TEACHING GUIDE
DEVELOPMENT OF
INTERACTIVE PROJECTS /
WEB I

Multimedia and Digital Arts
Universidad Católica de Valencia

Course 2023/24

GUÍA DOCENTE DE LA MATERIA Y/O ASIGNATURA

	ECTS
SUBJECT: Development of interactive / web projects I	6
Subject: Web Design	18
Module: Web Design and Multimedia	30

Type of Training[1]: Compulsory	**COURSE**: 3rd **Semester**: 1st
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ORGANIZATION OF THE MODULE

WEB DESIGN AND MULTIMEDIA			**30 ECTS**	
Duration and temporal location within the curriculum:				
Subjects and Courses				
Subject	**ECTS**		**ECTS**	**Course / semester**
Web Design	18	Design and Conceptualization Web Project / Interactive	6	2nd / 2nd
		Web Development Projects / Interactive I	6	3rd / 1st
		Development of Web / Interactive Projects II	6	3rd / 2nd
Web Programming	6	Programming of Web / Interactive Projects	6	3rd / 2nd
Virtual Environments	6	New Languages and Digital Media	6	4th / 1st

[1] Basic training (common subject), Compulsory, Elective , External practices, Final Degree Project.

COURSE GUIDE SUBJECT / SUBJECT: Development of Web / Interactive Projects I

Prerequisites: They have not been established.

GENERAL OBJECTIVES

1. Mastering the technical languages of layout and design of web projects.

2. Being able to design and execute the user interface and interactivity of dynamic web projects.

3. Being able to analyze technologies and market trends to find the appropriate responses to the demands and resources of a specific context.

4. Establish the structures and behaviors to turn a design into a web project.

5. Develop and direct web projects, both in the analytical part and in the design and maintenance.

BASIC COMPETENCES

	1	2	3	4
CB1 That students have demonstrated that they possess and understand knowledge in an area of study that starts from the base of general secondary education, and is usually found at a level that, although supported by advanced textbooks , also includes some aspects that involve knowledge from the forefront of their field of study		x		
CB2 That students know how to apply their knowledge to their work or vocation in a professional way and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and problem solving within their study area				x
CB3 That students have the ability to gather and interpret relevant data (usually within their study area) to make judgments that include a reflection on relevant issues of a social, scientific nature o ethics		x		
CB4 That students can transmit information, ideas, problems and solutions to a highly specialized audience or as non-specialized			x	
CB5 That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.				x

GENERAL COMPETENCES	Weighting of competence			
	1	2	3	4
1. Capacity for analysis and synthesis.			x	
2. Capacity for organization and planning.		x		
5. Computer skills related to the field of study.				x
6. Information management capacity. Know how to obtain information effectively from books and specialized magazines, and other documentation.				
10. Teamwork.			x	
11. I work in an interdisciplinary team.				x
18. Independent learning and motivation for training throughout your professional life				
19. Adaptation to new situations			x	
22. Ability to collaborate with other professions and especially with professionals from other fields. Identify the appropriate professionals to adequately develop creative work.			x	

SPECIFIC COMPETENCES				
	1	2	3	4
E9. Ability to plan and direct projects and developments of technological content, in particular related to art, multimedia design and communication			X	
E10 Ability to translate creative ideas so that it is possible to transmit them in digital format		X		
E17 Understanding of the characteristics of the sector of digital production and its operation and trends that mark its current and future evolution		X		
E18. Know, assess and understand the deontological obligations of the multimedia creation professional and the implications of adjusting to them in professional performance.		X		

RESULTADOS DE APRENDIZAJE 4	COMPETENCIAS
R-1 Use of languages, technologies and web tools.	**CB:** 1,2,3,4,5 **CG:**1,2, 5, 6, 10,11, 18, 19, 22, **CE:**9,10,17, 18,
R-2 Audience and experience analysis of the user.	**CB:** 1,2,3,4,5 **CG:**1,2, 5, 6, 10,11, 18, 19, 22, **CE:**9,10,17, 18,
R-3 Skill in identifying technical needs the client's.	**CB:** 1,2,3,4,5 **CG:**1,2, 5, 6, 10,11, 18, 19, 22, **CE:**9,10,17, 18,
R-4 Knowledge of digital techniques for the interface design and interactive navigation.	**CB:** 1,2,3,4,5 **CG:**1,2, 3, 5, 6, 7, 8, 9,10,11, **CE:**9,10,17, 18,
R-5 Mastery of techniques programming necessary for the interactive project.	**CB:** 1,2,3,4,5 **CG:**1,2, 5, 6, 10,11, 18, 19, 22, **CE:**9,10,17, 18,
R-6 Installation of the project in the corresponding servers.	**CB:** 1,2,3,4,5 **CG:**1,2, 5, 6, 10,11, 18, 19, 22, **EC:**9,10,17, 18,

