



| Teaching Guide | | | | |
|---------------------|--|--------|--|---------|
| Identifying Data | | | | 2019/20 |
| Subject (*) | Multydisciplinary Project | Code | 730G05131 | |
| Study programme | Grao en Enxeñaría Naval e Oceánica | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Graduate | 2nd four-month period | Fourth | Optional | 4.5 |
| Language | SpanishGalician | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Enxeñaría Naval e Industrial | | | |
| Coordinador | Munín Doce, Alicia | E-mail | a.munin@udc.es | |
| Lecturers | Bouza Fernandez, Javier Díaz Casás, Vicente Munín Doce, Alicia | E-mail | javier.bouza@udc.es vicente.diaz.casas@udc.es a.munin@udc.es | |
| Web | | | | |
| General description | Desenvolvemento dun proxecto de grupo multidisciplinar no campo da enxeñaría naval e oceánica. | | | |

| Study programme competences / results | |
|---------------------------------------|---|
| Code | Study programme competences / results |
| B2 | That the students know how to apply its knowledge to its work or vocation in a professional way and possess the competences that tend to prove itself by the elaboration and defense of arguments and the resolution of problems in its area of study |
| B3 | That the students have the ability to bring together and to interpret relevant data (normally in its area of study) to emit judgments that include a reflection on relevant subjects of social, scientific or ethical kind |
| B4 | That the students can transmit information, ideas, problems and solutions to a public as much specialized as not specialized |
| B5 | That the students developed those skills of learning necessary to start subsequent studies with a high degree of autonomy |
| B6 | Be able to carrying out a critical analysis, evaluation and synthesis of new and complex ideas. |
| C1 | Using the basic tools of the technologies of the information and the communications (TIC) necessary for the exercise of its profession and for the learning throughout its life. |
| C2 | Coming across for the exercise of a, cultivated open citizenship, awkward, democratic and supportive criticism, capable of analyzing the reality, diagnosing problems, formulating and implanting solutions based on the knowledge and orientated to the common good. |
| C3 | Understanding the importance of the enterprising culture and knowing the means within reach of the enterprising people. |
| C4 | Recognizing critically the knowledge, the technology and the available information to solve the problems that they must face. |
| C5 | Assuming the importance of the learning as professional and as citizen throughout the life. |
| C6 | Recognizing the importance that has the research, the innovation and the technological development in the socioeconomic and cultural advance of the society. |
| C7 | Capacidade de traballar nun ámbito multilingüe e multidisciplinar. |

| Learning outcomes | | |
|--|---------------------------------------|----|
| Learning outcomes | Study programme competences / results | |
| Resolver en equipo un problema de enxeñaría proposto por unha empresa do sector. | B2 | C1 |
| | B3 | C2 |
| | B4 | C3 |
| | B5 | C4 |
| | B6 | C5 |
| | | C6 |
| | | C7 |



| Contents | |
|------------------------------|--|
| Topic | Sub-topic |
| Caracterización do problema. | Análise de alternativas Criterios de decisión |
| Desarrollo de solucións | Implementación de solucións Caracterización Presentación de resultados |

| Planning | | | | |
|--------------------------------|--|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Guest lecture / keynote speech | B2 B3 B4 B5 B6 C1 C2 C3 C4 C5 C6 C7 | 15 | 15 | 30 |
| Problem solving | B2 B3 B5 B6 C1 C6 C7 | 10.5 | 7 | 17.5 |
| Supervised projects | B2 B3 B4 B5 B6 C1 C2 C3 C4 C5 C6 C7 | 10 | 50 | 60 |
| Personalized attention | | 5 | 0 | 5 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|--------------------------------|---|
| Methodologies | Description |
| Guest lecture / keynote speech | Explicación dos coñecementos e técnicas da asignatura |
| Problem solving | Realización de problemas específicos da materia. |
| Supervised projects | Elaboración e defensa do anteprojecto |

| Personalized attention | |
|------------------------|--|
| Methodologies | Description |
| Supervised projects | Seguimento continuo do avance do proxecto. Tutorías de grupos reducidos para resolver as incidencias ou dificultades detectadas na elaboración do proxecto. |

| Assessment | | | |
|---------------------|--|--|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
| Supervised projects | B2 B3 B4 B5 B6 C1 C2 C3 C4 C5 C6 C7 | Elaboración e defensa en grupo dun anteprojecto co alcance descrito non moodle dá materia. A memoria terá un valor do 80% da calificación e un 20% a defensa do mesmo. | 100 |

| Assessment comments |
|--|
| <p>O carácter de traballo en grupal e participado to alumnado na materia require o carácter presencial da mesma, polo que para ser evaluado e necesario participar nun mínimo do 80% das horas presenciais. Por este motivo non é posible a aplicación de excepción no caso de alumnado con dispensa académica.</p> <p>Por este mesmo motivo na segunda oportunidade só poderá presentarse a revisión de traballos e defensas preentadaos na primeira oportunidade e non acadaran o aprobado.</p> <p>A entrega dos traballos documentais que se realicen nesta materia: Solicitarase en formato virtual e/ou soporte informático. Realizarase a través de Moodle, en formato dixital sen necesidade de imprimilos.</p> |

| Sources of information |
|------------------------|
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| | |
|---------------|--|
| Basic | |
| Complementary | |

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

Debe haber un uso sostible dos recursos e evitar impactos negativos non naturais Debemos ter en conta os principios éticos relacionados cos valores de sostibilidade do noso comportamento persoal e profesional. Unha perspectiva de xénero incorpórase a este tema (empregarase unha linguaxe non sexista, empregarase bibliografía de autores de ambos sexos, fomentando a intervención en clase de estudantes) Faras traballo para identificar e modificar prexuízos e actitudes sexistas, e ou ambiente será influenciado para modificalas e promover valores de respecto e igualdade. Deben detectarse situacións de discriminación e propoñer accións e medidas para os corrixilos.

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.