

1S_FB_Photography and digital imaging 1

Qualification: Degree in Higher Artistic Education in Design in the specialties of graphic design, interior design, fashion design and product design.

Subject: Languages and techniques of representation and communication

Type: Training Basic

Credits: 3 ECTS

Total hours: 75h

Course: 1

Hours/week: 4.7h

Semester: 1r

Face-to-face hours/week: 3h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 1.7h

Prerequisites: Have a still image capture device with the ability to manually control shutter, aperture and sensitivity parameters. Have basic computer skills.

1. Presentation of the subject

The subject Photography and Digital Imagery 1 introduces students to the tools, resources and techniques of photographic language as a means of representation and visual communication.

It considers both the procedural aspects associated with the capture and processing of still images, as well as the expressive and communicative capacity of photographic language.

The training activities will be aimed at achieving knowledge of visual and communicative language, and mainly obtaining the following learning outcomes:

Control the use of the DSLR digital camera or equivalent.

Edit and manipulate photographs using computer programs.

Value the expressive dimension of photography for design projects.

2. Course contents

Photographic technique:

- The camera. Types and operation.
- The objective. Types, characteristics and uses.
- The measurement of light.
- Exposure control.
- Photographic language.
- Introduction to lighting

Digital image processing and application to different areas of design:

- Characteristics of Bitmap Images.
- Preparation of different types of output files: print, internet, social networks, mobile, etc.

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- Digital image development and processing programs.
- Workflow in developing camera Raw files.
- Workflow in the processing of tif and jpeg files.

3. Skills worked on in the subject(Real Decret 633/2010)

Transversal skills		Subject	Subject
CT-01	Organize and plan work in an efficient and motivating way.	X	X
CT-04	Use information and communication technologies efficiently	X	X

General skills		Subject	Subject
CG-02	Master the languages and expressive resources of representation and communication.	X	X
CG-03	Establish relationships between formal language, symbolic language and specific functionality.	X	X

4. Learning outcomes

RA	Description of the learning outcome	Skills
RA1	Apply technical and technological resources of photography.	CT-01, CT-04
RA2	Identify the expressive and communicative characteristics in the creation of photographic images.	CG-02
RA3	Understand and value the photographic image as a communicative expression and documentary source.	CG-03
RA4	Have photographic expression resources to develop a visual discourse	CG-03

5. Teaching methodologies of the subject

Code	Typology	Description	Apply
MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.	x
MD4	Tests and/or exams	Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies by students. This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.	x
MD5	Workshops and/or internships	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.	x
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	x
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.	x
MD9	Guided practice	The teacher presents and transmits theoretical knowledge	x

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applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.

6. Training activities of the subject

Code	Description	Duration	Percentage
AF1	Photographic technique I	3 to 4 weeks	10-20%
AF2	Photographic technique II	3 to 5 weeks	10-30%
AF3	Digital processing	4 to 5 weeks	20-40%
AF4	Photographic assignment	4 to 5 weeks	30-40%

7. Evaluation systems

Due to their typology and educational program, all subjects in the ESDAPC undergraduate design studies include continuous assessment as a procedure to regulate and qualify the learning achieved by students during the semester.

In the event of not achieving the level of sufficiency in the evaluation activities within the closing milestones set out in the subject's schedule, the activities not passed may be corrected and/or completed within the recovery procedure defined by the teaching staff in their schedule.

7.1. Continuous evaluation

General evaluation criteria

The ESDAPC sets some **general evaluation criteria** which are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- Subject grading: A weighted average of the grades obtained in each of the training activities will be made in accordance with the percentages described in the teaching guide and classroom schedule. The subject will be passed with a grade of 5.0 (Pass). All assessment activities can be corrected and/or completed within the recovery procedure within the continuous assessment that the teaching staff defines in their classroom schedule.
- Class attendance is essential in order to guarantee that learning is progressive, flexible and allows feedback and adjustments in its achievement within the continuous assessment. For this reason, class attendance is mandatory. The teaching staff establishes the mechanisms to control it. The student who does not attend a minimum of 80% of the face-to-face hours of the subject loses the right to continuous assessment and may present for remediation outside of the continuous assessment defined in the teaching guide and classroom schedule for the subject. In cases of serious absenteeism,

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with attendance of less than 60% of the face-to-face hours of the subject, the student will lose the right to be evaluated and will have a grade of "Not Presented".

