



Teaching Guide New languages and digital media

PCA-27-F-01 Ed.00

TEACHINGGUIDE
NEWLANGUAGES AND MEDIA Digital
Media and ArtsDigital
UniversityCatólica de Valencia

Course 2025/26



TEACHING GUIDE MATTER AND / OR SUBJECT

		ECTS
SUBJECT: New languages and digital media		6
Subject: Virtual Environments		18
Module: Web Design and Multimedia		30
Type of Training¹: Basic	COURSE: 4th Semester: 1st	
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ORGANIZATION OF THE MODULE

WEB DESIGN AND MULTIMEDIA				30 ECTS
Duration and temporary location within the curriculum:				
Materials and subjects				
Subject	ECTS		ECTS	Course / semester
Web Design	18	Design and Conceptualization Web Project / Interactive	6	2nd / 1st
		Web Development Projects / Interactive I	6	3rd / 1st
Web Design	18	Web Development Projects / Interactive I	6	3rd / 2nd
Web Programming	6	Web / Interactive Project Programming	6	3rd / 2nd
Virtual Environments	6	New Languages and Digital Media	6	4th / 1st
COURSE GUIDE SUBJECT / SUBJECT: New languages and digital media				

¹ Basic training (common subject), Compulsory, Electives, External practices, Final Degree Project.



Prerequisites: Not established.

GENERAL OBJECTIVES

1. Mastering the technical languages of layout and design of web projects oriented to mobile / touch devices.
2. Being able to design and execute the user interface and interactivity of dynamic web projects focused on mobile / touch devices.
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 an applied project.
5. Develop and direct design and programming projects, both in the analytical part and in the design and maintenance.

SPECIFIC OBJECTIVES

6. Mastering the different languages and media typical of the multimedia field, whether graphic, video or interactive.
7. Foster critical, analytical and reflective capacity in relation to audiovisual and multimedia events, through technical and aesthetic knowledge of the forms, processes and trends of visual communication in our environment.
8. Provide an exhaustive knowledge of the techniques and processes of audiovisual and multimedia creation, production and dissemination in its various phases, as well as the interrelationships between the subjects of audiovisual communication: authors, institutions, companies, media, supports and receivers. This training will enable you to make creative and professional decisions in the field of multimedia communication for the management of technological and human resources in companies in the sector.
9. Create and produce multimedia digital content with aesthetic and functional criteria from its conception to its printed or electronic completion.
10. Being able to analyze technologies and market trends to find the appropriate responses to the demands and resources of a specific context.
11. 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 the students have developed those learning skills necessary to undertake further studies with a high degree of autonomy				x

GENERAL COMPETENCES		Weighting of the competence			
		1	2	3	4
01	Capacity for analysis and synthesis				x
02	Capacity for organization and planning				x



03	Oral and written communication in one's own language			x	
06 Inf or m ati on	management skills. Know how to obtain information effectively from books and specialized magazines, and other documentation		x		
07	Problem solving.				x
08	Ability to properly present a curriculum vitae, sample of one's own work, such as a portfolio and a professional presentation	x			
09	Decision-making				x
10	Teamwork				x
11	Interdisciplinary teamwork				x
13	Skills in interpersonal relationships			x	
14	Critical reasoning				x
15	Ethical commitment		x		
16	Ability to assume responsibilities				x
17	Self-critical capacity				x
18	Independent learning and motivation for training throughout your professional life				x
19	Adaptation to new situations				x
20	Creativity				x
21	Leadership. Analysis and management of teams			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	
24	Initiative and entrepreneurial spirit				x
25	Motivation for quality				x



26	Capacity for self-employment and job creation			x	
28	Sensitivity towards cultural heritage			x	

SPECIFIC COMPETENCES ²				
	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 they can be transmitted in digital format.				x
E17 Understanding of the characteristics of the digital production sector and its operation and the 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		

² Follow correlatively with the previous numbering. The specific competences are weighted from 1 to 4 following the same criteria as with the transversal ones.



