Universidad Europea

1. OVERVIEW

Subject area	Audiovisual Technology
Degree	Bachelor's Degree in Audiovisual Communica8on
School/Faculty	Faculty of Economics, Business and Communication Sciences
Year	1st
ECTS	6 ECTS
Type	Core
Language(s)	Spanish/English
Delivery Mode	Campus-based
Semester	S1/S2
Year	2024/2025
CoordinaBng professor	Miguel Ángel Alonso Guisande

2. INTRODUCTION

Audiovisual Technology is a core subject area that focuses on the use of the tools necessary for the produc8on of audiovisual works in the capture and recording phase. The use of new video technologies is essen8al in this subject. It will lay the founda8ons for video making in the rest of the subjects of the Bachelor's Degree.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by their acronym in Spanish):
- CB1: Students have demonstrated knowledge and understanding of a study area origina8ng from general secondary school educa8on, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- CB2: Students know how to apply their knowledge to their work or voca8on professionally and have the skills that are usually demonstrated by forming and defending opinions and solving problems within their study area.
- CB5: Students have developed the necessary learning skills to undertake further studies with a high degree of independence.

Cross-curricular skills (CT, by their acronym in Spanish):
- CT1: Independent Learning: Ability to choose the most effec8ve strategies, tools and opportuni8es for learning and independently put into prac8ce what has been learnt.

- CT3: Ability to adapt to new situa8ons: Being able to evaluate and understand different points of view, adap8ng one's own approaches to suit the situa8on.
- CT13: Problem solving: Ability to resolve an unclear issue or complex situa8on which has no established solu8on that keeps them from achieving an objec8ve.
- CT17: Group work: Ability to integrate oneself and collaborate ac8vely with other people, departments and/or organisa8ons to achieve shared objec8ves.
- CT18: Use of informa8on and communica8on technology (ICT): Ability to effec8vely use informa8on and communica8on technology such as tools for searching, processing and storing informa8on, as well as for the development of communica8on skills.

Specific skills (CE, by their acronym in Spanish):
- CE3. Knowledge of the founda8ons and techniques of technology applied to audiovisual communica8on, as well as how to employ and use them prac8cally.
- CE6. Ability to apply crea8ve techniques to audiovisual product design in an innova8ve way.
- CE7. Knowledge of the technological tools, from audiovisual equipment to the specific hardware and so_ware required for the crea8on, project produc8on and exchange and the broadcast of audiovisual products.
- CE8. Knowledge of the techniques and uses of graphic design applied to the media and new audiovisual environments, following aesthe8c, audiovisual, ar8s8c criteria, etc., adding value to each project through the crea8ve process.
- CE9. Ability to iden8fy and use their own digital tools applied to mul8-plaaorm audiovisual content crea8on.
- CE10. Knowledge of the founda8ons and techniques of photography and how to apply them for digital image crea8on.
- CE14. Knowledge of technical tools in order to select those that are most appropriate for the development of both 2D and 3D anima8on projects.
- CE15. Ability to design, shape and develop audiovisual projects, favouring the student's overall and specific vision in the different current environments.
- CE17. Ability to create special effects in audiovisual produc8ons.
- CE18. Ability to iden8fy trends in each of the communica8on disciplines in terms of their applica8on within the audiovisual sector.
- CE19. Knowledge of sound expression and its applica8on in the different audiovisual industries, as well as the techniques of sound recording, post-produc8on and reproduc8on in all its forms.
- CE22. Knowledge of the correct use of Spanish, both spoken and wricen, as a means of transmidng informa8on in the audiovisual field and in a professional environment.

General skills (CG, by their acronym in Spanish):
- CG2: Ability to understand and transmit the different social, cultural and poli8cal reali8es in audiovisual products, and apply the current regula8ons from an open and tolerant viewpoint.
- CG3: Ability to develop audiovisual projects and products.
- CG4: Ability to apply new technologies in professional environments in the field of Audiovisual Communica8on.
- CG5. Ability to act in accordance the with fundamental rights and the equality between men and women, equal opportuni8es and universal accessibility for people with disabili8es and with the values of a culture of peace and democra8c values in an audiovisual communica8on environment.

Learning outcomes (RA, by their acronym in Spanish):
- LEARNING UNIT 2. Basic opera8on of technical video recording systems.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes:

Skills	Learning outcomes
CB1, CB2, CB5, CT1, CT3, CT13, CT17, CT18, CE3, CE6, CE7, CE8, CE9, CE10, CE14, CE15, CE17, CE18, CE19, CE21, CE22, CG2, CG3, CG4, CG5.	**LEARNING UNIT 2.** Basic opera8on of technical video recording systems.

4. CONTENTS

The subject is organised into five learning units, which in turn are divided into themes (four or five themes depending on the units):

Learning Unit 1 (UA1 by its acronym in Spanish)
Image capture and recording
Learning Unit 2 (UA2 by its acronym in Spanish) The
audiovisual chain and workflows
Learning Unit 3 (UA3 by its acronym in Spanish)
Digital image and video
Learning Unit 4 (UA4 by its acronym in Spanish) UHD
digital cinema produc8on
Learning Unit 5 (UA5 by its acronym in Spanish)
Video and audio streaming

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:
- Lecture.
- Case studies.
- Collabora8ve learning.
- Project-based learning.

