



## COURSE DATA

### DATA SUBJECT

**Code:** 36608  
**Name:** Interactive projects workshop  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
1333 - Degree in Audiovisual Communication	Facultat de Filologia, Traducció i Comunicació	4	First quarter
1333 - Degree in Audiovisual Communication	Facultat de Filologia, Traducció i Comunicació	3	First quarter
1407 - Degree in Multimedia Engineering	Escola Tècnica Superior d'Enginyeria	4	First quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1333 - Degree in Audiovisual Communication	Complementos formativos de carácter optativo	ELECTIVES
1333 - Degree in Audiovisual Communication	Complementos formativos de carácter optativo	ELECTIVES
1407 - Degree in Multimedia Engineering	Optatividad	ELECTIVES

### COORDINATION

HUGUET CLEMENTE MARIA CARMEN

## SUMMARY

Interactive Projects Workshop is an elective course of the Degree in Audiovisual Communication and the Degree in Multimedia Engineering.

It develops the following topics: Definition and characterization of interactive, transmedia, user experience, usability, interface, immersion, transmedia narrative. Fundamentals of interactive and transmedia reality and fiction. Exploration and analysis of multimedia products. Multimedia editing and software.

This is a practical subject in which an interactive project will be developed, either through the creation of a marketing campaign or through an interactive content project; whether it be a website, app, digital magazine, podcast... located within a proposal for new formats.



The Interactive Projects Workshop module provides a cognitive map of the methodologies for analysis, design and development of digital products that have interactivity as a common feature.

This approach focuses on aspects related to the graphic, visual and sound forms of audiovisual communication, the Internet and digital culture, multimedia formats or the uses of new technologies in Web environments.

In this sense, the module is designed as a work in the practical field, which enables the student to articulate in an innovative and creative way knowledge in interactive communication and digital design.

The assimilation of this knowledge will enable the student to learn the general foundations and procedures for project design, the forms of production and distribution, and the planning of technological resources. A teaching and learning work dynamic is proposed based on the design of a project prototype that allows the student, through a participatory and creative dynamic and the acquisition of skills in handling multimedia tools.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

This course does not require any previous knowledge.

## COMPETENCES / LEARNING OUTCOMES

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I10 - e able to design and evaluate human-computer interfaces that ensure accessibility and usability of computer systems, services and applications.

MM11 - Have knowledge and ability to apply the different mechanisms and elements to create both linear and non-linear audiovisual stories according to different production formats, technologies and media.

MM1 - Have knowledge and ability to understand essential facts, concepts, principles and theories related to multimedia systems including all the disciplines covered by these systems.

MM21 - Communicate effectively, both in writing and verbally, knowledge, procedures, results and ideas related to ICT and specifically to multimedia, and know their socioeconomic impact.

MM3 - Be able to implement methodologies, technologies, processes and tools for the professional development of multimedia products in a real context of use by applying the appropriate solutions for each environment.



MM7 - Be able to apply the principles of audiovisual graphic design and communication to multimedia products.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students should be able to adapt to technological and socio-occupational changes.

Students should be able to defend a culture of peace and respect for the fundamental human rights within the processes of communication, specifically in regards to equality between women and men in all types of communication (informative, interpretative, semiotic, dialogic and opinion).

Students should be able to experiment and innovate through the understanding and use of the applied methods and technologies.

Students should be able to obtain and select relevant information and sources in order to solve problems and elaborate on strategies.

Students should be able to work as a team, communicate their own ideas and integrate themselves into group projects aimed at achieving results.

Students should have initiative, creativity, credibility, honesty, leadership spirit and responsibility, both personally and professionally.

Students should have the capacity and creativity necessary to take expressive and thematic risks within the scope and timeframes of communicative production, applying well-founded solutions and perspectives to the development of projects.

Students should possess the ability to organise and plan their tasks, performing them in an orderly manner and prioritising the journalistic processes in a logical manner.

Students should show solidarity with people across the planet, as well as knowledge of the main cultural currents in relation to individual and collective values and respect for human life.

Theoretical and practical knowledge of technologies applied to audiovisual media (photography, radio, sound, television, video, cinema, and multimedia supports), including the ability to use them in the construction and handling of the different products involved in the field of audiovisual communication.

