Course Guide

Web / Interactive Projects Design & Concept

Multimedia and Digital Arts Degree
Universidad Católica de Valencia

Academic Year 2023 - 2024

Course guide to web / interactive projects design & concept

	ECTS
Subject: Web / Interactive Projects Design & Concept	6
Field: Web Design	18
Module: 7 Multimedia and Web Design	30
Type of learning[1]: (OB) Mandatory	**Year**: 2º **Semester**: 1º
Professor: Ignacio Cañellas	**Departament:** Multimedia
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Module organisation

Multimedia and Web Design			**30 ECTS**	
Duration and temporal location within the curriculum:				
Field and Subjects				
Field	**ECTS**	**Subject**	**ECTS**	**Course/ Semester**
Web Design	6	Web / Interactive Projects Design & Concept	6	2º / 1º
Web Design	6	Web / Interactive Projects Development I	6	3º / 1º
Web Design	6	Web / Interactive Projects Development II	6	3º / 2º

[1] Basic formation (common field), Mandatory, Optional, External Practice, Final Degree Project.

Web Programming	6	Web / Interactive Projects Programming	6	3º / 2º
Virtual Environments	6	New Languages and Digital Media	6	4º / 1º

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Prerequisites: **Non established.**

GENERAL GOALS

- Web / interactive project influence phases.

- Establish principles and distinguishing characteristics of interactive design.

- Acquire skills in planning processes for interactive projects.

- Empowering students to make professional web design and evaluate other interactive projects, and web environments.
- Encouraging critical thinking, analytical and reflective in the new digital media.

- Meet design specifications of web projects, interactive features and the relationship between user and interface.
- Understand interactive design concept, as well as the significance of organizing.

- Acquire the basic knowledge about the use of specialized tools in the creation of web projects and their realization in the digital environment.

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CROSS-SECTIONAL COMPETENCES [2]	Competence measuring scale			
Instrumental	1	2	3	4
1. **Capacity for analysis and synthesis.**				x
2. **Ability to organize and plan.**				x
3. **Oral and written communication in the language.**			x	
4. **Oral and written communication in a foreign language in the workplace itself.**		x		
5. **Computer skills related to field of study.**				x

6. **Troubleshooting.**				x
Interpersonals	**1**	**2**	**3**	**4**
7. **Decision taking.**				x
8. **Teamwork.**				x
9. **Working in an interdisciplinary team.**				x
10. **Ethical commitment.**		x		
11. **Ability to assume responsibilities.**				x
12. **Autocriticism capacity.**			x	
Systemic	**1**	**2**	**3**	**4**
13. **Autonomous learning and motivation for training throughout their careers.**				x
14. **Adapting to new situations.**				x

2 Enumerar correlativamente todas las competencias. Cada una de ellas debe ser ponderada de 1 a 4 utilizando como criterio el grado de contribución de la asignatura/materia a la adquisición y desarrollo de la competencia.

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15. **Creativity.**				x
16. **Leadership. Analysis and team management.**			x	
17. **Initiative and entrepreneurship.**				x
18. **Motivation for quality.**			x	

19. Capacity for self-employment and job creation.				x	

	SPECIFIC COMPETENCES [3]				
E9	Ability to plan and manage projects and developments of tech- nological content, particularly relating to art, design, media and communication.				x
E12	To assess the importance of design in the development of mes- sages and the impact of transmission in different areas of com- munication.			x	
E16	Understand and convey the importance of the communication strategy as a critical element in the process of value creation and the provision of value to society by companies and organi- zations in general.			x	
E17	Understanding the characteristics of digital production sector and its operations and trends that mark their current and future developments.			x	
E18	Understand, value and understand the ethical obligations of professional multimedia creation and the implications it has to adjust to the same professional performance.		x		
E19	Global understanding and multimedia artistic practices and the importance of its relationship with its socioeconomic and cultu- ral context.				x

[3] Seguir correlativamente con la anterior numeración. Las competencias específicas se ponderan de 1 a 4 siguiendo el mismo criterio que con las transversales.

