

Updated On	2023/09/12																																	
Curricular Year / Period	2023/24 / S1																																	
Course	Communication Design																																	
Curricular Unit	Multimedia Production I																																	
Language(s) of Instruction	Português																																	
ECTS/tempo de trabalho (horas)	<table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="9">Horas de contacto semestral</th></tr> <tr> <th>6</th><th>160</th><th>T</th><th>TP</th><th>PL</th><th>S</th><th>TC</th><th>E</th><th>O</th><th>OT</th><th>EC</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td>30</td><td>30</td><td></td><td></td><td></td><td></td><td>20</td><td></td></tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral									6	160	T	TP	PL	S	TC	E	O	OT	EC				30	30					20	
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Teacher in charge (GDPR consent) [complete name, email]	José Da Graça Gomes Maia / jmaia@ipportalegre.pt																																	
Prerequisites [Curricular Units that must precede and specific entry competences]																																		
Learning outcomes [Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]	<p>Multimedia projects are complex; they often involve the skills and efforts of multiple teams or people. During the development process, a project moves through the specialized parts of the team, from story creation to technical editing, with regular collective review sessions Each stage is designed to refine the project with attention to the client's needs, technical requirements and audience preferences. The aim is to provide the necessary and inherent skills and knowledge to multiple activities to be developed within the framework of a multimedia project, organizing them to achieve objectives. In this sense, it is intended that students not only know how to master the theoretical foundations of multimedia but also the practical work inherent to a project development. Master Multimedia Interfaces modes of representation, establish the components compatibility (sound, text, image and interactivity) in order to implement applications and multimedia/hypermedia spaces through the development of functional prototypes resorting to several available author and Open Source Applications.</p>																																	
Sustainable Development Goals																																		
Syllabus	<p>Part I Multimedia Content; Multimedia communication; Elements, codes and multimedia languages; Exploration of the concept of interactivity. Multimedia Narrative. The characteristics of hypertext / hypermedia - text, audio, video Theoretical aspects and problems of application online and offline (integration, multiplatforms, formats, resolutions, typography, color) Media edition, for media application; Functional Aspects - Usability of Interfaces Design of Interfaces - technical and aesthetic aspects; Criteria for analysis of global quality; Interactive Hypermedia Systems; Stages of the Multimedia Project.</p> <p>Part II Editing Multimedia Spaces in Digital Applications Multimedia Authoring Software. Exploration and construction of prototypes in Multimedia Authoring software Adobe Animate. Animations, motion guides, Shape, Tweens, Actions scripting. Construction of prototype.</p> <p>Part III Web spaces - typologies / characteristics; Identification of Web Spaces; Web Spaces Functions; Contextualization and use of Web Spaces; Criteria for the construction of Web Spaces; HTML and CSS, Web Frameworks. Prototype construction.</p>																																	
Teaching methodologies (including assessment) [Specify the types of assessment and the weights and evaluation criteria]	<p>1 - Teaching methodologies</p> <p>The curricular unit will be taught in theoretical-practical classes (TP) with expository nature and laboratory practices (PL) with the promotion of an exploratory / practical nature. TP classes will thus be based on the presentation of the evidenced contents and on the approach to case studies. In the PL classes will be explored several technologies, falling on them the making of practical work, to request</p>																																	

	<p>individually or in working group. It will be valued and promoted an active participation of the students, as well as enhanced the manifest of critical and creative spirit.</p> <p>Support materials will be published on the School platform, as well as the identification of recommended support literature.</p> <p>Horizontal and vertical dialogue about specific details / doubts inherent in each concept taught.</p> <p>1. Frequency evaluation</p> <p>The evaluation will be carried out through practical exercises:</p> <p>Exercise 1 Authoring Software Prototype - 40%; Exercise 2 - Website implementation - 60%.</p> <p>2. Assessment by examination</p> <p>All three examination periods have the same characteristics:</p> <p>Individual laboratory work, through a proposal to be presented by the teacher.</p> <p>Practical Laboratory Work - 100%</p> <p>In addition to the specifically regulated exceptions, students with a weighted average in the curricular unit are equal to or greater than 7.0 values have access to the exams.</p> <p>Students who are in compliance with the situation described in the evaluation regulations of the ESTG-IPP have access to the special evaluation period.</p> <p>2 - Period assessment</p> <p>The evaluation will be carried out through practical exercises:</p> <p>Exercise 1 Authoring Software Prototype - 40%; Exercise 2 - Website implementation - 60%.</p> <p>3 - Examination assesement</p> <p>All three examination periods have the same characteristics:</p> <p>Individual laboratory work, through a proposal to be presented by the teacher.</p> <p>Practical Laboratory Work - 100%</p> <p>In addition to the specifically regulated exceptions, students with a weighted average in the curricular unit are equal to or greater than 7.0 values have access to the exams.</p> <p>Students who are in compliance with the situation described in the evaluation regulations of the ESTG-IPP have access to the special evaluation period.</p>
Bibliography	<p>1 - Main Bibliography</p> <p>2 - Complementary Bibliography</p>
<p>Special Situations</p> <p>[Students with special status]</p>	<p>1 - Period assessment - Students with special status</p> <p>All three examination periods have the same characteristics:</p> <p>Individual laboratory work, through a proposal to be presented by the teacher.</p> <p>Practical Laboratory Work - 100%</p> <p>In addition to the specifically regulated exceptions, students with a weighted average in the curricular unit are equal to or greater than 7.0 values have access to the exams.</p> <p>Students who are in compliance with the situation described in the evaluation regulations of the ESTG-IPP have access to the special evaluation period.</p> <p>2 - Examination assesement - Students with special status</p> <p>All three examination periods have the same characteristics:</p> <p>Individual laboratory work, through a proposal to be presented by the teacher.</p> <p>Practical Laboratory Work - 100%</p> <p>In addition to the specifically regulated exceptions, students with a weighted average in the curricular unit are equal to or greater than 7.0 values have access to the exams.</p> <p>Students who are in compliance with the situation described in the evaluation regulations of the ESTG-IPP have access to the special evaluation period.</p>