## DESCRIPTION OF CONTENTS



## **1. Definition and characterisation of interactive and transmedia.**

- 1.1. Introduction to communication and digital culture.
- 1.2. New formats and media and content convergence. Interaction Design
- 1.3. Introduction to communication with mobile devices. Applications and web apps.
- 1.4. The interface and digital immersion. Usability and User Experience.

The teaching objective of this chapter is for the student to learn to recognize the basic principles of interactivity with the user and its importance in relation to design.

## **2. Multimedia design and transmedia storytelling**

- 2.1. Universal design principles applied to multimedia environments.
- 2.2. Branding and brand image creation
- 2.3. Information architecture and design: Wireframes and prototype design.
- 2.4 Foundations of interactive and transmedia reality and fiction.

The objective for this chapter focuses on the student learning to recognize the basic principles that govern a good visual design in a participatory framework and interaction with the user. Study the ways of organizing colors, fonts and simple graphic forms, their defining features, the strategies to combine them correctly and their cultural symbolism. Introduce the technical and expressive possibilities of photography in the multimedia field.

## **3. Exploration and analysis of multimedia products. Multimedia editing and programming.**

- 3.1. Stages in the creation of videos for the multimedia field: production, distribution, promotion and monetization.
- 3.2. Audiovisual genres of the Internet universe.
- 3.3. Video compression and multimedia formats.
- 3.4. Modalities of production and distribution of audiovisual and sound content: crossmedia, crowdfunding.



Production of podcasts, web tv, YouTube, Twitch...

3.5. Stages of audiovisual sound.

3.6. Sound design. Music. Sound and narrative.

The objective of this section is twofold: On the one hand, to bring the student closer to the different technical and creative phases involved in the production of videos for the Internet, from planning and recording to online distribution and promotion. On the other hand, also make known some of the audiovisual genres and models born in the digital and transmedia era as a direct consequence of lower costs and the democratization of technological tools.

## **4. Online marketing and internet searching**

4.1 Development of online marketing strategies: mail marketing, Social Media Marketing and Display ads,

4.2 Positioning in search engines and affiliate programs: SEO strategies and creation of SEM campaigns. Google analytics.

Introduction to digital marketing and the content decision strategies of the Internet field, among which it is very important to understand how search engines organize digital information based on keywords, content indexing, etc.

## **5. Design stages of an interactive project**

Preparation of the design document: Previous study of the market, idea, objectives, users, architecture and financing plan.

It is about the student developing all the phases of an interactive project that enables him, within a participatory and creative dynamic, to learn the dynamics and digital tools of a process of design and dissemination of a multimedia project, as well as a digital marketing campaign.

## **Learning outcomes**

These contents will be reflected in the following learning outcomes:

- Knowing the codes and modes of representation of audiovisual communication.
- Assume responsibility for one's own project.
- Develop a creative or research work.
- Express intentionality in the use of images.
- Apply own solutions in the development of audiovisual projects.



- Define themes for research or innovative personal creation.
- Present the results of the research in an appropriate way orally or by audiovisual or computer means.
- Work as part of a team.
- To highlight the value of one's own proposals.
- Writing texts adapted to the medium.
- Design persuasive visual strategies.
- Apply graphic ideation resources and procedures.
- Manage technologies applied to the media.
- Execute work plans.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Laboratory	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	30,00
Preparation of lessons	0,00
Preparation for assessment activities	30,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

### Face-to-face activities

Face-to-face teaching will follow the following methodologies:



- **Lecture:** mainly focused on the general introduction of the subject and the necessary methodological guidelines that will be applied in the development of each of the subjects with the aim of providing an overview of the content, competencies and skills that are intended to be acquired, as well as the acquisition of the most relevant and necessary conceptual delimitations;
- **Case studies and analysis:** Providing the relevant guidelines regarding the treatment of the texts proposed for individual reading, analysis and critical study of the same;
- **Classroom presentation and group work:** Setting the guidelines for carrying out practical work in what affects the methodology and techniques of study and research and acquisition of specific professional skills.

### Non-face-to-face activities

Students will carry out the following non-face-to-face activities:

- **Preparation of assessment activities.** Preparation of the oral presentation with graphic and audiovisual material for classroom delivery.
- **Independent study and work.** Consultation and study of the bibliography by students.
- **Group project work.** Development of group audiovisual and interactive projects: creation of interactive audiovisual content as the final practical assignment for the course.