LEARNING OUTCOMES	COMPETENCES
R1 Value Internet both as communication and information.	**1, 3, 4, 5, 10,12, 13, 18, 19** **E12, E16, E17, E18, E19**
R2 User analysis and user experience.	**1, 2, 4, 5, 8, 9, 10,12, 14, 15,** **16, 18** **E12, E17, E18**
R3 Dexterity techniques to identify customer needs.	**1, 2, 3, 4, 7, 8, 9, 10, 11, 12,** **14, 15, 16, 17, 18, 19** **E9, E12, E17, E18, E19**
R4 Developing web projects and budgets.	**1, 2, 3, 4, 5, 7,10,13, 16, 18** **E9, E12, E17, E18**
R5 Appraise of digital techniques for the design of the inter- face and interactive navigation.	**1, 2, 5, 12, 13, 14, 15, 18** **E12, E17, E19**

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	**Teaching-Learning Methodology**	**Relationship With Learning Outcomes for the subject**	**ECTS**
LECTURE CLASS	**Teacher presentation of con- tents, analysis of competences, explanation and in-class display of skills, abilities and kno- wledge.**	**R1, R2, R3, R4, R5**	**1,0**
PRACTICAL CLASSES	**Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc.** **Meaningful construction of knowledge through**	**R1, R2, R3, R4, R5**	**1,0**

	interaction and student activity.		
TEAMWORK	Application of multidisciplinary knowledge.	R4	0,15
TUTORING	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and dis- cuss materials and topics pre- sented in classes, seminars, readings, papers, etc.	R1	0,1
EVALUATION	Set of oral and/or written tests used in initial, formative or ad- ditive assessment of the stu- dent.	R1, R2, R3, R4, R5	0,15
		Total	(2,4)

INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Metho- dology	Relationship of Course with Lear- ning Outcomes	ECTS
TEAMWORK	Group preparation of readings, essays, problem solving, semi- nars, papers, reports, etc. to be presented or submitted in theo- retical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R2	1
	Student study: Group Individual preparation of readings, essays, problem solving, seminars, pa-		2,6

INDEPENDENT WORK	pers, reports, etc. to be presen- ted or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R1, R2, R3, R4, R5	
		Total	**3,6**

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	**LEARNING OUTCOMES ASSESSED**	Allocated Percentage
Exam (It is essential to pass this tests to average the other assess- ment tools)	**R1, R2, R3, R4, R5**	50%
Exhibition team work		

(Grade wont' be shared equally among all group members. Student must be involved in this work for averaging with other assessment tools)	**R2**	5%
Delivery of individual exercises (It will be essential to its deli- very date and time agreed to average the rest)	**R1, R2, R3, R4, R5**	35%
Active participation in class (Presentiality, interventions in debates, practical sessions)	**R1, R2, R3, R4, R5**	10%

MENTION OF DISTINCTION:
The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. The number of Distinctions granted will not exceed 5% of students enro- lled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (Royal Decree 1125/2003).

CONTENTS DESCRIPTION	COMPETENCES
DIDACTIC UNIT I	
Preparing a Web / Interactive Project	**1 2 3 6 10 14 15 17 19** **E9 E16 E18**

• **Interactivity** • **Basic Concepts** • **Tipologies** • **Preliminary phase** • **Briefing** • **Internal / External Structure** • **Budget**	
DIDACTIC UNIT II	
Designing a Web / Interactive Project	**1 2 4 5 6 7 8 9 11 12 13 15 16 18** **E12 E17 E19**
• **Design phase** • **Media, Format and Resolution** • **Origins. Historical evolution.** • **Actual tendencies** • **Basic design elements** • **Graphic resources** • **Colour** • **Responsive Web Design** • **Modular grid systems** • **Tipography** • **Introduction to HML**	

REFERENCES

Basic References

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NIEDERST, J.: "Diseño Web. Guía de referencia". Anaya Multimedia – O'Reilly, ISBN: 9788441520769, Septiembre, 2006.

LYNCH, P J.; HORTON, S.: "Manual de Estilo Web – Principios de diseño básico para la crea- ción de sitios web". Gustavo Gili. ISBN: 8425219426,2004.

ZELDMAN, J.: "Diseño con estándares web". Anaya Multimedia, ISBN: 8441516081, 2004. GARRET, J.J.: "The elements ofUserExperience". Peachpit Press, ISBN-10: 0735712026,2002.

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NIELSEN, J.: "Designing Web Usability. Thepracticeofsimplicity". London: Peachpit Press, 1999.

NIELSEN, J.: "UsabilityEngineering". London: Academic Press, 1993 NIELSEN, J.: "Hypertextandhypermedia". London: Academic Press, 1990.

