

## 1. OVERVIEW

<b>Subject Area</b>	Technology for Multimedia Production
<b>Degree</b>	Bachelor's Degree in Design
<b>School/Faculty</b>	Architecture, Engineering and Design
<b>Year</b>	Third-party
<b>ECTS</b>	6 ECTS
<b>Type</b>	Compulsory
<b>Language(s)</b>	Spanish/English
<b>Delivery Mode</b>	On campus
<b>Semester</b>	First
<b>Academic Year</b>	2024/25
<b>Coordinating professor</b>	

## 2. INTRODUCTION

Technology for Multimedia Production provides an introduction to recording and editing technology required to create projects which involve audio, video, augmented reality and publishing on the internet.

We will deal with the concepts and techniques applied to multimedia design projects so students acquire knowledge of the technology and options available to help their future learning. They will also learn how to undertake entire and professional projects based on the content taught in this subject.

## 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.

### 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.

- **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):**

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

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

- **RA7.** Understand the narrative of multimedia and the different ways information is organised in interactive multimedia.
- **RA8.** Understand the characteristics of and possibilities offered by the different technology (hardware and software), together with its suitability in terms of expression, functionality and strategy. Students also learn its position in wider contexts and systems and how it influences individuals and society.
- **RA9.** Understand the development and management processes involved in digital design projects (flow diagrams, storyboard, production and post-production).

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

Skills	Learning outcomes
CT1, CT3, CT18, CE14	RA7. Understand the narrative of multimedia and the different ways information is organised in interactive multimedia.
CB2, CT1, CT2, CT3, CT13, CT18, CE14	RA8. Understand the characteristics of and possibilities offered by the different technology (hardware and software), together with its suitability in terms of expression, functionality and strategy. Students also learn its position in wider contexts and systems and how it influences individuals and society.
CT1, CT3, CT13, CT18, CE14	RA9. Understand the development and management processes involved in digital design projects (flow diagrams, storyboard, production and post-production).

## 4. CONTENTS

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

**Unit 1. Sound**

- 1.1. Analogue sound
- 1.2. Digital sound
- 1.3. Recording
- 1.4. Editing. Sound design
- 1.5. Audiobranding

**Unit 2. Video**

- 2.1. Introduction
- 2.2. Recording
- 2.3. Editing
- 2.4. Post-production

**Unit 3. Augmented Reality**

- 3.1. Introduction to the technology
- 3.2. Design proposal in a real environment

**Unit 4. Internet**

- 4.1. Introduction
- 4.2. Prototyping
- 4.3. 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)
<b>TOTAL</b>	<b>150h</b>

## 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	90-100%

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. You must also pass at least one audio editing exercise (Unit 1), one video editing exercise (Unit 2) and creating a web page (Unit 4). If you do not meet these requirements, the maximum possible grade is 4.

No submissions will be accepted once the deadline has passed, unless it is a final submission where late work can be delivered due to justified reasons. 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.

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
<b>Activity 1.</b> Recording and editing of individual sounds.	Week 4
<b>Activity 2.</b> Creating a multitrack sound design.	Week 6
<b>Activity 3.</b> Sound design for an electronic device.	Week 8
<b>Activity 4.</b> Recording and initial video montage.	Week 10

<b>Activity 5.</b> Video post-production.	Week 12
<b>Activity 6.</b> Shared personal research.	Week 14
<b>Activity 7.</b> Augmented reality exercise.	Week 15
<b>Activity 8.</b> Prototype of a web page.	Week 16
<b>Activity 9.</b> Creating a web page	Week 18

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:

- Ableton Learning Synths. <https://learningsynths.ableton.com>
- Ableton Live. Tutoriales oficiales. <https://www.ableton.com/en/live/learn-live/>
- Adobe. Tutoriales oficiales de Adobe Audition. <https://helpx.adobe.com/audition/tutorials.html>
- Adobe. Tutoriales oficiales de Adobe Premiere. <https://helpx.adobe.com/es/premiere-pro/tutorials.html>
- Archivo de festivales de Ars Electronica: <https://ars.electronica.art/festival/en/archive/>
- Blog de Audiotec: <https://www.audiotec.es/news/>
- Cursos Interaction Design Foundation. <https://www.interaction-design.org>
- Fragmentos de código útiles. <https://www.w3schools.com/howto/default.asp>
- Guía CSS. <https://www.w3schools.com/css/>
- Guía HTML. <https://www.w3schools.com/html/default.asp>
- 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](http://cs.wellesley.edu/~cs215/Lectures/L00-HistoryHypermedia/www.artmuseum.net_w2vr.pdf)
- No Solo Usabilidad: <http://www.nosolousabilidad.com>
- Rush, M. (2002). *Nuevas expresiones artísticas a finales del siglo XX: Michael Rush; traducción Silvia Komet Dain*. Ed. Destino.
- Sonic Signatures – Audio Logo Database. <https://www.sonic signatures.io/audio-logo-database>
- Treasure, J. Building In Sound. [https://www.academia.edu/3588066/Building\\_in\\_Sound](https://www.academia.edu/3588066/Building_in_Sound)
- Treasure, J. <https://www.juliantreasure.com>
- Videocopilot. <https://www.videocopilot.net/tutorials/>
- ZKM – Centro de Arte y Medios Tecnológicos de Karlsruhe – Colección y archivos: <https://zkm.de/en/collections-archives>

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:

[orientacioneducativa@universidadeuropea.es](mailto: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.