

MULTIMEDIA DESIGN I

Degree in Graphical Design

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Code: 11831

Main Scientific Area: Audiovisuais

Lecturer: Hugo dos Santos Jorge e Sá

Language of Instruction: Portuguese

Regime: S1

Contact Hours: 60h Total Workload: 100h

ECTS: 6,0

Objectives

The aim of the course is to study the different media in which contemporary communication design operates, promoting the development of interactive multimedia projects using appropriate computational tools.

Through the projects developed, students will be able to problematise contemporary media systems and explore them in the development of complex communication projects.

Students are encouraged to develop a project culture for "new media" design, based on user-centred principles and combined with a graphic component for developing interfaces.

Learning Outcomes

Provide students with technical and theoretical skills in digital and multimedia design processes within a contemporary framework.

Understand and master digital design and prototyping tools that enable the study and development of digital interfaces.

Use digital experiences as a means of communication, information and artistic expression.

Understand and apply different working methodologies to digital design projects.

Course Contents

Exploration, expressiveness and communicative potential in multimedia projects;

Colour, typography and the digital reading experience;

Digital supports and platforms, their typologies and vicissitudes;

Assets, icons and components;

Design Systems for scaled solutions;

Designing responsive interfaces for the web;

Layout and hierarchy in the digital environment;

User-centred design;

Working methodologies in digital design projects;

Digital product development cycle;

Digital design and prototyping software;

Presentation and critical thinking of digital projects.

Recommended Bibliography

Bolter, Jay David; Grusin, Richard; Remediation: Understanding new media., The MIT Press, 2002.

McLuhan, Marshall; Understanding Media: The Extensions of Man, Routledge Classics, 1964.

Fuller, Matthew; Media Ecologies: Materialist Energies in Art and Technoculture, The MIT Press, 2005.

Kwastek, Katja; Aesthetics of Interaction in Digital Art, The MIT Press, 2014.

Lupton, Ellen; Thinking with type, Princeton Architectural Press, 2014.

Chapman, N.; Chapman, J; Digital Multimedia, John Wiley Sons, Ltd., 2005.

Beaird, J.. The principles of beautiful Web Design: Sitepoint, 2014.

Jesse, G.. The elements of user experience: User-centered Design for the web. News Riders, 2003.

Latin, M. Better web typography for a better web. Matej Latin, 2019.

Marcotte, E. Responsive web design. A Book Apart, 2011.

Vesselov, Sarrah; Davis, Taurie; Building Design Systems: Unify User Experiences through a Shared Design Language. Apress, 2019.

Tullis, Tom; Albert, Bill; Measuring the User Experience, Morgan Kaufmann, 2013.

Norman, Don; The Design of Everyday Things, Basic Books, 2013.

Wroblewski, Luke; Mobile First, A Book Apart, 2011.

Maria, Jason Santana; On Web Typography, A Book Apart, 2014.

Jehl, Scott; Responsible Responsive Design, A Book Apart 2014.

Hendren, Sara; What Can a Body Do?: How We Meet the Built World, New York, Penguin, 2020.

Levine, Caroline; Forms—Whole, Rythm, Hierarchy, Network, London, Princeton University Press, 2015.

Aarseth, Espen; Cybertext: Perspectives on Ergodic Literature, Baltimore, JHU Press, 1997.

Wright, Alex; *Glut: Mastering Information Through The Ages*, Joseph Henry Press, 2007.

Murray, Janet H.; *Hamlet on the Holodeck: The Future of Narrative in Cyberspace*, The MIT Press, 1997.

Landow, George P.; *Hypertext 3.0: Critical Theory and New Media in an Era of Globalization*, The Johns Hopkins University Press, 2006.

Learning and Teaching Methods

By exploiting Figma software, students acquire theoretical and practical skills in designing and prototyping digital interfaces. The exercises are aimed at two distinct approaches:

- The acquisition of global knowledge about the tool and use of prototyping tools and structuring content in an interactive interface;
- Acquisition of global expertise in application development / micro-sites using scaffolding strategies content and external resource management through the Figma tool.

The exercises and the contents are formatted in order to forward the students through a global "tour" to the software in order to acquire advanced skills to a capacity of research and addressing the challenges that arise them.

Assessment Methods

Learning assessment

The assessment system for this course is continuous assessment (according to article 206 of the IPCA Academic Regulations).

Regulations).

The assessment includes the student's participation in class and the completion of four work proposals.

For the purposes of continuous assessment, the student is required to attend 75 per cent of the classes taught (RACC-ESD, article 3, point 2).

For assessment purposes, only work duly supervised by the teacher will be considered.

Assessment will be based on the following points.

Practical exercise 01 - carrying out and sharing accompanied practical exercises = 10%

Practical exercise 02 - carrying out and sharing accompanied practical exercises = 10%

Practical proposal 01 - Analysing, improving and subverting an interface = 30%

Practical proposal 02 - Interactive prototype project taking into account user-centred design principles = 40%

+

Continuous assessment (CA): work done at home; attendance, interest, communication skills and participation in class) = 10%

Exam season

This curricular unit does not have an exam period in the 2nd semester (according to point 4 of article 4 of the RACC of the ESD).

Special exam season:

Only students under a special attendance regime (as described in section I, article 135 and point 5, article 209 of the IPCA Academic Regulations) have access to this period.

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The special period assessment takes place during the month of September and the form of assessment is defined by the teacher of the course unit, in accordance with the course rules.

of the curricular unit, according to the statement provided on the first day of the exam season. The student must

must inform the lecturer of their intention to take part in this assessment period and thus be aware of the details of the work to be handed in.

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Grade improvement:

In this curricular unit, grade improvement works by continuous assessment (according to point 2 of article 6 of the ESD RACC).

The assessment includes the learning assessment elements with the weighting indicated in the continuous assessment.