Accesibility

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Thatcher, J.; Bohman, P.; Burks, M.; Henry, S. L.; Regan, B.; Swierenga, S.; Urban, M. D.; Waddel, C. D.: "ConstructingAccessibleWebsites", Apress, ISBN: 1590591488, agosto, 2003. Egea, C.; Sarabia, A.: "Diseño Accesible de Páginas Web", Consejería de Trabajo y Política So- cial, Dirección General de Política Social, ISBN: 8487926207, 2001.

Clark, J.: "BuildingAccessibleWebsites", PearsonEducation, ISBN: 073571150X, noviembre,2001

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VAN DIJCK, P.: "InformationArchitecturefor Designers". Rotovision, 2006.

S. M. Weinschenk.: "Neuro Web Design: WhatMakesThemClick?"

Interactive

PREECE, J. & ROGERS, Y. & SHARP, H.: "Interactiondesign: Beyond human-computerinterac- tion". John Wiley& Sons Ltd. 2011.

Grid systems

MÜLLER-BROCKMANN, J.: "Grid Systems in GraphicDesign". Verlag Niggli AG, Sulgen / Zur- ich 1981.
MARCOTTE, E.: "Responsive Web Design". A book apart, 2011.

Colour

SHIGENOBU KOBAYASHI.: "Color ImageScale". Kodansha International Ltd. 1992.

HTML

Lloyd I.: "TheUltimate HTML Reference". SitePointPtyLtd. 2008.

CSS

Olsson T. &O'Brien P.: "TheUltimate CSS Reference". SitePointPtyLtd. 2008.
Clarke A. & M. E. Holzschlag.: "Transcending CSS". NewRiders Publishing; 2006. Meyer, E.: "CascadingStyleSheets. TheDefinitiveGuide". O'Reilly, 2004.

TEMPORAL ORGANIZATION OF LEARNING:	
CONTENT/DIDACTIC UNIT	Nº OF SESSIONS
1. Subject presentation. Course Guide. Objectives. Rules.	1
2. Interactive definition.	1
3. Basic concepts: Internet, WWW, Web Site, Web Page, App.	1
4. Web projects typologies.	1
5. The phases of a web / interactive project I: Project – Preliminary phase.	1
6. Web / interactivo budgeting I y II.	1

7. **Web / Interactive project Internal and External estructure.**	1
8. **Web / Interactive project specifications: Briefing.**	1
9. **The phases of a web / interactive project II: Project – Design phase.**	1
10. **Media, format and resolution. Photoshop I**	1
11. **Historical evolution of web design I. Origins.**	1
12. **Historical evolution of web design II. Trends.**	1
13. **Media, format and resolution. Photoshop II**	1
14. **Assesment rehearsal.**	1
15. **Basic design elements.**	1
16. **Outschooling.**	1
17. **Group quest– Briefing session.**	1

18. **Magister lectura. Responsive Web Design.**	1
19. **Group quest II – Control session.**	1
20. **Graphic resources.**	1
21. **Group quest III – Results and Exhibition sesión.**	1
22. **Colour inte digital environment.**	1
23. **Composition. RWD. Modular Grid System I.**	1
24. **Composición. RWD. Modular Grid System**	1

II.	
25. **Tipography web I.**	1
26. **Tipography web II.**	1
27. **HTML prototyping.**	1
28. **Assesment rehearsal.**	1
29. **Subject review. Conclusions. Learning.**	1

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SUBJECT DEVELOPMENT IN SECOND AND SUBSEQUENT ENROLLMENTS:

There will be a special group for students who are not enrolling for the first time if they ex- ceed the occupancy limit of the classroom and a teacher is assigned to that group.

The professor in charge of this group will conduct 6 follow-up sessions and tutoring for 2 hours each. Assessment of skills and abilities will be done through the scheduled practice sessions. In each session the subject will be developed so as to reinforce the work on the skills that each student needs to pass the course.

Assessment of content and skills will be made during the examination set in the official ca- lendar for this course.

TEMPORARY ORGANIZATION OF LEARNING (Students on second and subsequent enrollments):		
	BLOCK CONTENT / TEACHING UNIT	**Nº DE SESSIONS**
1	**Review of the theoretical contents UD. 1, 2, 3, 4**	1
2	**Review of the theoretical contents UD. 5, 6, 7**	1
3	**Review of the theoretical contents UD. 8, 9, 10, 11**	1
4	**Review of the theoretical contents UD. 12, 13, 14, 16 y 17**	1
5	**Review of the theoretical contents UD. 15, 18 y 19**	1