

Degree programme	Type	Course
Interactive Communication	FB	1

Contact lecturer

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Teaching staff

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Group languages

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

Prerequisites

As this is a first-year subject, no entry requirements are established beyond knowledge of the vehicular language (Spanish) as well as Catalan and English in order to be able to consult and study the bibliography.

Objectives

The basic objectives of the subject are:

- Provide the general concepts and the theoretical foundations of audiovisual language as an effective message and content production tool.
- Provide basic knowledge about languages in digital media, with special emphasis on their specificities from a technological and cultural perspective.
- Deepen in the techniques and specific knowledge necessary for the creation of contents in digital media.
- Acquire a greater knowledge of the technological aspects linked to the production, publication and dissemination of digital content.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Act in one's own field of knowledge, assessing inequalities based on sex/gender.
- Act in one's own field of knowledge, assessing social, economic and environmental impact.
- Search, select and prioritise any type of source and document useful for the elaboration of messages, academic works, presentations, etc.
- Demonstrate ethical awareness and empathy with the environment.
- Differentiate and apply the main theories, conceptual elaborations and regulatory approaches to

interactive communication.

- Manage time appropriately and be able to plan tasks in the short, medium and long term.
- Integrate knowledge of design, language and photographic and audiovisual techniques to give 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.
- That students know how to apply their own knowledge to their work or vocation in a professional manner and have the competences that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their area of study.
- That students have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgements that include reflection on salient social, scientific or ethical issues.

Learning outcomes

- CM02 (Apply the fundamentals of the photographic, audiovisual and multimedia languages to develop interactive content, products, applications and services in accordance with the principles of ethical responsibility and respect for fundamental rights and duties, diversity and democratic values, with inclusive and non-sexist proposals.) Apply the fundamentals of the photographic, audiovisual and multimedia languages to develop interactive content, products, applications and services in accordance with the principles of ethical responsibility and respect for fundamental rights and duties, diversity and democratic values, with inclusive and non-sexist proposals.
- CM04 (Work as a team in the processes of conceptualising, materialising and implementing proposals for content, products, applications and interactive services within the framework of a professional practice sensitive to society's problems and challenges.) Work as a team in the processes of conceptualising, materialising and implementing proposals for content, products, applications and interactive services within the framework of a professional practice sensitive to society's problems and challenges.
- KM03 (Recognise the fundamentals, concepts and main techniques of photographic, audiovisual and multimedia production and post-production used in the development of interactive communicative projects.) Recognise the fundamentals, concepts and main techniques of photographic, audiovisual and multimedia production and post-production used in the development of interactive communicative projects.
- SM02 (Distinguish the photographic, audiovisual and multimedia languages used in interactive communication projects.) Distinguish the photographic, audiovisual and multimedia languages used in interactive communication projects.

Contents

1. Course introduction
2. Audiovisual and multimedia: context
3. Fundamentals of audiovisual language
 - 3.1. Audiovisual narrative
 - 3.2. Audiovisual language
 - 3.3. Gamification
4. Fundamentals of interactive multimedia language
 - 4.1. Interactive narrative
 - 4.2. Information architecture
 - 4.3. Interface design

5. New forms of storytelling

5.1. Interactive storytelling

5.2. New video formats and video games

5.3. Immersive experiences

5.4. Generative AI

Note: The course content will take into account issues relating to gender perspective and the use of inclusive language.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Tutoring	2	0.08	KM03, SM02
Master Classes with ICT Support	15	0.6	KM03, SM02
Lab Practice Preparation	30.5	1.22	CM04, KM03, SM02
Lab Practice	33	1.32	CM02, CM04, KM03, SM02
Assessment Activities	3	0.12	CM02, KM03, SM02
Study and research	30.5	1.22	KM03, SM02

The methodology of this subject includes lectures, laboratory practicals, preparation of laboratory practicals, study and research, tutorials and assessment activities.

The detailed calendar with the content of the different sessions will be displayed on the day of presentation of the course and will also be available on the Virtual Campus of the course, where students can find the different teaching materials and all the information necessary for the proper monitoring of the course. In the event of a change of teaching modality for reasons of force majeure according to the competent authorities, the lecturer will inform of the changes that will take place in the course schedule and in the teaching methodologies.

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	Weight	Hours	ECTS	Learning outcomes
Test	30	3	0.12	CM02, KM03, SM02
Practical exercises	30	30	1.2	CM02, CM04, KM03, SM02

Team work	40	3	0.12	CM02, CM04, KM03, SM02
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*** This module does not use a single-assessment system.

Assessment for the module will be based on three components: theory (30%), practical exercises (30%) and group work (40%).

All three components of the assessment must be passed individually in order for the overall mark to be calculated. The minimum mark required to pass each component is 5/10.

The 'practical exercises' component is excluded from the retake option. Therefore, failing the practical exercises results in a fail for the course.

Attendance at practical sessions is compulsory. Up to two justified absences are permitted for practical activities.

Retake

Students will be entitled to a resit for the module:

- If you have been assessed on a set of activities whose weighting is equivalent to at least two-thirds of the course's total mark.
- In order to get retake phase of the course, students must have achieved a minimum average mark of 3.5.
- Practical exercises (30% of the final mark) are excluded from the resit process.

If a student commit any irregularity that could lead to a significant variation in the mark for an assessment, that assessment will be marked as 0, irrespective of any disciplinary proceedings that may be initiated.

