

1. OVERVIEW

Subject Area	Image
Degree	Bachelor's Degree in Design
School/Faculty	Architecture, Engineering and Design
Year	Second
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	Second
Academic Year	2024-2025
Coordinating professor	

2. INTRODUCTION

This is a compulsory subject based on the development of the formal elements which make up the image (line, plane, composition, contrast, rhythm, structure, etc.).

The relationship between text and image, the limits of our imagination, time associated to the image in movement.

Analysis of current artistic developments.

Image theory. Visual rhetoric. Image and communication. Iconicity of image. Signal, sign, symbol and emblem.

Expression through images. Poetic imagery. Didactic images. Persuasive images. Images of identity. Images of words. Images and geometry of illustration and photography. Static images and images in movement. Colour of the image. Colour symbolism.

Psychological theory of shape. Image theory.

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: 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.
- CT 3: 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.
- 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.
- CT 18: 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):

- CE 1: Good understanding of colours and their applications, the theory of shapes and how to analyse them, and the laws of visual perception.
- CE 3: Ability to use graphic representation techniques as a form of analysis, conception, communication and expression in design.
- CE 6: Ability to understand the range of applications for the processes of symbolism, semiotics, practical functions, use and ergonomics in design.
- CE 7: 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.

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

- RA4: Apply the principles of colour and design to different design projects.
- RA10: Apply graphical design resources and processes to the representation of spaces and objects (drawing by hand or computer) and ensure the result fits with the intended representation of the design objects.
- RA11: Understand the theory of image and its applications in graphic design.

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	RA10: Apply graphical design resources and processes to the representation of spaces and objects (drawing by hand or computer) and ensure the result fits with the intended representation of the design objects.
CT1, CT2, CT3, CT4, CT8, CT13, CT18 CE1, CE3, CE6, CE7	RA4: Apply the principles of colour and design to different design projects. RA10: Apply graphical design resources and processes to the representation of spaces and objects (drawing by hand or computer) and ensure the result fits with the intended representation of the design objects. RA11: Understand the theory of image and its applications in graphic design.

4. CONTENTS

- **Unit/Activity 1:** Introduction to image I. A practical task regarding a primary visual analysis and search for different audiovisual sources (individual activity).
- **Unit/Activity 2:** Introduction to image II. A practical task involving synthesis, semantics, poetics and functionality of the image (individual activity).
- **Unit/Activity 3:** Iconicity and complexity. A drawing based on the degree of iconicity of the image (individual activity).
- **Unit/Activity 4:** Meaning and ambiguity. A practical task of visual synthesis and alteration of meaning of an image (individual activity).
- **Unit/Activity 5:** Image and persuasion. An image for a publicity campaign responding to the principles of rhetoric of the image (group activity).
- **Unit/Activity 6:** Barthes rhetoric. Photographs/illustrations associated with the practice above (individual activity).
- **Unit/Activity 7:** Image as sign I. Submission and/or presentation of projects. Elaboration of pictogram icons in the classroom (individual activity).
- **Unit/Activity 8:** Image as sign II. A practical task to delve into calligrams and visual poems (individual activity).

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Master lecture
- Collaborative learning.
- Problem-based learning (PBL).
- Project-based studies (PBS)

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:

On-campus:

Assessment method	Weight
Submission and/or presentation of projects	90%
On-site 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 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.

In any case, you must achieve a grade greater than or equal to 4.0 in the final assessment so this can be used for the average with the other activities.

In any case, you must achieve a grade greater than or equal to 4.0 in the final assessment so this can be used for the average with the other activities.

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 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.

In any case, you must achieve a grade greater than or equal to 4.0 in the final assessment so this can be used for the average with the other activities.

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
Unit/Activity 1	Week 1
Unit/Activity 2	Week 2
Unit/Activity 3	Week 3
Unit/Activity 4	Week 4-5
Unit/Activity 5	Week 6-9
Unit/Activity 6	Week 10-11
Unit/Activity 7	Week 12-13
Unit/Activity 8	Week 14
Unit/Activity 9	Week 15
Activity 10/On-site test	End of course

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:

- Bases del Diseño Gráfico. Alan Swann. GG.
- Diseño Gráfico. Nuevos fundamentos. Ellen Lupton y Jennifer Cole Phillips. GG.
- The Non-designer's Design Book. Robin Williams. Peachpitt Press, Berkeley.
- Manual de Diseño Gráfico. Armin Hofmann. GG.
- Size Matters: Effective graphic design for large amounts of information. Lakshmi
- Bhaskaran. Rotovision.

- Retículas: la estructura del diseño gráfico. André Jute. Index Book.
- Diseñar con y sin retícula. Timothy Samara. GG.
- Arte y percepción visual. Rudolf Arnheim. Paidós.
- Pedagogía de la Bauhaus. Rainer Wick y Gabriele Grawe. Alianza Editorial.

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.