



Universidad
de Alcalá

COURSE DESCRIPTION

Audiovisual Communication and Mobility

**Bachelor's Degree in
Audiovisual Communication**

University of Alcalá

Academic Year 2019/2020
4th Year – 1st Semester

COURSE DESCRIPTION

Subject Name:	Designing Mobile Experiences
Code:	
Degree:	Master in DIGITAL NETWORKED MEDIA AND WEB SCIENCE
Department and Academic Discipline:	Philology, Communication & Documentation Audiovisual Communication Computer Sciences
Type:	Optional
ECTS credits:	6
Year and Semester:	1st / 1st
Lecturer:	Pilar Lacasa Antonio García Cabot
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Medium of instruction:	English

1. INTRODUCTION

The contents of this subject will be detailed and practical, based on both theory and practice.

Pre-requisites and recommendations (if relevant):

There are no specific pre-requisites. Class attendance is compulsory.

Tools allowing "*mobile communication experiences*" transform the way people relate to each other and, no doubt, their routines when accessing information. We'll see these new tools that enable the mobility of information and how they transform social practices.

2. KEY COMPETENCIES

Basic and General Competencies:

1. The course will provide the background of knowledge and understanding to enable the construction of new ideas in interdisciplinary and research contexts.
2. Students must integrate themselves with the multidisciplinary knowledge acquired in their studies in order to deal with projects related to the communications media, the treatment of information and its implications in the learning process and its theoretical, methodological and technological aspects.
3. Students should know how to apply the acquired knowledge and how to solve problems in new environments in broader contexts (or multi-disciplines) related to the domain of communicative contexts. Their thoughts and actions should be guided by their social and ethical responsibilities.

4. Students should be capable of interacting with others in small and large groups and also, through different means, communicate the conclusions (and the knowledge and reasons that sustain them) to specialists and non-specialists in a clear way and without ambiguity.
5. Students will develop abilities for planning the management and problem solution related to large-scale information networks, as much as distributed systems of digital content on the Internet.

Specific competencies:

1. Explore the social implications of ICT and how to develop multimedia contents for immersive environments and smart spaces.
2. Critically analyze innovative digital environments, focusing on specific tools in order to improve professional and research activities.
3. Explore strategies to promote social participation when people use new forms of expression and communication. Understand users as receivers and producers of knowledge in a global society.

3. SYLLABUS

Content blocks (topics may be specified if necessary)	Total number of classes, credits or hours
Mobile communications and new media ecologies <ul style="list-style-type: none"> ○ Speaking objects - Acting words ○ Displaying identities in urban spaces 	<ul style="list-style-type: none"> • 2 ECTS
<ul style="list-style-type: none"> • Mobile interaction design <ul style="list-style-type: none"> ○ Discovering what to build ○ Using specific mobile technologies 	<ul style="list-style-type: none"> • 2 ECTS
The design of user-centered mobile devices <ul style="list-style-type: none"> ○ Spectating, authoring, and orchestrating ○ Usability 	<ul style="list-style-type: none"> • 2 ECTS

4. TEACHING METHODOLOGIES - PRACTICAL WORK

The teaching methodology will be practical and dialogical, based on the analysis of different audiovisual products in a way that encourages reflection, creativity and critical treatment of knowledge based on both audiovisual documentation and direct experiences with film professionals.

Constructive online discussion forums and chats will be fundamental tools to enable students to develop and enhance their self-confidence, creativity, pragmatism and ability to reflect and analyze spontaneously.

Specific strategies will be the following:

1. Individual and group activities will be combined, emphasizing the active, autonomous, reflective and cooperative role of the student.
2. Materials will be presented through the platform to generate reflection processes, dialogues and performing tasks in small and large groups.

4.1. Credit Distribution (hours)

Number of interactive sessions hours:	30
Practice	50
Number of study hours:	70 (includes study hours, assignment preparation preparation and online activities)
Total:	150

4.2. Methodological strategies, materials and didactic resources

Distribution is approximate

Strategy	#Hours
1. Identifying previous knowledge and ideas.	5
2. Theoretical approaches to contents in individual or group sessions. Presentation and discussion of thematic modules.	5
3. Case studies. Analysis and innovation proposals.	10
4. Small group practices. Project development.	10
5. Personal reflection: analysis, interpretation and synthesis of written and audio-visual documents.	10
6. Search for information in libraries and / or audio-visual resources	5
7. Supportive audio-visual online interactions with the teacher, one-to-one or in small groups, aimed to support the learning process and overcome potential or current difficulties.	5
8. Tutoring sessions aimed to make it easy for the students to plan their reading activities.	5
9. Use of technological and technical tools.	20

5. ASSESSMENT: Procedures, assessment criteria and grading system

Students have the option of using Continuous Assessment (PEC) distributed throughout the semester. In addition to this, those students looking for a non-Continuous Assessment (Article 10) shall be eligible for final evaluation. To qualify for the final evaluation, the student must apply in writing to the dean or director of the center in the first two weeks of teaching of the subject, explaining the reasons that keep him/her from following the continuous assessment system. Continuous Assessment in any case serves as formative assessment during the teaching-learning process.

