

1. OVERVIEW

Subject Area	Theory of Audiovisual and Interactive Media
Degree	Bachelor's Degree in Design
School/Faculty	Architecture, Engineering and Design
Year	Second
ECTS	6 ECTS
Type	Core
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	First
Academic Year	2024/25
Coordinating professor	

2. INTRODUCTION

This subject teaches concepts of audiovisual storytelling - multimedia and interactive story telling. Students get a historical and theoretical introduction to audiovisual and interactive media both in artistic and experimental contexts and in how they are applied to design. We will cover projects involving sound, video, physical interaction, networks and geopositioning. This subject is part of the module Contextualisation.

3. SKILLS AND LEARNING OUTCOMES

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

- **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.

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

- **CT1:** Independent Learning: the ability to choose the most effective strategies, tools and opportunities for independent learning and implementation of what they have learnt.

- **CT2:** Self-confidence: ability to evaluate their own results, performance and skills with the self-determination necessary to complete tasks and meet any objectives.
- **CT3:** Ability to adapt to new circumstances: being able to evaluate and understand different points of view, taking different approaches to suit the situation.
- **CT6:** Oral or written communication: ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements.
- **CT12:** Critical thinking: ability to analyse an idea, occurrence or situation from different perspectives and adopt their own personal viewpoint of it based on scientific rigour and subjective debate rather than from intuition.
- **CT16:** Decision making: ability to choose between different options or methods to effectively solve varied situations or problems.

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

- **CE8.** Understanding of the history of art and design, how it has evolved technically and the criteria behind certain models being considered as a reference.
- **CE9.** Ability to analyse different artistic and design works to place them in their correct historical, cultural and stylistic context.
- **CE10.** Ability to critically evaluate works of art and design with understanding, using the correct terminology and reaching objective, meticulous and accurate conclusions.

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

- **RA2.** Students will learn how to analyse works of art/design/architecture to progressively learn how to critically evaluate them.
- **RA3.** Students will develop an understanding of the elements, aspects and common language of art and design. At the same time, students will understand how these elements interact with each other to use this knowledge in analysis and learning. They will acquire the ability to situate and classify works of art/design and the artistic movements in their historical, cultural and stylistic contexts. As a result, students will be able to associate artistic works and movements first seen as separate.

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

Skills	Learning outcomes
CB3, CB4, CT2, CT12 CE10,	RA2. Analyse works of art/design/architecture to progressively learn how to critically evaluate them.
CB3, CB4, CT2, CT12, CE10,	RA3. Develop an understanding of the elements, aspects and common language of art and design. At the same time, students will understand how these elements interact with each other to use this knowledge in analysis and learning. Acquire the ability to situate and classify works of art/design and the artistic movements in their historical, cultural and stylistic contexts. As a result, students will be able to associate artistic works and movements first seen as separate.

4. CONTENTS

This subject area is divided into five learning units, which are then divided into various topics:

Unit 1. Design and sound

- 1.1. Evolution and history of recorded sound

- 1.2. Sound design
- 1.3. Sound identity
- 1.4. Avant-garde and contemporary music
- 1.5. Experiments in sound

Unit 2. Design and audiovisuals

- 2.1. Media theory
- 2.2. Video art
- 2.3. Animation
- 2.4. Analysis of audiovisual storytelling

Unit 3. Designing interactive systems

- 3.1. User-centred design
- 3.2. Interactive systems: how interface has evolved
- 3.3. Extended reality
- 3.4. Analysing interactive systems

Unit 4. Design and networks

- 4.1. Design and networks
- 4.2. Cyber anthropology
- 4.3. Analysing internet projects

Unit 5. Design and data

- 5.1. Design based on scientific concepts
- 5.2. Visualisation of data

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Master lecture
- Collaborative learning
- Problem-based learning (PBL)

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	25h (on-site)
Directed learning, practical exercises and problem-solving	50h (44% on-site)
Self-study	50h (off-site)
Tutorials, academic follow-up and assessment	25h (on-site)
TOTAL	150h

7. ASSESSMENT

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

On-campus:

Assessment method	Weight
Knowledge tests	70%
Submission and/or presentation of projects	30%

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 the course in the ordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject, so long as you fulfil the following requirements:

- You must obtain a minimum of 4.0 out of 10 in each knowledge test, achieving a minimum 5.0 out of 10 in the weighted average, or achieve a minimum 5.0 out of 10 in the final global recovery exam.
- Achieve at least 5 out of 10 as an average for the submissions and presentations.

We will not accept work submitted beyond the deadline, unless it is a final submission where work can be delivered due to justified reasons with a new deadline set. Examples of justified reasons for late delivery are: illness with a doctor's note, work experience at a company with proof from that company, etc.

Plagiarism or copying will result in a 0 for that entire section of work.

Missing more than 25% of classes will lead to an automatic fail in the ordinary examination period.

7.2. Extraordinary examination period

To pass the course in the extraordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject, fulfilling the same requirements as mentioned in the ordinary examination period.

If you do not meet the requirements in the part corresponding to the exams in the ordinary examination period, you must take and pass the final exam with a minimum of 5.0 out of 10.

Activities not passed in the ordinary examination period, or those not delivered, must now be delivered after having received the relevant corrections to them by the lecturer.

8. SCHEDULE

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

Assessable activities	Date
Presentation 1	Week 3
Presentation 2	Week 6
Partial exam 1	Week 9
Presentation 3	Week 12

Presentation 4 (optional)	Week 15
Partial exam 2	Week 16
Final exam (resit)	Week 17

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:

- Rush, M (2002). *Nuevas expresiones artísticas a finales del siglo XX: Michael Rush; traducción Silvia Komet Dain*. Ed. Destino.
- Bergala A. El imperio de los sonidos. Ed. System TV.
- Julian Treasure <https://www.juliantreasure.com>
- Programa de RTVE *Ars Sonora*. Miguel Álvarez-Fernández <https://www.rtve.es/play/audios/ars-sonora/>
- Mediateletipos <http://www.mediateletipos.net/archives/category/secciones/audiovision>
- Marshall McLuhan Speaks <https://marshallmcluhanspeaks.com/index.html>
- Marshall McLuhan, *El medio es el mensaje* <https://www.youtube.com/watch?v=cFwVCHkL-JU>
- McLuhan, M., & Ducher, P. (1996). *Comprender los medios de comunicación: las extensiones del ser humano*. Ed. Paidós. Barcelona.
- McLuhan, M. (1998). *La galaxia Gutenberg*. Círculo de Lectores.
- Norman, D. A. (1998). *La psicología de los objetos cotidianos*. Editorial Nerea.
- No Solo Usabilidad <http://www.nosolousabilidad.com>
- Cursos Interaction Design Foundation. <https://www.interaction-design.org>
- Grau, O. (2003). *Virtual Art: from illusion to immersion*. MIT press.
- Lima, M. (2011). *Visual complexity*. <https://www.visualcomplexity.com>
- ZKM – Centro de Arte y Medios Tecnológicos de Karlsruhe – Colección y archivos: <https://zkm.de/en/collections-archives>
- Medialab-Prado – Programa Visualizar: <https://www.medialab-prado.es/programas/visualizar>
- Multimedia: From Wagner to Virtual Reality. http://cs.wellesley.edu/~cs215/Lectures/L00-HistoryHypermedia/www.artmuseum.net_w2vr.pdf

A specific bibliography will be provided for each unit.

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:



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.

