

1. BASIC INFORMATION

Course	Video Editing 1
Degree program	CAV
School	Ciencias Sociales y de la Comunicación
Year	2024-25
ECTS	6
Credit type	Basic
Language(s)	English
Delivery mode	In-Person
Semester	1
Academic year	2024-25
Coordinating professor	Arturo Herrera

2. PRESENTATION

Study of current standards in non-linear editing processes. The necessary tools for producing audiovisual pieces will be used, both in the capture and recording phase (technical level) and in editing, post-production, and export. Professional audiovisual products will be created, starting from their design and going through the different creative processes until the final completion.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- **CC1: Describe the fundamentals of communication, its techniques, and creative processes.**
- **CC2: Recognize resources and procedures of digital environments and narratives applied to persuasive communication in audiovisual markets.**
- **CC3: Identify technical and artistic composition procedures in different audiovisual media, including creative, fiction, animation, and documentary.**
- **CC4: Learn the essential tools of editing.**

• Cross-curricular competencies:

- **CCC1: Apply audiovisual procedures for sound and image within the audiovisual field.**
- **CCC2: Apply techniques and processes of audiovisual creation and dissemination in digital environments.**
- **CCC3: Develop skills involved in the technical and theoretical processes of film editing.**
- **CCC4: Execute audiovisual projects focused on editing.**
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Specific competencies:

- **COMP1: Ability to identify, interpret, formulate, and solve problems in the field of Audiovisual Communication.**
- **COMP2: Ability to understand and convey different social, cultural, and political realities in audiovisual products and apply current regulations from an open and tolerant perspective.**
- **COMP4: Ability to apply new technologies in professional settings in the field of Audiovisual Communication.**
- **COMP5: Ability to act according to fundamental rights, gender equality, equal opportunities, and universal accessibility for people with disabilities, upholding a culture of peace and democratic values in the audiovisual communication environment.**

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CC1, CC2, CCC1 & CCC2	The students will be able to criticize, analyze and solve problems related to the audiovisual projects. They should be able to demonstrate their knowledge.
CC3, CC4, CCC3 & CCC4	The students will develop technical and theoretical skills in film editing and apply them effectively in the execution of audiovisual projects.
COMP1, COMP2, COMP 3, COMP4 & COMP5	The students will be able to identify and solve audiovisual issues. They will create content with AVID Media Composer with the tools and the shortcuts.

4. CONTENT

The subject is organized into five learning units, each divided into four or five topics:

- Unit 1): Visual Language
- Unit 2): Workflow
- Unit 3): Editing Tools
- Unit 4): Content Creation

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Independent work
- Oral presentations
- Analyze and problem-solving
- Development of audiovisual projects
- Knowledge tests

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Lectures	30
Own work	20
Presentations	10
Analyze & solve	30
Audiovisual projects	55
Test	5
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Test	40%
Activities	50%
Performance	10%

7.1. Regular Examination Session

To pass the subject in the **regular session**, you must obtain a final weighted grade of **5.0 out of 10.0** or higher. Additionally, you must score at least **4.0 in objective test assessments** for them to be averaged with other activities.

7.2. Extraordinary Examination Session

To pass in the **extraordinary session**, you must obtain a final weighted grade of **5.0 out of 10.0** or higher. Additionally, you must score at least **4.0 in the final test** for it to be averaged with other activities.

You must submit **unapproved activities from the regular session** after receiving feedback from the instructor, or any activities that were not submitted.

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1: Audiovisual Analysis	Week 1-5
Activity 2: Sequences	Week 6-7
Activity 3: Basic project	Week 9-11
Activity 4: Final project	Week 12-16
Activity 5: Test	Week 17-18

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The recommended Bibliography is:

- Postproducción.". T&B Editores (2005)
- Murch, Walter: "En el momento del parpadeo" Ed. Ocho y Medio.
- Díez, Federico. Martínez, José: "Manual básico de lenguaje y narrativa audiovisual".
- Paidós Papeles de Comunicación 22.

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students

inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.

WORK PLAN FOR THE COURSE

HOW TO COMMUNICATE WITH YOUR PROFESSOR

Whenever you have a question about the content or activities, don't forget to post it to your course forum so that your classmates can read it.

You might not be the only one with the same question!

If you have a question that you only want to ask your professor, you can send him/her a private message from the Campus Virtual. And if you need to discuss something in more detail, you can arrange an advisory session with your professor.

It's a good idea to check the course forum on a regular basis and read the messages posted by your classmates and professors, as this can be another way to learn.

SCHEDULE ACTIVITIES

This table shows the delivery deadline for each assessable activity in the course, as well as the delivery dates:

Week	Contents	Learning activities /Assessables	Weight of evaluable activity

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

DESCRIPTION FOR ASSESSMENT ACTIVITIES

Activity 1.

Activity 2.

Activity 3.

Activity 4.

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RUBRICS FOR ASSESSMENT ACTIVITIES

PLAGIARISM REGULATION

In accordance with the current student disciplinary regulations at Universidad Europea:

- Plagiarism, in full or in part, of intellectual works of any kind, is considered a very serious offense.
- Very serious offenses relating to plagiarism and the use of fraudulent means to pass assessment tests shall result in exclusion from the exams for the relevant period, as well as the inclusion of the offense and its details in the student's academic record.

USE OF IA REGULATION

The student must be the author of his/her work/activities.

The use of Artificial Intelligence tools (AI) must be authorized by the teacher in each assignment/activity, indicating in what way it uses are permitted. The teacher will inform in advance in which situations AI tools may be used to improve spelling, grammar and editing in general. The student is responsible for clarifying the information given by the tool and duly declaring the use of any AI tool, according to the guidelines given by the teacher. The final decision on the authorship of the work and the appropriateness of the reported use of an AI tool rests with the lecturer and those responsible for the degree.