6. LEARNING ACTIVITIES

The types of learning ac8vi8es, plus the amount of 8me spent on each ac8vity, are as follows:

Campus-based:

Learning acBvity	Number of hours
Lectures	20
Asynchronous lectures	10
Project development and design	30
Group acBviBes (seminars, forums)	40

Group tutorials	10
Case studies, problem solving, project development, simulaBon.	20
Independent working	20
TOTAL	**150**

7. ASSESSMENT

The assessment systems, plus their weigh8ng in the final grade for the subject area, are as follows:

Campus-based:

Assessment system	WeighBng
Knowledge tests	40%
Projects	40%
Performance observaBon	10%
Por'olio	10%

On the Virtual Campus, when you open the subject area, you can see all the details of your assessable tasks and the deadlines and assessment procedures for each task.

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, it is necessary that you obtain a grade higher than or equal to 4.0 in the final exam, so that it can be averaged with the rest of the tasks.

7.2. Extraordinary exam period (resits)

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, it is necessary that you obtain a grade higher than or equal to 4.0 in the final exam, so that it can be averaged with the rest of the tasks.

Tasks not passed in the ordinary exam period, or those not delivered, must now be delivered a_er having received the relevant correc8ons to them by the teacher.

8. TIMELINE

The 8meline with delivery dates of assessable tasks in the subject area is indicated in this sec8on:

Assessable tasks	Date
AcBvity 1. Image capture and recording	Weeks 4-5
AcBvity 2. Advanced image capture and recording	Weeks 6-7
AcBvity 3. ObjecBve mulBple-choice test - iniBal	Weeks 9-10
AcBvity 4. Image and sound capture and recording	Weeks 12-13
AcBvity 5. ObjecBve mulBple-choice test - intermediate	Weeks 14-15
AcBvity 6. Video signal measurement and control	Weeks 16-17
AcBvity 7. Final test	Week 18

The 8meline may be subject to modifica8ons for logis8cal reasons. Students will be informed of any changes in due 8me and course.

9. BIBLIOGRAPHY

The bibliographic search is part of the student's independent work. The professor will be able to guide the student in this search.

In addi8on, there is the following recommended bibliography:

Armenteros, M. & Utray, F. (2013). La Señal de Vídeo. Madrid: E-Archivos Universidad Carlos III de Madrid. Barroso García, J. (1996). Realización de los géneros televisivos. Madrid: Síntesis. Bestard Luciano, M. (2011). Realización audiovisual. Barcelona: Editorial UOC. Bustos, M. (2010). Qué es la televisión hd y qué caracterís8cas 8ene.

Carlson, S., & Gu8érrez de Frutos, D. (2000). Manual profesional de cámara. Madrid: Ins8tuto Oficial de Radio y Televisión.

Cebrián Herreros, M. (1992). Géneros informa8vos audiovisuales: Radio, televisión, periodismo gráfico, cine, video. Madrid: Ciencia 3 Distribución.

Elkins, D. E. (2012). El manual del ayudante de cámara (2a ed.). Andoain Guipúzcoa: Escuela de Cine y Vídeo.

Küppers, H., & Faber-Kaiser, M. (2002). Fundamentos de la teoría de los colores. México: Gustavo Gili.

Mcgrath, D. (2001). Montaje & posproducción. Barcelona: Océano. Millerson, G. (2001). Realización y producción en televisión. Madrid: IORTV

Muñoz, A. V. (2012). Principios de color y holopintura Editorial Club Universitario. Musburger, R. B., & Sainz, M. Á. (2001). Producción en vídeo con una cámara. Madrid: IORTV.

Navalpotro, J. (2007). "La alta definición. ¿es conveniente, deseable o necesaria?". Televisión en HD.

Nicolás, F.R. (2000): Colorimetría, IORTV, Madrid.

Ohanian, T.A. (1996) Edición digital no lineal. Madrid: IORTVE.

Oliva, L., & Sitjá, X. (2007). Las no8cias en radio y televisión: Periodismo audiovisual en el siglo XXI. Barcelona: Omega.

Oliva, L., Sitjá, X. (1992). Las no8cias en televisión. Barcelona: Ins8tuto Oficial de Radio y Televisión, Centro de Formación de RTVE.

Parramón, J. M. (1988). Teoría y prác8ca del color Parramón Ediciones, SA.

Prosper Ribes, J., & López Catalán, C. J. (1998). Elaboración de no8cias y reportajes audiovisuales. Valencia: Fundación Universitaria San Pablo C.E.U.

Raimondo Souto, H. M. (2003). Manual del cámara de cine y vídeo. Madrid: Cátedra. Ray, S. F. (1993). Las lentes y sus aplicaciones Escuela de Cine y Video.

Río Reynaga, J. D. (1991). Teoría y prác8ca de los géneros periodís8cos informa8vos. Mexico: Diana.

Ruiz, F. T. (2000). Sistemas audiovisuales. Edicions UPC.

Thompson, R. (2001) Manual de montaje: gramá8ca del montaje cinematográfico. Madrid: Plot. Tornquist, J. (2008). Color y luz: Teoría y prác8ca Gustavo Gili.

Ward, P. (1997) Composición de la imagen en cine y televisión, Madrid: IORTV. Ward, P. (2002). Cámara de vídeo digital. Andoain: Escuela de Cine y Vídeo.

Watkinson, J. (1996) Compresión en audio y vídeo. Madrid: IORTV.

Woocon, C. (2006). Compresión de audio y vídeo. Madrid: Anaya Mul8media. Yorke, I. (1991) Principios básicos del reportaje televisivo. Madrid: IORTV.

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance and Diversity 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. STUDENT SATISFACTION SURVEYS

Your opinion macers!

Universidad Europea encourages you to complete our sa8sfac8on surveys to iden8fy strengths and areas for improvement for staff, the degree and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essen8al to improve the quality of the degree.

Many thanks for taking part.