LEARNING OUTCOMES ³	COMPETENCES
R-1 Use of languages, technologies and web tools.	CB: 1,2,3,4,5 CG: 1,2, 3, 6, 7, 8, 9,10,11, 13,14,15,16,17, 18,19, 20, 21, 22 , 24, 25, 26, 28 CE: 9, 10, 17, 18
R-2 Audience analysis and user experience.	CB: 1,2,3,4,5 CG: 1,2, 3, 6, 7, 8, 9,10,11, 13,14,15,16,17, 18,19, 20, 21, 22 , 24, 25, 26, 28 CE: 9, 10, 17, 18
R-3 Skill in identifying the technical needs of the client.	CB: 1,2,3,4,5 CG: 1,2, 3, 6, 7, 8, 9,10,11, 13,14,15,16,17, 18,19, 20, 21, 22 , 24, 25, 26, 28 CE: 9, 10, 17, 18
R-4 Knowledge of digital techniques for interface design and interactive navigation.	CB: 1,2,3,4,5 CG: 1,2, 3, 6, 7, 8, 9,10,11, 13,14,15,16,17, 18,19, 20, 21, 22 , 24, 25, 26, 28 CE: 9, 10, 17, 18
R-5 Mastery of the programming techniques necessary for the interactive project.	CB: 1,2,3,4,5 CG: 1,2, 3, 6, 7, 8, 9,10,11, 13,14,15,16,17, 18,19, 20, 21, 22 , 24, 25, 26, 28 CE: 9, 10, 17, 18
R-6 Compilation and publication of projects on different platforms.	CB: 1,2,3,4,5 CG: 1,2, 3, 6, 7, 8, 9,10,11, 13,14,15,16,17, 18,19, 20, 21, 22 , 24, 25, 26, 28 CE: 9, 10, 17, 18

PRESENIAL WORK TRAINING ACTIVITIES

³

Correlatively list the learning outcomes following the proposed nomenclature.

Important note: The competences are expressed in a generic sense so it is necessary to include the learning results in the teaching guide. These results constitute a specification of one or more competencies, making explicit the degree of mastery or performance that the student must acquire and contain in their formulation the criteria with which they will be evaluated. The learning results show what the student will be able to demonstrate at the end of the subject or subject and also reflect the degree of acquisition of the competence or set of competencies.



ACTIVITY	Teaching-Learning Methodology	Relationship with Learning Results of the subject	ECTSPRE SENTIAL ⁴
CLASS Presentation	of contents by the teacher, analysis of competences, explanation and demonstration of skills, abilities 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, R4, R5, R6	1
TUTORING	Personalized attention in a small group. 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.	R3	0.2
EVALUATION	Set of oral and / or written tests used in the initial, formative or additive evaluation of the student.	R1, R2, R4, R5, R6	0.2
Total			(2.4 *)

TRAINING ACTIVITIES OF STUDENT AUTONOMOUS WORK

⁴ The subject and / or subject is organized into **TRAINING ACTIVITIES OF IN-HOUSE WORK** and **TRAINING ACTIVITIES OF STUDENT SELF WORK**, with an estimated percentage in ECTS. An **adequate distribution** is the following: **35-40%** for In-person training activities and **65-60%** for Autonomous Work. (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



ACTIVITY	Teaching-Learning Methodology	Relationship with Learning Outcomes of the subject	ECTS
SELF-EMPLOYMENT	Student study: Individual preparation 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 carried out on the university platform (www.plataforma.ucv.es)	R1, R2, R4, R5, R6	3.6
Total			(3.6 *)
ASSESSMENT SYSTEM FOR THE ACQUISITION OF SKILLS AND GRADING SYSTEM			
Assessment instrument ⁵	EVALUATED LEARNING OUTCOMES		Percentage awarded
Written tests. (It will be essential to pass these tests to average the rest of the evaluation instruments)	R1, R2, R4, R5, R6		50%
Delivery of works individual. (It will be essential to deliver it on a date and time agreed to average the rest)	R1, R2, R4, R5, R6		40%
Active participation in class. (Face-to-face, interventions in debates, practical sessions)	R1, R2, R3, R4, R5, R6		10%

MUST BE OBTAINED IN THE FINAL EXAM OF THE 1ST OR 2ND CALL A MINIMUM OF APPROVED (50% OF THE QUALIFICATION IN SAID TEST) TO COMPUTE AND AVERAGE INTERNSHIP AND ATTENDANCE GRADES.

