

COURSE OUTLINE

- GENERAL**

SCHOOL	SCHOOL OF APPLIED ARTS & CULTURE		
ACADEMIC UNIT	DEPARTMENT OF GRAPHIC DESIGN & VISUAL COMMUNICATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	N1-5040	SEMESTER	5th
COURSE TITLE	GRAPHIC DESIGN AND MULTIMEDIA		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		4	6
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d)</i>			
COURSE TYPE <i>general background, special background, specialized general knowledge, skills development</i>	Specialization course		
PREREQUISITE COURSES	Graphic Design and Multimedia- (workshop module) (4th semester)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS?	YES (in English)		
COURSE WEBSITE (URL)	https://eclass.uniwa.gr/courses/GRAF146/		

- LEARNING OUTCOMES**

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>At the end of the course students will be able to:</p> <ul style="list-style-type: none"> • Have a thorough view and a complete knowledge for the creation of a series of TV commercials and TV shows "Ident", ie the visual identity of a channel (logo, typography and corporate colors) and its use for the creation of TV commercials - movies and weekly broadcasts of the channel. • Be able to collaborate creatively with their colleagues • To research in depth the topic they want to present. • Be able to evaluate this and evaluate their colleagues.
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <p>Search for, analysis and synthesis of data Production of new research ideas</p>

and information, with the use of the necessary technology Adapting to new situations Decision-making environment responsibility Working independently Team work Working in an international environment thinking Working in an interdisciplinary environment	Project planning and management Respect for difference and multiculturalism Respect for the natural Showing social, professional and ethical and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive Others...
<ul style="list-style-type: none"> • Search, analyze and synthesize the data and information, using the necessary technologies. • Autonomous work • Promoting free, creative and inductive thinking. • Teamwork. • Exercise criticism and self-criticism. 	

- **SYLLABUS**

<p>Theoretical module Presentation and analysis of TV "Ident", ie the identity of a TV channel and how it participates in the screening and promotion of commercial trailers with thematic sections such as blockbuster series that are shown on a weekly basis and BoxOffice movies.</p> <p>Workshop module In the workshop module, students watch a series of exemplary screenings of such Ident advertisements as well as works by their former classmates. An analysis and explanatory approach is taken at all stages of the creation of television commercials. During the courses, the students' plans / proposals are presented and through the collective effort (evaluation of the same by the fellow students and the teacher) a process rich in ideas and proposals.</p> <p>Teaching is done by displaying the teacher's screen on a 75 TV so that can communicate the message throughout the room. Sometimes digital media and applications such as Microsoft's MS Teams are used to remotely teach and communicate with students where and when necessary. At the end of the workshop the student has all the knowledge needed for the design and presentation of "Ident" television. His evaluation is based on his participatory presence in the room, and based on the overall progress he had in all parts of the work carried out during the semester.</p>

- **TEACHING and LEARNING METHODS – EVALUATION**

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>1. Sharing the teacher's screen on the screen of all workstations, face to face. 2. The laboratory has a 70 "TV that displays the teacher's PC.</p>
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>The presentations are made using digital applications such as "PowerPoint", Video, but also the use of other digital applications for distance theoretical and laboratory training. Lifelong laboratory training is done using image processing programs as well as specialized programs for graphic and</p>

	animation design.															
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>60</td> </tr> <tr> <td>Study & Analysis of Bibliography</td> <td>20</td> </tr> <tr> <td>E class</td> <td>10</td> </tr> <tr> <td>Preparation of assignments and interactive teaching</td> <td>10</td> </tr> <tr> <td>Artistic evaluation and critique of design proposals</td> <td>25</td> </tr> <tr> <td>Course total</td> <td>125</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	60	Study & Analysis of Bibliography	20	E class	10	Preparation of assignments and interactive teaching	10	Artistic evaluation and critique of design proposals	25	Course total	125	
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<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure, Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation.</i></p> <p><i>Other specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>		<p>I. Theoretical study (40%) Questionnaire to assess the student's critical analysis and comparative evaluation of selected writings from the Bibliography.</p> <p>II. Workshop (60%) I. The final project includes: - Research and ways of developing methodology. - Presentation of preparation in the classroom - Work delivery and grading.</p> <p>II. The final project is evaluated based on the following parameters - Research (research presentation) 20% - Drafts - Completed work 70% - Creative idea - Originality 5% - Delivery time 5%</p> <p><i>The evaluation criteria and the time schedule are posted from the start of the course at the UNIWA e-class website. All relevant information is explained in detail at the beginning, as well as, throughout the semester, during the weekly lectures. Upon request, all the information is provided using email or social networks.</i></p> <p><i>All the modules-exercises have the grade percentage for the calculation of the final evaluation.</i></p>														

● **ATTACHED BIBLIOGRAPHY**

<p>International Sources</p> <ol style="list-style-type: none"> Revolutionize Learning & Development: Performance and Innovation Strategy for Information Age 1st Edition Clark N. Quin 2014 Design for how People Learn 2nd Edition) (Voice the Matter) 2nd Edition, Julie Dirksen (2016) Dreamweaver MX Magic, New Riders Publishing Halstead, Brad (2002). . Graphis Interactive Design 2, Graphis Pr, Pedersen, Martin (2002).
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5. **The Digital Designer: 101 Graphic Design Projects for Print, the Web, Multimedia, and Motion Graphics**, Delmar Learning Pite, Stephen (2002). .
6. **Web Wizard's Guide to Multimedia**, Addison-Wesley Pub Co Lengel, James G. (2001). .
7. **Cotton, Bob and Oliver, Richard. The Cyberspace lexicon**, London, Phaidon press limited Press.
8. **Ulrich, Katherine. Flash 5 for Windows and Macintosh: Visual QuickStart Guide**, Peachpit Press.
9. **Ockrassa, Warren. Director 8.5 Shockwave Studio: A Beginner's Guide**, McGraw-Hill Mayne,. **Morphosis: Recent Works (Planet Architecture)**, in-D Thom (2000).
10. **Developing Effective Websites: A Project Manager's Guide**, Focal Press Hogan, Patrick (2001). .
11. **Multimedia: Making It Work 7th Edition** Vaughan (2001).