PRESENTIAL WORK TRAINING ACTIVITIES

ACTIVITY	Teaching-Learning MethodologyLearning	Relationship withResults of thecourse	ECTS [5]
PRESENTIAL CLASS Presentation	of content by the teacher, analysis of competences, explanation and demonstration of capacities, skills and knowledge in the classroom.	R1, R2, R3, R4, R5, R6	1
PRACTICAL CLASSES	Group work sessions supervised by the teacher. Case studies, diagnostic analysis, problems, field study, computer room, visits, data search, libraries, network, Internet, etc. Meaningful construction of knowledge through the interaction and activity of the student.	R1, R2, R3, R4, R5, R6	1
GROUP WORK EXHIBITION	Application of interdisciplinary knowledge	R1, R2, R3, R4, R5, R6	0.15
TUTORING	Personalized and small group attention. Period of instruction and / or orientation carried out by a tutor in order to review and discuss the materials and topics presented in classes, seminars, readings, completion of work, etc.	R1, R2, R3, R4, R5, R6	0.1

[5] The subject and / or subject is organized into **TRAINING ACTIVITIES OF IN-HOUSE WORK** and **TRAINING ACTIVITIES OF SELF-EMPLOYED STUDENT WORK,** with an estimated percentage in ECTS. An **adequate distribution** is as follows: **35-40%** for Face-to-Face Training Activities and **65-60%** for Self-Employment. (For a 6 ECTS subject: 2.4 and 3.6 respectively).

The teaching-learning methodology is described in this guide in a generic way, being specified in the didactic units in which the subject and / or subject are organized

EVALUATION	Set of oral and / or written tests used in the initial, formative or additive evaluation of the student.	R1, R2, R3, R4, R5, R6	0.15
		Total	(2.4 *)

TRAINING ACTIVITIES OF STUDENT AUTONOMOUS WORK			
ACTIVITY	**Teaching-Learning Methodology**	**Relationship with Learning Results of the subject**	**ECTS**
WORK IN GROUP	Preparation in group of readings, essays, problem solving, seminars, papers, reports, etc. To expose or deliver in the theoretical classes, practical classes and / or small group tutorials. Work done on the university platform (www.plataforma.ucv.es)	R1, R2, R3, R4, R5, R6	1
SELF-EMPLOYEDSTUDY	STUDENT: Individual preparation of readings, essays, problem solving, seminars, assignments, memories, etc. To expose or deliver in the theoretical classes, practical classes and / or small group tutorials. Work done on the university platform (www.plataforma.ucv.es)	R1, R2, R3, R4, R5, R6	2.6

Total	(3.6 *)

EVALUATION SYSTEM OF THE ACQUISITION OF COMPETENCES AND GRADING SYSTEM

Assessment instrument[6]	ASSESSED LEARNING OUTCOMES	Percentage awarded
Written tests. (It will be essential to pass these tests to average the rest of the evaluation instruments)	R1, R2, R3, R4, R5, R6	**50%**
Delivery of individual works. (It will be essential to deliver it on the agreed date and time to average the rest)	R1, R2, R3, R4, R5, R6	**40%**
Active participation in class. (Presentiality, interventions in debates, practical sessions)	R1, R2, R3, R4, R5, R6	**10%**

By virtue of the regulations governing the evaluation and qualification of UCV subjects in article 8.1 it is established that the student who has not attended, at least, 50% of the classes of this subject will not be able to take the exam in first call. Both justified and unexcused absences will be considered non-attendance.

