1. OVERVIEW

Subject Area	Off-line graphic design technologies
Degree	Bachelor's Degree in Design
School/Faculty	Architecture, Engineering and Design
Year	Third-party
ECTS	6 ECTS
Type	Optional
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	First
Academic Year	2024-2025
Coordinating professor	

2. INTRODUCTION

This subject introduces students to off-line graphic design, the pre-production and production processes and the meeting points for expressing themselves online.

The subject includes an introduction to modelling for printed projects; marking of production specifications; awareness of the different printing and manipulating techniques; prescription for materials, processes and finishes; and to the management and supervision of production.

Students will become aware of the formats, materials and production systems in the field of signage and packaging.

Students will delve deeper into how to use familiar programs such as Adobe Illustrator, Adobe Photoshop, Adobe Acrobat Pro and Adobe Indesign in practice.

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 professionally and possess the necessary skills, usually demonstrated by forming and defending opinions, as well as 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: 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.
- CT3: Ability to put knowledge into practice, using the skills acquired in the academic field in mock situations based faithfully on real life issues in the profession they are studying for.
- 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.
- CT14: Innovation/Creativity: ability to propose and invent new and original solutions broadening the scope and bringing different aspects to the original problem.
- CT16: Decision making: ability to choose between different options or methods to effectively solve varied situations or problems.
- CT17: Teamwork: ability to integrate and collaborate actively with other people, areas and/or organisations to reach common goals.
- 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):

- CE23: Understand the technique of typography and its applications in graphic design.
- CE25: Understanding of graphic design technology applied to off-line media.
- CE26: Ability to apply graphic design technology to off-line projects.

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

- RA2: Describe and respond to audiences and contexts the communication solutions are aimed at. This includes considering physical, cognitive, cultural and social aspects of people which can influence the design solutions.
- RA3: Create and develop visual forms to respond to communication problems, including understanding of the principles of visual composition and organisation, information hierarchy, visual representation, typography, aesthetics, and the creation of images containing meaning.
- RA4: Understand the tools and technology, as well as the role they play in the creation, reproduction and distribution of visual messages. This includes drawing, printing techniques, photography, and interactive media based in time (cinema, video and 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 CT1, CT2, CT3, CT13, CT14, CT16, CT17, CT18 CE23, CE25, CE26	RA2: Describe and respond to audiences and contexts the communication solutions are aimed at. This includes considering physical, cognitive, cultural and social aspects of people which can influence the design solutions. RA3: Create and develop visual forms to respond to communication problems, including understanding of the principles of visual composition and organisation, information hierarchy, visual representation, typography, aesthetics, and the creation of images containing meaning. RA4: Understand the tools and technology, as well as the role they play in the creation, reproduction and distribution of visual messages. This includes drawing, printing techniques, photography, and interactive media based in time (cinema, video and multimedia).

4. CONTENTS

The subject matter is divided into ten teaching units, which cover the course content.
These are complemented by seven activities: six practical tasks, and a written knowledge test:

Unit 1.
• Designing
• Types of designers
• Production process
• Offline vs online universes
• Printing analysis
• Practical exercise 1: Analysis of a book or catalogue

Unit 2.
• Measures and formats
• Offline universe: printing/packaging/signage
• Applications and formats
• Analysis of materials resources in books and catalogues
• Practical exercise 2: Practical printing work for Invitation

Unit 3.
• Resolution of images
• Types of images
• Types of files
• Practical exercise 3: Image formats

Unit 4.
• Formats of publications
• Books, posters and screen
• Practical exercise 4: Flyer + poster

Unit 5

- Layout
- Practical focus on Adobe Indesign
- Styles of text, character and paragraph

Unit 6.
- Pre-printing
- Preparing graphic material
- Indent, register and trapping
- Use of colour and types of black
- Imposition and preparation of files for pre-printing
- <u>Practical exercise 5</u>: Magazine

Unit 7.
- Printing techniques
- Packaging and packing techniques and materials
- Signage techniques and materials

Unit 8.
- Colour
- Reference and theories
- Shade, saturation and brightness
- Colour space
- Interaction

Unit 9.
- The world of paper
- Paper and the environment
- <u>Practical exercise 6</u>: Book design

Unit 10: Written knowledge test

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)
- 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	6.25h (on-site)

Directed learning, practical exercises and problem-solving	25h (20% on-site)
Project presentation	12.5h (on-site)
Integrated group project	12.5h (40% on-site)
Research work and projects	62.5h (40% on-site)
Self-study	12.5h (off-site)
Tutorials, academic follow-up and assessment	18.75h (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%
Written 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 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.

However, you must achieve a grade greater than or equal to 4.0 in the written knowledge test so this can be used for the average with the other activities.

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.

However, you must achieve a grade greater than or equal to 4.0 in the written knowledge test 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
Practical 1	Week 4
Practical 2	Week 6
Practical 3	Week 8
Practical 4	Week 10
Practical 5	Week 12
Practical 6	Week 14
Written knowledge test	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:

- Manual de producción para diseñadores gráficos. Ambrose y Harris. Parramón Arquitectura y Diseño.
- A graphic design project from start to finish. Varios autores. Index Book.
- Diccionario visual de preimpresión y producción. Ambrose y Harris. Index Book.
- Así se hace un libro. Enric Jardí. Arpa & Alfil Editores.
- Diseño para la edición / Para diseñadores, directores de arte y editores. Jan V. White. Jardín de Monos.
- Revista Gràffica nª 16 Papel. Paper Collection. PalauGea 2019
- Revista Gràffica nº 21. Artes Gráficas. PalauGea 2020
- Revista Gràffica nº 23. Diseño Editorial. PalauGea 2021
- Revista Gràffica nº 24. Color. PalauGea 20

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.