1. OVERVIEW

Subject Area	Photography and Digital Imaging
Degree	Bachelor's Degree in Design
School/Faculty	Architecture, Engineering and Design
Year	First
ECTS	6 ECTS
Type	Core
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	First semester
Academic Year	2024-2025
Coordinating professor	Rubén Morales González

2. INTRODUCTION

Introduction to Photography. Introduction to computer programs for digital image processing. Awareness of the tools involved in photography. Practical experience in working through the different processes in the development of photography. Understanding of the basic codes in the language of photography. Technical skills in digital manipulation and editing. Theory behind digital imaging.

This course teaches students the tools used in design, from analogue to digital techniques. Students gradually learn the concepts, such as 2-D to 3-D transformations and multimedia and website content.

3. SKILLS AND LEARNING OUTCOMES

Key skills (CB, by the acronym in Spanish):

- CB1: Students have shown their knowledge and understanding of a study area that builds on general secondary school education, 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 can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.

- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

- CB5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

Transversal skills (CT, as per the Spanish acronym):

- CT1: Independent Learning: ability to choose the most effective approaches, tools and situations to learn and independently practice the skills and knowledge learnt.
- CT2: Self-confidence: ability to self-assess results, performance and skills with the conviction that any tasks or challenges can be overcome.
- CT3: Ability to adapt to new circumstances: being able to evaluate and understand different points of view, taking different approaches to suit the situation.
- CT4: Ability to analyse and synthesize: being able to break down complex problems into manageable blocks; also evaluating alternatives and perspectives to find the ideal solution. Synthesizing to reduce the complexity and better understand the situation and/or solve problems.
- CT8: Information processing: ability to seek, choose, analyse and integrate information from diverse sources.
- CT13: Problem solving: ability to resolve an unclear or complex issue or situation which has no established solution and requires skill to reach a conclusion.
- CT18: Use of information and communication technology (ICT): ability to effectively use information and communication technology such as search tools, processing and storing information, as well as developing communication skills.

Specific skills (CE, as per the Spanish acronym):

- CE1. Good understanding of colours and their applications, the theory of shapes and how to analyse them, and the laws of visual perception.
- CE2. Ability to apply concepts of metric and projective geometry and systems of spatial representation.
- CE3. Ability to use graphic representation techniques as a form of analysis, conception, communication and expression in design.
- CE4. Ability to use IT tools for representing both 2-D and 3-D objects and spaces.
- CE5. Ability to apply knowledge of physics, dimensioning, numerical calculus, analytical geometry and basic algebra in design projects.
- CE6. Ability to understand the range of applications for the processes of symbolism, semiotics, practical functions, use and ergonomics in design.
- CE7. Understanding of theories of shape and composition to create designs to suit user needs and requirements, ensuring they respect the relationship between shape, function and the context in which they are used.

- CE14. Ability to create and develop design projects in digital environments including multimedia and websites.

Learning outcomes (RA, as per the Spanish acronym):

- RA2: Master, apply and understand the basic principles of visual, graphic, compositional, organisational and expressive language.

- RA7: Understand the narrative of multimedia and the different ways information is organised in interactive multimedia.

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning outcomes
CB1, CB2, CB3, CB4, CB5, CT5, CT6, CT8, CT14, CT15, CT18 CE4, CE9, CE13, CE14	RA2: Master, apply and understand the basic principles of visual, graphic, compositional, organisational and expressive language.
CB1, CB2, CB3, CB4, CB5, CT1, CT2, CT3, CT4, CT8, CT13, CT18 CE1, CE2, CE3, CE4, CE5, CE6, CE7, CE14	RA11: Understand visual theory and its applications in design

4. CONTENTS

- UA 1/ Topic 1: Introduction to Photoshop and Lightroom
- UA 2/ Topic 2: Photography - The basics
- UA 3/ Topic 3: Photography - Exposure, light and time
- UA 4/ Topic 4: Photography - The different parts of a camera
- UA 5/ Topic 5: Digital editing
- UA 6/ Topic 6: Digital processing in photography
- UA 7/ Topic 7: Portrait in studio and digital processing of the portrait
- UA 8/ Topic 8: Printing, dossier and publication

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Master lecture
- Problem-based learning (PBL).
- Project-based studies (PBS)
- Learning based on workshop teaching
-

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On-campus:

Learning activity	Number of hours
Attendance and participation in activities	12.5h (on-site)
Directed learning, practical exercises and problem-solving	50h (20% on-site)
Project presentation	12.5h (on-site)
Integrated group project	12.5h (off-site)
Research work and projects	12.5h (off-site)
Self-study	25h (off-site)
Tutorials, academic follow-up and assessment	25h (on-site)
TOTAL	150 h

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

Assessment method	Weight
Submission and/or presentation of projects	90%
Knowledge test	10%

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

7.1. Ordinary examination period

To pass this subject in the ordinary examination period you must:

• Obtain a grade over 5 in the weighted average of all the course activities.

• Students must obtain at least 4 out of 10 in each exercise to be able to take an average of the different activities.

• To pass the ordinary examination period, you must attend at least 80% of the classes.

• All exercises are assessed on the following criteria.
10-9: Excellent, flawless, masters technical skills and offers exceptional creative ideas. Classwork shows great clarity and dependability. Able to give clear and convincing explanations.
8-7: Very good work which meets requirements but could be improved technically and creatively. Good reasoning.

