

Degree	Type	Year
2503873 Interactive Communication	OB	2

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

Knowledge of audiovisual creation. It is convenient that the students have autonomy of creation of audiovisual projects since practical work will be carried out based on this knowledge. Part of the teaching will focus on the design of the interactivity of audiovisual products, so it is highly recommended to have notions of filming, production, recording and editing planning. An understanding of English is also required. Some readings and resources will be presented in this language.

Objectives and Contextualisation

The design of interactive digital products, environments, systems and services. At the same time, the dimensions of the interaction design will be discussed: words, visual representation, physical and spatial objects, time and behavior.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Act within one's own area of knowledge, evaluating sex/gender-based inequalities.
- Distinguish between and apply the principal theories, conceptual frameworks and approaches regulating interactive communication.
- Integrate knowledge of design, language and photographic and audiovisual techniques to bring meaning to different types of content.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Manage time efficiently and plan for short-, medium- and long-term tasks.
- Search for, select and rank any type of source and document that is useful for creating messages, academic papers, presentations, etc.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.

2. Communicate using language that is not sexist or discriminatory.
3. Create interfaces that keep a balance between technically functional design and aesthetic taste.
4. Cross-check information to establish its veracity, using evaluation criteria.
5. Differentiate between the key concepts of visual design and the main digital tools.
6. Distinguish the salient features in all types of documents within the subject.
7. Evaluate the impact of problems, prejudices and discrimination that could be included in actions and projects in the short or medium term in relation to certain people or groups.
8. Identify situations in which a change or improvement is needed.
9. Propose new methods or well-founded alternative solutions.
10. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
11. Propose projects and actions that incorporate the gender perspective.
12. Submit course assignments on time, showing the individual and/or group planning involved.
13. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

Interaction Design content includes:

- The perception of design
- Interaction design
- The interaction of the screens
- Digital interaction modes

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	15	0.6	4, 5, 6
Type: Supervised			
Laboratory exercises	21	0.84	3, 5, 12
Seminars	9	0.36	4, 6, 12
Tutoring	9	0.36	4, 6, 12
Type: Autonomous			
Interactive project	84	3.36	3, 5, 12

Lectures, seminars with specific cases and practical projects will be held. The students will carry out interactive audiovisual creations of great weight in the development of the subject.

The calendar will be available on the first day of class. Students will find all information on the Virtual Campus: the description of the activities, teaching materials, and any necessary information for the proper follow-up of the subject. In case of a change of teaching modality for health reasons, teachers will make readjustments in the schedule and methodologies.

The subject is in Spanish.

This subject doesn't provide for the single assessment system.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	30%	3	0.12	2, 4, 5, 8
Practical exercises	50%	3	0.12	1, 3, 4, 6, 7, 8, 10, 11, 12, 13
Seminars	20%	6	0.24	2, 4, 5, 8, 9, 12

Evaluation activities description:

- Exam (30%)
- Seminars (20%)
- Practical exercises (50%)

It is mandatory to pass the exam and the practical exercises to pass the subject.

Students will be entitled to the revaluation of the subject. They should present a minimum of activities that equals two-thirds of the total grading. To have access to revaluation, the previous grades should be 3.5. The activities that are excluded from the revaluation process are seminars.

Misspellings will be penalized with -0.5 points each.

In the event that the student performs any irregularity that may lead to a significant variation of an evaluation act, this evaluation act will be graded with 0, regardless of the disciplinary process that could be instructed. In the event, that several irregularities occur in the evaluation acts of the same subject, the final grade for this subject will be 0.

Bibliography

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Norman, Don (2010). *El diseño de los objetos del futuro. La interacción entre el hombre y la máquina*. Paidós.

Nornam, Don (2013). *The design of everyday things*. Basic Books.

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Ramachandran V, Hirstein W (1999) The Science of Art A Neurological Theory of Aesthetic Experience. *J Conscious Studies* (6): 15-35. <http://www.ingentaconnect.com/content/imp/jcs/1999/00000006/F0020006/949>

Saffer, Dan (2010). *Designing for Interaction. Creating Innovative Applications and Devices*. New Riders: Voices that Matter.

Shneiderman, Ben, Plaisant, Catherine, Cohen, Maxine, Jacobs, Steven M., and Elmqvist, Niklas, *Designing the User Interface: Strategies for Effective Human-Computer Interaction*. Sixth Edition, Pearson (Mayo 2016) <http://www.cs.umd.edu/hcil/DTUI6/>

Simons, Daniel J, Chabris, Christopher F. (1999). Gorillas in our midst: sustained inattentive blindness for dynamic events. *Perception*, 28: 1059-1074. <https://doi.org/10.1068/p281059>

Stumpe, Ben, Sutton, Christine (2010). The first capacitive touch screens at CERN. *Cern Courier. International Journal High-Energy Physics*. (31/Marzo/2010). <http://cerncourier.com/cws/article/cern/42092>

In addition, throughout the course other resources will be given that will be added to this bibliography.

Software

In this subject the students will have to record, edit and construct interactive audiovisual content. For recording and editing, students are free to use the software that best suits their technical needs. For the construction of interactive content, work will be done with free software that will be presented in the teaching sessions.

Language list

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	61	Spanish	first semester	afternoon
(PLAB) Practical laboratories	62	Catalan/Spanish	first semester	afternoon
(TE) Theory	6	Spanish	first semester	afternoon