When several irregularities occur in the assessments for the same module, the final mark for that module will be 0 (equivalent to a fail).

Not assessable

In this module, a student will be marked as 'not assessable' if they fail to attend any of the assessment activities scheduled on the dates indicated in the academic calendar without a duly justified reason (such as illness with a doctor's note, the death of a close relative, a court summons, or other duly documented similar circumstances).

Plagiarism

Should a student commit any irregularity that could lead to a significant variation in the mark for an assessment, that assessment will be marked as 0, irrespective of any disciplinary proceedings that may be initiated. Should several irregularities occur in the assessments for the same module, the final mark for that module will be 0 (equivalent to a fail).

Artificial Intelligence

In this module, the use of Artificial Intelligence (AI) technologies is permitted in specific activities, which will be

detailed and explained by the teaching staff. Abusive use of the AI is penalised, from fewer points on the activity or exercise to suspension of the practical part.

However, when using AI, students must provide a critical reflection on the use of this technology, along with an analysis and personal reflection.

Students must clearly identify which parts have been generated using this technology, specify the tools used, and include a critical reflection on how these have influenced the process and the final outcome of the activity.

A lack of transparency regarding the use of AI will be considered a breach of academic integrity and may result in a mark deduction for the activity, or more severe sanctions in serious cases.

The performance of any irregularity in an evaluation act (academic fraud, plagiarism or improper use of AI, unless this use is expressly authorized by the teaching guide), which may lead to a significant variation in the grade, assumes that this act will be graded with a 0. In the event that the teaching guide foresees that in order to pass the subject it is an essential requirement to have obtained a minimum grade in this evaluation act or that there are several irregularities in the evaluation acts of the same subject, the final grade of this subject is 0. Apart from this, a disciplinary process may be instructed to the student that incurs any of these irregularities.

Any student suspected of submitting assignments that have been generated by AI, written by others or copied; include unattributed AI-generated content, or fall outside the permitted scope, may be asked to provide the preliminary work or other materials that can demonstrate it is original work and the result of their own authorship. They may also be asked to separately explain or justify their work. Teachers may also use AI detection systems or carry out any verification tasks they deem appropriate. If, after review, the instructor detects irregularities, the assignment may be graded zero, and the student may be subject to further disciplinary action.

Bibliography

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- Córdoba, Carlos; Alatríste, Yadira (2012). Hacia una taxonomía de investigación entre Visualización de Información y Diseño http://www.nosolousabilidad.com/articulos/taxonomia_visualizacion.htm
- Dubbelman, Teun. (2021). Teaching Narrative Design. On the Importance of Narrative Game Mechanics. In: Beat Suter/René Bauer/Mela Kocher (Eds.), *Narrative Mechanics* (79-90). Bielefeld: transcript Verlag. <https://doi.org/10.14361/9783839453452-004>
- Edgar-Hunt, Robert; Marland, John y Rawle, Steven (2011). El Lenguaje cinematográfico. Parramón Ediciones.
- Jenkins, Henry. (2006). ***Convergence culture: Where old and new media collide***. New York University Press.
- Manovich, Lev (2005). El lenguaje de los nuevos medios de comunicación. La imagen en la era digital. Paidós.
- Pariser, Eli (2011). The Filter Bubble: What the Internet Is Hiding from You. Penguin Press, New York.
- Pratten, Robert. (2011). Cross-Media Communications: An Introduction to the Art of Creating Integrated Media Experiences. London: ETC Press.

- Ryan, Marie-Laure (2004). La narración como realidad virtual: La inmersión y la interactividad en la literatura y en los medios electrónicos.. Paidós Comunicación, Barcelona.
- Scolari, C. Alberto (2018). Las leyes de la interfaz: Diseño, ecología evolución, tecnología (Vol. 136). Editorial Gedisa.
- Sánchez B., Teresa (2012). Nuevos modelos narrativos. Ficción y transmediación (Vol. 1). Madrid:Comunicación. SHIFMAN, Limor. (2014). Memes in Digital Culture: MIT Press.
- Youngblood, Gene (1970). *Expanded Cinema*. Studio Vista Limited.

VIDEO CONTENT

JENKIS, Henry. 2011. ¿Qué es la comunicación transmedia? (anglès subtitulat)

https://www.youtube.com/watch?V=kzczyxfnujc&list=plthgzchnp_r4nh6ubxuu_76w8hpch3_Ut

MC GONIGAL, Jane. 2013: Ted Talk. Los juegos online pueden crear un mundo mejor (anglès subtitulat)

https://www.youtube.com/watch?V=qrcgfwhd_BE

Software

OFFICE

- Word
- Powerpoint
- Hojas de cálculo de Google

IMAGE - AUDIO-VIDEO EDITING - POSTPRODUCTION

- Da Vinci Resolve
- Audacity

INFORMATION ARCHITECTURE

- Miro: <https://miro.com/>
- Canva: <https://www.canva.com/>

PROTOTIPING - MULTIMEDIA EDITION

- Wordpress (plugin H5P): <https://wordpress.com/>
- Genial.ly: <https://genial.ly/es/>
- Wix: <https://www.wix.com/>

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	6	Catalan/Spanish	second semester	afternoon

(PLAB) Practical laboratories	61	Catalan/Spanish	second semester	afternoon
(PLAB) Practical laboratories	62	Catalan/Spanish	second semester	afternoon