6-5: Work which is correct, but could offer more creatively and technically. More elaboration required. Explanations can lack clarity.
4-3: Work with technical errors and creatively deficient. Does not attend classes.
2-1-0: Work not submitted or submitted late and with errors.

• Submissions will not be accepted once the deadline has passed except for the final submission of the dossier at the end of the course during a tutorial. Work submitted after the deadline will be evaluated at 50%.

• We will assess:
- ability to organise and plan work efficiently.
- ability to gather relevant information and then suitably analyse, synthesise and process this information.
- resources for solving problems and taking decisions in line with the final objectives.
- ability to demonstrate critical thinking.
- appropriate assimilation of knowledge and resources taught in class.
- interest, work and effort in performing designated tasks.

7.2. Extraordinary examination period

• To pass the extraordinary examination period you must submit in person a dossier with all the exercises which make up the course.

• Perform a practical test on handling a camera and using image editing software.

• Objective test. Written exam on the content taught during the course.

8. SCHEDULE

The schedule with delivery dates of assessable activities in the course is indicated in this section:

Assessable activities	Date
Activity 1.	Week 1-3
Activity 2.	Week 4-5
Activity 3.	Week 6-7
Activity 4.	Week 7-8
Activity 5.	Week 8-9
Activity 6.	Week 9-10
Activity 7.	Week 10-12
Activity 8.	Week 13-14
Activity 9.	Week 15

Activity 10.	Week 16

The schedule may be subject to modifications for logistical reasons of the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

HISTORY OF PHOTOGRAPHY
- B. NEWHALL. Historia de la fotografía, Desde sus orígenes hasta nuestros días, Barcelona, Ed. Gustavo Gili, 1983.
- G. FREUND. La Fotografía como documento social, Barcelona, Gustavo Gili, 1993.
- J. C. LEMAGNY y A. ROUILLE. Historia de la fotografía, Barcelona, Alcor, 1988.
- M. L. SOUGEZ. Historia de la fotografía, Madrid, Cátedra, 1981.

THEORY OF PHOTOGRAPHY, LANGUAGE AND AESTHETICS
- R. BARTHES. La cámara lúcida, Barcelona, Paidós Ibérica, 1990.
- J. BERGER. Otra manera de contar, Mestizo, Murcia, 1997.
- W. BENJAMIN. Discursos Interrumpidos I. Madrid, Ed. Taurus, 1989 (1973 1ªed. esp).
- M. CLARK. Impresiones fotográficas, Julio Ollero Editor, Instituto de Estética e Historia de las Artes, Madrid, 1991.
- J. COSTA. El lenguaje fotográfico, Madrid, Ibérica Europea Trillas. México 1991.
- J. COSTA. La Fotografía. Entre la sumisión y la subversión. México. Trillas: SIGMA. 1991.
- M. DERY, la cibercultura en el final de siglo, Madrid, Siruela, 1998.
- P. DUBOIS. El acto fotográfico, Barcelona, Paidós Ibérica, 1986.
- J. FONTCUBERTA. Estética fotográfica. Selección de textos. Barcelona. Ed. Blume. 1984.
- J. GÓMEZ ISLA. Fotografía de creación. Madrid. Ed. Nerea. 2005.
- A. SCHARF. Arte y fotografía, Madrid, Alianza, 1994.
- S. SONTAG. Sobre la fotografía, Edhasa, Barcelona, 1989.

TECHNIQUES OF PHOTOGRAPHY
- A.BAYLE, E.DE SANTOS. Fotografía Digital en Blanco y Negro, ARTUAL EDICIONES S.L. 2008.
- J.FONTCUBERTA. Fotografía conceptos y procedimientos una propuesta metodológica, Barcelona, Ed Gustavo Gili. 1990.
- M. LAGUILLO. El sistema de zonas. Control del tono fotográfico, Madrid, Ed. PhotoVision, S.A. 1988.
- J.M. MELLADO. Fotografía digital de alta calidad, Ed.Artual, SL, Barcelona, 2005.
- J.PEREA, L.CASTELO, J.MUNARRIZ. La imagen fotográfica, Madrid, Akal. 2007.
- VV.AA. Manual de fotografía, Barcelona, Ed. Omega, 1981
- J.M. SÁNCHEZ, J.L. DE LOPE. Fotografía Digital, Ed. Anaya multimedia, Madrid, 2003.
- R. SPILLMAN. Manual práctico del fotógrafo. Madrid. Ed. Omnicon, S.A. 1991.
- B. WILLMORE. Photoshop CS avanzado, Anaya multimedia, Madrid, 2004.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit offers support throughout your time at university to help you with your academic achievement. One of the main pillars of our educational policy is the inclusion of students with special educational needs, universal accessibility to the different university campuses and equal opportunities.
This unit offers students:

1. Support and monitoring through personalised counselling and programmes for students who need to improve their academic performance.
2. Promotion of diversity, with curricular changes possible in terms of methodology or assessment for those students with special educational needs in order to provide equal opportunities for all our students.
3. We also offer students a range of educational extracurricular resources for developing a variety of skills to enhance their personal and professional development.
4. Career guidance by offering tools and advice to students with doubts regarding their professional careers or those who believe they have chosen the wrong line of study.

Students who need educational support can contact us at:
orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

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

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

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.