

## Interaction Design

Code: 104730  
ECTS Credits: 6

2025/2026

Degree	Type	Year
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.
- Design and create aesthetically pleasing, usable interfaces based on users' needs.
- 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 and choose aesthetic elements for interface design.
9. Identify situations in which a change or improvement is needed.
10. Propose new methods or well-founded alternative solutions.
11. 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.
12. Propose projects and actions that incorporate the gender perspective.
13. Submit course assignments on time, showing the individual and/or group planning involved.
14. 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, 6, 5
Type: Supervised			
Laboratory exercises	21	0.84	3, 5, 8, 13
Seminars	9	0.36	4, 6, 13
Tutoring	9	0.36	4, 6, 13
Type: Autonomous			
Interactive project	84	3.36	3, 5, 13

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.

The course content will be sensitive to issues related to gender perspective and the use of inclusive language.

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, 9
Practical exercises	50%	3	0.12	1, 4, 3, 6, 8, 9, 14, 13, 11, 12, 7
Seminars	20%	6	0.24	2, 4, 5, 9, 13, 10

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.

This course does not provide for a single-assessment system.

In this course, the use of Artificial Intelligence (AI) technologies is permitted as an integral part of assignment development, provided that the final outcome demonstrates a significant contribution from the student in terms of analysis and personal reflection. Students must clearly identify any content generated using AI, specify the tools employed, and include a critical reflection on how these technologies have influenced both the process and the final result of the assignment. Failure to disclose the use of AI in this assessed activity will be considered a breach of academic integrity and may result in a partial or total penalty to the assignment grade, or more serious sanctions in severe cases.

## Bibliography

Andreu-Sánchez, Celia, Martín-Pascual, Miguel Ángel, Gruart, Agnès, Delgado-García, José María (2017). Eyeblink rate watching classical Hollywood and post-classical MTV editing styles, in media and non-media professionals. *Scientific Reports* 7:43267. <https://doi.org/10.1038/srep43267>

Martín-Pascual, Miguel Ángel, Andreu-Sánchez, Celia (2017). Las pantallas como interfaces móviles táctiles y visuales. Génesis y tendencias. A: *Algo más que un click. Reflexiones y debates sobre el mundo digital desde la perspectiva de la investigación en la universidad*. Asociación de Periodistas de Aragón, Zaragoza, pp 126-138

Nakano, Tamami, Yamamoto, Yoshiharu, Kitajo, Keiichi, et al (2009). Synchronization of spontaneous eyeblinks while viewing video stories. *Proc Biol Sci* 276:3635-44. <https://doi.org/10.1098/rspb.2009.0828>

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.

Oh, Jeeyun, Bellur, Saraswathi, Sundar, S. Shyam (2015). Clicking, Assessing, Immersing, and Sharing: An Empirical Model of User Engagement with Interactive Media. *Communication Research*, 45(5): 737-763. <https://doi.org/10.1177/0093650215600493>

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 inattention 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 Cour. 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.

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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