### Sustainable Development Goals

This subject takes special account of the following Sustainable Development Goals:

- **SDG 4, Quality Education.** Target 4, significantly increase the number of young people and adults who have the necessary skills, particularly technical and vocational skills, to access employment, decent work and entrepreneurship.
- **SDG 4, Quality education.** Target 7, ensure that learners acquire the knowledge and skills necessary to promote sustainable development, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity, and the contribution of culture to sustainable development.

## EVALUATION

The general grading system will follow the Regulation of evaluation and grading of the Universitat de València for bachelor's and master's degrees, approved by the Consell de Govern on May 30, 2017 (ACGUV 108/2017).

### Assessment in the first examination period

The assessment in the first examination period will be carried out in the following way:



- **Final written test 70%:** It refers to the elaboration and presentation of a project by the students in a tutored manner on a defined topic. The work should reflect the theoretical and practical learning of the subject focused on interactive design and digital marketing. It is recoverable in the second call.
- **Presentation of summary diagrams and proposed texts: 20%.** It is recoverable in the second call.
- **Assessment of attitude and participation in class dynamics: 10%.** It is not recoverable in the second call).

As this is a laboratory course, in order to pass the course in the first sitting, it is necessary to attend at least 80% of the classes.

### Assessment in the second examination period

The assessment in the second examination period will maintain, if applicable, the grades obtained in the blocks passed in the first examination period. The evaluation of the blocks failed or not presented will be carried out in the following way:

- **Final written test 70%:** It refers to the elaboration and presentation of a project by the students in a tutored manner on a defined topic. The work should reflect the theoretical and practical learning of the subject focused on interactive design and digital marketing.
- **Presentation of summary diagrams and proposed texts: 20%**
- **Assessment of attitude and participation in class dynamics: 10%.** It is not recoverable in the second call. The grade obtained in the first examination period will be maintained.

In the second session, students can retake the subject without having to attend 80% of the classes.

### Remarks

- Spelling and grammatical correctness will be required in the exam as well as in the rest of the tests, exercises or written assignments. Each failure will result in a reduction of the grade obtained, which may even lead to failure.
- In the case of plagiarism in an evaluation work, this may be marked with a numerical grade of zero, regardless of the disciplinary procedure that may be initiated and, if appropriate, the appropriate sanction in accordance with current legislation.
- Intellectual honesty is vital in academic communities, and for the fair evaluation of student work. All papers presented in this course must be of original authorship. Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted, except if their use is part of the contents of the course or is authorized by the teaching staff.

## REFERENCES



### Basic references

- BOU BAUZÁ, GUILLEM, *El guión multimedia*, Anaya Multimedia, Madrid, 2003.
- PRATT, ANDY, NUNES, JASON, *Diseño Interactivo*. Océano Ámbar, Madrid, 2013
- SALAVERRÍA, R y ORIHUELA, JOSE LUIS, *Introducción al diseño digital. Concepción y desarrollo de proyectos de comunicación interactiva*. Anaya Multimedia, Madrid, 1999
- STEANE, JAMIE, *Fundamentos del Diseño Interactivo: Principios y Procesos que todo diseñador debe conocer*. Promopress. 2016

### Additional references

- CARRILLO, JESÚS, *Arte en la red, Ensayos de Arte Cátedra*, Madrid, 2004.
- DARLEY, ANDREW, *Cultura visual digital*, Paidós, Barcelona, 2002.
- LLORET ROMERO, NURIA, CANET CENTELLAS., FERNANDO, *Nuevos escenarios, nuevas formas de expresión narrativa: La Web 2.0 y el lenguaje audiovisual*, *Hipertext.net*, núm. 6, 2008.
- ORIHUELA, JOSE LUIS: *Culturas digitales. Textos breves para entender cómo y por qué internet nos cambió la vida*, Ediciones Eunete, Pamplona, 2021.
- RIBAS, JOSEP IGNASI "Integración de medios en el discurso interactivo: el caso de la difusión cultural" *Cuadernos del CAC* N ° .31-32. (Julio 2008 - Junio 2009. P. 43-53).
- SCOLARI, CARLOS, *Hipermediaciones: Elementos para una Teoría de la comunicación digital interactiva*, Gedisa, Barcelona, 2008.
- TRIBE, MARK, REENA JANA & UTA GROSENICK, *Arte y Nuevas Tecnologías*, Taschen, Madrid, 2006.