THE NOTES FOR ATTENDANCE AND PRACTICES CAN ONLY BE OBTAINED IN THE FIRST CALL AND WILL BE KEPT FOR THE SECOND CALL EXAM TO AVERAGE WITH THIS IN CASE OF FAILING THE FIRST CALL.

⁵ Assessment techniques and instruments: oral exam-presentation, written tests (objective tests, development tests, concept maps...), supervised works, projects, case studies, observation notebooks, portfolio, etc.

**CRITERIA FOR THE GRANTING OF HONOR REGISTRATION:**

The mention of "Honors" may be awarded to students who have obtained a grade equal to or greater than 9.0. Their number may not exceed five percent of the students enrolled in a group in the corresponding academic year, unless the number of students enrolled is lower.

SINGLE EVALUATION:

In accordance with Article 9 of the General Regulations for the Assessment and Grading of Official Studies and UCV-Owned Degrees, a single assessment is linked to the inability of students enrolled in a face-to-face degree program to attend. It is, therefore, an extraordinary and exceptional assessment system available to students who, with justification and accreditation, are unable to submit to the continuous assessment system. They may request this from the professor in charge of the subject, who will expressly decide whether to accept the student's request for a single assessment and will inform them of the acceptance/denial.

Regarding the Nuevos Lenguajes course, the minimum attendance required is 50%, which is the limit to be taken into account for any potential request for a single assessment. This, if granted, will be based on the following criteria:

- Students who pass the single assessment must submit an additional practical exercise/project to align the assessment criteria with those of continuous assessment students.
- For the second sitting, students will have the opportunity to submit a practical exercise/project, which will count for 50% of the final grade, combined with the exam.

DESCRIPTION OF CONTENTS	COMPETENCES
Design oriented to mobile / touch devices.	CB: 1,2,3,4,5 CG: 1,2, 3, 6, 7, 8, 9,10,11, 13,14,15,16,17, 18,19, 20, 21, 22, 24, 25, 26, 28 CE: 9, 10, 17, 18
1. Concept / Conceptualization 2. Structure and navigation pattern 3. Interaction flow 4. Visual elements 5. Design principles 6. Communication elements	
Mobile / touch layout with HTML5 / CSS3 / JS	CB: 1,2,3,4, 5 CG: 1,2, 3, 6, 7, 8, 9,10,11, 13,14,15,16,17, 18,19, 20, 21, 22, 24, 25, 26, 28 CE : 9, 10, 17, 18
6. HTML / CSS 7. Adaptive layout (responsive) 8. Interactivity 9. Server connection	



Compilation and publication	CB: 1,2,3,4,5 CG: 1,2, 3, 6, 7, 8, 9,10,11, 13,14,15,16,17, 18,19, 20, 21, 22, 24, 25, 26, 28 CE: 9, 10, 17, 18
10. PhoneGAP work environment 11. Compilation 12. Publication of applications	

TEMPORARY ORGANIZATION OF LEARNING (First enrollment students):		
	CONTENT BLOCK / DIDACTIC UNIT	NUMBER OF SESSIONS
1	Presentation of the subject	1
2	Conceptualization / Concept	1
3	Structure and navigation pattern	1
4	Flow of interaction	2
5	HTML / CSS	1
6	Adaptive layout (responsive)	2
7	Visual elements	1
8	Design principles	2
9	The Communication elements	1
10	Interactivity	6
11	Server connection	2
12	PhoneGAP work environment	2
13	Compilation	2
14	Application publication	1
15	Final project presentation. Review of the subject.	2



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BIBLIOGRAPHY

HTML

Klaus Förster, Bernd Öggel: "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 (Practical Guides)". 2012.

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

JAVASCRIPT

Maximiliano Firtman: "jQuery Mobile. HTML5 Applications for Mobile". 2012.

Interactivos

Carlos Solís: "Manual Del Guerrero Móvil: PhoneGap". 2012.



ADDITIONAL INFORMATION:

TEACHING THE SUBJECT IN SECOND AND SUBSEQUENT ENROLLMENTS:

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

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 8 and 11	1
2	Review of theoretical contents of units 1 , 2,3,4 and 5	1
3	Review of theoretical contents of units 6,7,8 and 9	1
4	Review of theoretical content of units 10,11 and 12	1
5	Evaluation of units 1, 2, 3, 4, 5, 6, 7, 8 and 9	1