

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Humanities and Social Sciences		
<b>ACADEMIC UNIT</b>	Design & Multimedia / Interactive Media and Animation Program		
<b>LEVEL OF STUDIES</b>	1 <sup>st</sup> Cycle		
<b>COURSE CODE</b>	MULT-161	<b>SEMESTER</b>	Spring
<b>COURSE TITLE</b>	Interactive Design for Social Media		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
<b>PREREQUISITE COURSES:</b>	MULT-160 Introduction to Multimedia		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></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.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>After completion of the course students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and explain the foundational concepts of social media and its platforms, demonstrating an understanding of their role and impact in digital communication and marketing.</li> <li>2. Develop a visual strategy for social media by applying design principles to create engaging and effective content tailored to platform requirements.</li> <li>3. Apply content strategy principles to enhance the visual appeal of social media content, aiming to increase audience engagement and interaction on various platforms.</li> <li>4. Implement content strategies to optimize social media marketing, ensuring visual content aligns with overall marketing goals and enhances audience interaction.</li> <li>5. Demonstrate proficiency in Adobe Photoshop CC by creating content.</li> <li>6. Understand and apply basic design and interaction principles to develop visually compelling and user-friendly content for social media platforms.</li> </ol>

- Design and animate graphic content for social media, demonstrating the ability to align designs with platform-specific requirements and apply animation techniques as part of a final project to engage the target audience effectively.

### General Competences

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?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...
	.....

Search for, analysis and synthesis of data and information, with the use of the necessary technology  
 Adapting to new situations  
 Decision-making  
 Working independently  
 Team work  
 Working in an interdisciplinary environment  
 Project planning and management  
 Showing social, professional and ethical responsibility  
 Criticism and self-criticism  
 Production of free, creative and inductive thinking

### (3) SYLLABUS

- Creative thinking
- Social media/platforms
- Visual/ content strategy
- Graphic content design for social media
- Introduction to Adobe Photoshop CC
- Basic design and Interaction Principles
- Creation of animated visual content for social networks

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
<b>TEACHING METHODS</b> <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. 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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures / Workshops	39 hours
	Exercises & Assignments	86 hours
	Examinations & Projects	25 hours
	Course total	<b>150 hours</b>

<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><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, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Class exercises, assignments, practical projects, class attendance and participation.</p>
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**(5) ATTACHED BIBLIOGRAPHY**

*- Suggested bibliography:*

Social Media Strategy: A Practical Guide to Social Media Marketing and Customer  
Julie Atherton. Kogan Page, 2019  
ISBN 9780749497071

Adobe Photoshop Classroom in a Book  
Conrad Chavez. Adobe Press 2023  
ISBN 9780138262525

Principles and Processes of Interactive Design  
Jamie Steane. Firchild Books, 2014  
ISBN 9782940496112

Design is Storytelling  
Ellen Lupton. Cooper Hewitt, Smithsonian Design Museum, 2017  
ISBN 9781942303190