Students who fail the course either by Continuous Assessment or Final Evaluation, will have to undergo Special Assessment through a set of activities to be specified at the time by the teacher responsible for the course. However, these students are advised to contact her before the date foreseen for this call.

In general terms, **the assessment criteria** are as follows:

1. Participation in the network and attendance to the face-to-face sessions for those students who opted for the semi-in-person modality. 80% of the sessions attendance is required
2. Use of multimedia languages that show the level of understanding and development of the contents.
3. Creative ability which will manifest itself at any time during the course and in any kind of participation.
4. Ability to synthesize when it comes to showing the acquired knowledge: A degree of textual coherence (written expression), both at a macro-structure and micro-structure level of the text.
5. Ability to establish relationships between everyday situations and theoretical frameworks from which they can be interpreted. Ability to interpret real situations based on conceptual frameworks.
6. Teamwork skills
7. Ability to explore, analyze and create new contexts of communication.
8. Student behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be considered in the evaluation process. Such behavior inhibits other students' ability to learn and an instructor's ability to teach.

All of the above should be incorporated in every single assignment during the course as well as in portfolio work.

The objective of the proposed assessment system is to accompany the student through their learning process, using this formative evaluation. The principles which support this are as follows:

- **The students' learning process and its results will be evaluated.** The criteria will go further than conceptual skills and will test the way the acquired knowledge is applied to practical situations. The following criteria will be taken into account: Clarity of exposition using multiple discourses (oral, written, audiovisual), accuracy in presentation, understanding and relating ideas, application and transference to new situations, creative ability.
- **A participatory assessment is proposed, taking into account different sources,** so that the student can become integrated in the self-assessment, co-assessment and heterogeneous evaluation. The aim is to encourage student participation both in the learning process and their assessment in a participation context.

- **One assessment tool** will be a **portfolio system**, which will include a selection of works, practices, projects, activities, etc., which each candidate selects as evidence that they have achieved the necessary skills during the course.

Grading

Grading will be determined by evaluation of the learning over the course that shows the student's understanding and expression of the concepts taught in the class as revealed in the following activities-

- Attendance, participation class' behavior. 15%
- Presentation of an individual blog (portfolio system), first part of the course 30%
- Presentation of an individual blog (portfolio system), 2nd part of the course. 30%
- Group work and oral presentation. 25%

Final evaluation and Special Assessment

- Portfolio system, which will include a selection of works, practices, projects, activities, etc. to be specified at the time by the teacher responsible for the course. The students are advised to contact her before the date foreseen for these calls.

The grading system will be provided for in the legislation, according to the following qualifying criteria:

- **Fail:** The student has not acquired the skills listed on the evaluation criteria specified in the teaching guide. He/she has failed to actively participate in the learning process.
- **Pass:** The student has participated actively in the course sessions and demonstrates the basic acquisition of competences proposed by the evaluation criteria.
- **Very good:** The student has participated actively in the course sessions and demonstrates a remarkable domain of the competencies proposed by the evaluation criteria. The degree of development and production is clearly high.
- **Outstanding:** On top of the above, the student shows a greater degree of autonomy in managing and directing his/her learning process and supporting his/her peers.
- **Honors:** The student demonstrates a greater degree of complexity, design and creativity in the domain, understanding and application of the proposed competences. In addition to this, his/her active role in the learning process is crucial.

6. READING

- Farman, J. (2013). *The mobile story : narrative practices with locative technologies*. New York: Routledge.
- Salo, M. (2013). Explaining Extreme Mobile Experiences. *International Journal of Human-Computer Interaction*, 30(2), 164-176. doi: 10.1080/10447318.2013.841071
- Didomenico, S. M., & Boase, J. (2013). Bringing Mobiles into the Conversation. In D. Tannen & A. M. Trester (Eds.), *Discourse 2.0 : language and new media* (pp. Kindle Edition 119 - 132). Washington, DC: Georgetown University Press.
- Kavoori, A. P., & Arceneaux, N. (2012). *The mobile media reader*. New York: Peter Lang.
- Bentley, F., & Barrett, E. (2012). *Building mobile experiences*. Cambridge, Mass.: The MIT Press.