Those students who previously and after communicating their personal situation to the teacher receive permission from the teacher to take the exam on first call will be excluded from this regulation if the teacher considers the absence justified, either for work reasons, subject coincidences, second license plates, serious illnesses, etc. To qualify for this exemption, it is absolutely essential to have discussed it with the teacher at the beginning of the course and to have accepted the evaluation procedure that the teacher deems most appropriate. In no case may appeal by default or at the end of the course to these situations to breach the rule.

On the other hand, the teacher can establish as criteria for non-attendance the repeated delay, the lack of attention in the classroom (use of mobile phones without authorization, lack of participation, etc.) and can be added to the general count of non-attendance and consequently contributing to exceed the limit that prevents examinations as well as affect the percentage established in the teaching guide for attendance and participation.

This rule is complementary to the percentages of evaluation of non-attendance and participation, as well as the evaluation and completion of assignments or cases in the classroom or during the course that will follow their own evaluation criteria. Both percentages are included in this teaching guide.

CRITERIA FOR THE GRANTING OF HONOR REGISTRATION:

Specify specific criteria indicated for the subject and faculty to which the title is assigned and in accordance with the general regulations that indicate that only one honor registration can be given for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which a registration can be given.

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[6] Assessment techniques and instruments: oral exam-presentation, written tests (objective tests, development tests, concept maps…), supervised works, projects, case studies, observation notebooks, portfolio, etc.

DESCRIPTION OF CONTENTS	COMPETENCES
languages of a web project.	1,2,3,4,5,6,7,9,10,11, E9, E10
1. Client / server 2. Markup languages 3. structureStructure of a web project 4. HTML tags 5. Style sheets	
User interface interactivity	1,2,3 , 4,5,6,7,8,9,10,11, E9Avanzaras
6. Client languages 7. libraries 8. Plugins	
Framework	3,4,9,10,11, E10
9. HTML / CSS / Javascript framework	

TEMPORARY ORGANIZATION OF THE LEARNING (First registration students):		
	BLOCK OF CONTENT / DIDACTIC UNIT	**NUMBER OF SESSIONS**
1	Client / server structure	**1**
2	Markup languages	**1**
3	Structure of a web project	**1**
4	HTML tags	**6**
5	Style sheets	**6**

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6	languages customer	
July 1	advanceBookshops	
August 2	Plugins	
September 2	Framework HTML / CSS / Javascript	
April 10	Individual exercise design and conceptualization of a web / interactive project	
March 11	group exercise design and conceptualization of a web design / interactive	3

BIBLIOGRAFÍA

HTML

Klaus Förster, Bernd Öggl: "HTML5 Guidelines for Web Developers". 2011. Adam Freeman: "The Definitive Guide to HTML5". 2011

Lloyd I.: "The Ultimate HTML Reference". SitePoint Pty Ltd. 2008.

CSS

Miguel Ángel Acera García: "CSS3(Guías Prácticas)". 2012.

Olsson T. & O'Brien P.: "The Ultimate CSS Reference". SitePoint Pty Ltd. 2008.

JAVASCRIPT

David Flanagan: "JavaScript. La Guía Definitiva". 2010. David Sawyer McFarland: "JavaScript. y jQuery". 2012.

Interactivos

PREECE, J. & ROGERS, Y. & SHARP, H.: "Interaction design: Beyond human-computer interaction". John Wiley & Sons Ltd. 2011.

ADDITIONAL INFORMATION:

TEACHING oF tHE SUBJECT iN SECOND AND SUBSEQUENT ENROLLMENT:

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There will be a specific group for students who are not first enrollment and a teacher in charge of that group.

In this group there will be a number established by the UCV of monitoring and tutoring sessions (6 of 2 hours each) in which the work on the competencies that the students of the group need to acquire to pass the course will be reinforced.

These sessions are included in the attached schedule in this guide and are detailed in the description of the Didactic Units of the subject.

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	TEMPORARY ORGANIZATION OF LEARNING (Second or successive enrollment students):	
	CONTENT BLOCK / DIDACTIC UNIT	**NUMBER OF SESSIONS** (they must add up to 6)
1	Norms for the delivery of practices related to units 10 and 11	**1**
2	Review of theoretical contents of units 2 , 3,4,5	**1**
3	Review of theoretical contents of units 6,7,8	**1**
4	Review of theoretical content of unit 9	**1**
5	Evaluation of units 2, 3, 4, 5, 6, 7, 8	**1**