

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Design		
Field of Knowledge:	Arts and Humanities		
Faculty/School:	Communication Science		
Course:	APPLIED TECHNOLOGIES		
Type:	Compulsory	ECTS credits:	6
Year:	2	Code:	1524
Teaching period:	Third semester		
Area:	Publishing		
Module:	Technological Design Tools		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

## SUBJECT DESCRIPTION

The Applied Technologies course teaches students to use software to create interactive content for use on different devices and platforms.

To do this course it is necessary, although not essential, to have assimilated the concepts taught on the courses of Basics of Design, Drawing I, Shape and Space Analysis Systems and Volume, as they provide a good basis from which to start creating dynamic contents with certain aesthetic criteria and spatial vision.

Familiarity with the contents of the course is crucial as it lays the foundations for other courses such as Industrial Design, Audiovisual Production, Audiovisual Design, Stage Design and Design of Ephemeral Spaces. It also helps in completing exercises on other courses such as Graphic Design or Typography.

By using Flash and Autocad, students are able to create high-quality animations and visual effects efficiently and accurately and therefore open up new creative potential in design. Becoming familiar with these programs through 3D animation exercises that simulate real cases dealt with by professionals enables students to seek more imaginative and competent design solutions. The work instruments are intended to encourage creativity rather

than simply being tools for students solely to learn how to use.

Other programs of support for Flash such as Photoshop and Illustrator, and for Autocad, such as SketchUp and Pepakura, are used.

Autocad is used for technical drawing in any type of design project such as: Stage Design, Interior Design, Fashion Design, Furniture Design, Industrial Design etc. The course also explores 3D modelling as a continuation of the Volume course in the first year.

Some of the main reasons for design are to create a graphic language with which to improve communication in our environment, to create powerful messages with quality content in order to connect with other people and to make their life easier. Improving everyday life with good designs, humanising space and teaching how to see users, and involve them in making our work an exchange of ideas.

## **SKILLS**

### **Basic Skills**

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

### **General Skills**

To develop students' creative capacity based on firm theoretical and practical foundations allowing them to raise, solve and present design problems in a unique, original manner.

To form designers capable of working in the experimental field, using basic aesthetic tools, such as drawing and colour treatment, along with the latest technological tools applied to graphic design, audio-visual design, space design and other techniques specific to this field.

To instil in students the ability to work in a team, working independently while supporting a global project, defining responsibilities and cooperating with other professions and trades in the pursuit of a common goal.

To provide students with a broad overview of the world of design through a familiarity with all its different disciplines, thereby taking full advantage of the synergies and creative resources shared by various professionals in this field.

To train students to work as independent, self-sufficient professionals on design projects.

To teach students to give explanations, arguments and defence for their projects at university level and in a professional setting when dealing with customers or other design professionals.

### **Specific skills**

To acquire the ability to find and assess alternative design solutions.

To master suitable presentation techniques and acquire 2D and 3D representation techniques.

To acquire an ability for analytical (self-)reflection and (self-)criticism in creative work.

To have learned to be determined yet patient at work.

To raise and solve design problems.

Proyectar y confeccionar de maquetas y modelos

Realizar presentaciones de su trabajo, diseñando y maquetando a un nivel básico su propio documento de presentación

## DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours