhea
Publisher	New Riders

Title	Diseño de Portfolios - <u>Original title in English:</u> "Portfolio Design"
Author	Linton, Harold
Publisher	Editorial Gustavo Gili, S.L

Title	Design Portfolios: Presentation and Marketing for Interior Designers
Author	Bender, Diane
Publisher	Fairchild Books

Title	Graphic DNA, My- Diseño de portfolios y autopromoción - <u>Original title in English:</u> "My Graphic DNA: Portfolio Design & Self-Promotion"
Author	Shaoqiang, Wang
Publisher	Promopress

Title	Design: Portfolio: A Seductive Collection of Alluring Portfolio and Self-Promotion Design
Author	Welsh, Craig
Publisher	Rockport Publishers Inc.

Title	Cómo crear un portfolio y adentrarse en el mundo profesional - Guía de orientación para creatives – <u>Original title in English:</u> "How to Create a Portfolio and Get Hired, Second Edition: A Guide for Graphic Designers and Illustrators"
Author	Taylor, Fig
Publisher	Gustavo Gili

11.2. Additional Bibliography

Title	Design portfolios. Moving from traditional to digital
Author	Bender, Diane
Publisher	Fairchild Books

Title	Building design portfolios - innovative concepts for presenting your work
Author	Eisenman, Sara
Publisher	Rockport Publishers

Title	Interior Design - Portfolio series
Author	Gibbs, Jenny
Publisher	Gardners Books

Title	Sistemas de retículas: un manual para diseñadores gráficos – <u>Original title in English:</u> “Grid Systems in Graphic Design: A Visual Communication Manual for Graphic Designers, Typographers and Three-Dimensional Designers”
Author	Josef Müller-Brockmann
Publisher	Editorial Gustavo Gili, S.L.

Title	Turning Pages: Editorial Design for Print Media
Author	Robert Klanten
Publisher	Gestalten

Title	Behind the Zines: Self-publishing Culture
Author	R. Klanten, Adeline Mollard
Publisher	Gestalten

11.3. Websites of interest

<https://www.linkedin.com/>

<https://www.behance.net/>

<https://2.cargocollective.com/>

<https://es.wix.com>

<https://www.arae.net>

11.4. Other learning resources and materials

Software: Adobe Photoshop

Software: Adobe Illustrator

Software: Adobe InDesign