

**COURSE DATA****Data Subject**

<b>Code</b>	33411
<b>Name</b>	Interactive communication
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1301 - Degree in Audiovisual Communication	Faculty of Philology, Translation and Communication	3	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1301 - Degree in Audiovisual Communication	8 - Theory and history of the media and new multimedia formats	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
MESTRE PEREZ, ROSANNA	340 - Language Theory and Communication Sciences

**SUMMARY**

Interactive Communication offers a general introduction to the characteristics of computer mediated communication. This course covers features, performance, expressive possibilities and the most relevant social implications of a means of communication that has the organization of information through hyperlinks as its main characteristic. The study is made from both a theoretical and a practical perspective, so description of concepts is complemented by critical analysis and practical experience in creating interactive content.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

No prerequisites.

## OUTCOMES

### 1301 - Degree in Audiovisual Communication

- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- 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 work as a team, communicate their own ideas and integrate themselves into group projects aimed at achieving results.
- Students should have the capacity and creativity to take expressive and thematic risks within the availability and time constraints of the communicative production, applying solutions and perspectives based on the development of the projects.
- Students should be able to adapt to technological and socio-occupational changes.
- Students should be able to obtain and select relevant information and sources in order to solve problems and elaborate on strategies.
- 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.
- Students should be able to express themselves fluently and effectively in their own languages, as well as in a third language (preferably English), taking advantage of the linguistic and literary resources that are most appropriate for the different forms of media.
- Students should be able to search for, select, read, interpret and analyse both written and audiovisual texts and documents (analytically, synthetically and critically).
- Students should have initiative, creativity, credibility, honesty, leadership spirit and responsibility, both personally and professionally.



- Students should have an understanding of own and other social, historical, economic and cultural aspects within their relevant contexts.
- Students should be able to experiment and innovate through the understanding and use of the applied methods and technologies.
- 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).

## LEARNING OUTCOMES

- Ability to analyze information in a critical and reasoned manner to properly structure and integrate ideas and knowledge from different fields.
- Communicate effectively both in writing and orally, knowledge, procedures, results and ideas related to systems and multimedia products.
- Consider economic and social engineering solutions and an awareness of diversity and multiculturalism, and ensure sustainability and respect for human rights and equality between men and women.
- Ability to integrate oneself into working groups and work in multidisciplinary settings, being able to communicate effectively with professionals in all areas.
- Ability to lead working groups properly.
- Ability to organize and plan.
- Ability to adapt to organizational and technological changes.
- Knowledge and ability to understand essential facts, concepts, principles and theories related to multimedia systems including all the disciplines that these systems cover.
- Versatility in adapting to rapidly changing technologies in the field of multimedia, being able to relate them to the appropriate body of theory.
- Knowledge and ability to apply resources, elements, methods and processes of construction and analysis of audiovisual stories both linear and nonlinear, including the design, establishment and development of strategies.

## DESCRIPTION OF CONTENTS

### 1. Introduction

- 1.1. Basic concepts
- 1.2. Conceptual precedents

Introduction to the basic concepts of interactive digital communication (hypertext, interactivity, world wide web, internet, etc.). Conceptual precedents of nonlinear expression. Case study.



Unit lesson plan: 1 week

## **2. Web social**

- 2.1. Web 2.0, 3.0
- 2.2. Social media
- 2.3. Trends on the www

Introduction to the peculiarities of the collaborative, participative and sharing culture favored by the extension in the use of social software through the world wide web. Identification of the main characteristics of some key models of social media. Trends on the web: semantic web, geolocation, big data ... Case study and content creation.

Unit lesson plan: 3 weeks

## **3.**

- 3.1. Web positioning
- 3.2. Interactive advertising
- 3.3. Digital marketing

Introduction to some basic concepts of advertising on the www: web positioning (SEO, SEM, longtail), interactive advertising and digital marketing (bubble filter, remarketing, attention economy, advergaming, viral marketing). Case study.

Unit lesson plan: 4 weeks

## **4.**

- 4.1. Interactive storytelling
- 4.2. Transmedia content
- 4.3. Media convergence

Introduction to different forms of non-linear interactive storytelling, transmedia content and the most relevant transformations of the audiovisual industry on the Internet. Case study and content creation.

Unit lesson plan: 4 weeks

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Computer classroom practice	60,00	100
Development of group work	50,00	0
Study and independent work	20,00	0
Readings supplementary material	20,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

Cancelled

**EVALUATION**

Contact to the teacher

**REFERENCES****Basic**

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- CARLÓN, M. y SCOLARI, C. (eds.) (2009): El fin de los medios masivos. El comienzo de un debate. Buenos Aires: La Crujía.
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- PEIRANO, M. (2019): El enemigo conoce el Sistema. Barcelona: Debate.
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- SCOLARI, C. (2013): Narrativas transmedia. Cuando todos los medios cuentan. Barcelona: Planeta.
- VAN DIJCK, J. (2013): La cultura de la conectividad. Madrid: Siglo XXI. En línea.

#### **Additional**

- ALMIRÓN, N. (2001): De Vannevar Bush a la WWW. Una genealogia de la humanització de les tecnologies: els pares de la interfície gràfica. València: Ed. 3 i 4, versió digital <http://www.almiron.org/vannevarbush.html>.
- MONTERO SIMÓ, M. J. (2003): El marketing en las ONGD. La gestión del cambio social. Bilbao: Desclée de Brouwer.
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