- The ability to organize and plan tasks is part of the learning outcomes that the student must achieve within the training process, therefore the deliverables of the evaluation activities must conform to the deadlines, the format and contents defined in the activity statement in order to be qualified. Activities submitted after the deadline, format and/or minimum content will be considered outside the continuous assessment process, will not be evaluated within it and may be resubmitted as a retake.
- In the event of a submission or exam coinciding with a force majeure situation, the student may request to submit an activity after the deadline or repeat an exam, without being considered out of continuous assessment. This submission or exam will be carried out according to the conditions and calendar determined by the teaching staff.
 - Force majeure is understood to mean: serious illness or temporary incapacity (hospitalization) of the student or a first-degree relative, coincidence with an official language level or driving license exam, inexcusable duties before the administration or death of a first- or second-degree relative must be requested in an argued and justified manner in the form of [generic application](#), addressed to the campus management, and must necessarily include the original with a stamp of the document proving the major cause alleged.
- The evaluation process is based on the student's personal work and presupposes the authenticity of the authorship and originality of the exercises carried out. Any act of copying and/or plagiarism or irregular use of Artificial Intelligence (AI) will result in the immediate and irrevocable suspension of the assessable activity, without the right to recovery.

However, and without contradicting these general criteria, each teacher may define other specific complementary conditions, which must be informed and published in writing at the beginning of the course to all students enrolled in their subject.

These complementary conditions cannot in any case result in a penalty or limitation of the qualification of an activity, nor the loss of the right to recover an activity.

Specific evaluation criteria within continuous evaluation

- Correct use of the different features of DSLR digital cameras or equivalent. (RA1)
- Degree of use of the camera's features. (RA1)
- Taking advantage of ambient light conditions or available light sources to correctly illuminate characters or small objects. (RA1, RA2)
- Correction in the editing and presentation of photographic works using required sizes, resolutions and formats. (RA1)
- Application of appropriate workflows in the use of image development and processing programs. (RA1)
- Capacity to establish criteria that help provide coherence when forming a series of images. (RA3,

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RA4)

- Ability to establish priorities in determining the parameters of the shot according to the requirements of the situation/task. (RA1)
- Correction in the editing and presentation of photographic works using required sizes, resolutions and formats. (RA1, R.A3)
- Transfer of knowledge to new approaches and/or analogous situations. (RA3, RA4)
- Degree of complexity and depth in the tasks requested. (RA1)

Evaluation instruments within continuous evaluation

Rubrics
Application exercises
Individual and/or group feedback: written and oral
Direct observations
Co-evaluation

7.2. Recovery

General recovery criteria

The ESDAPC sets general recovery criteria that are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- The ESDAPC provides for a single recovery per activity. The recovery of suspended activities will be done within the deadlines defined by the teaching staff in their classroom schedule within the same semester. In the event that the teaching staff has not established a recovery calendar, the student may submit the recovery activities during the last school week of the semester.

Specific recovery criteria within continuous assessment

Recovering or improving your grade consists of repeating the activity with new images and will be evaluated using the same criteria.

Specific recovery criteria outside of continuous assessment

The recovery will be during the last week and only for those who have a percentage of absences between 60% and 80%. The submission will consist of presenting the activity of the original statement and taking a theoretical/practical exam.

Subject recovery instruments outside of continuous assessment

Complementary theoretical-practical test of achievement of skills.

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8. Educational care within the framework of an inclusive education system

This Teaching Guide takes into account educational care within the framework of an inclusive educational system that includes two reference frames that support it:

- MISU: Universal Measures and Supports to promote personal and social development in equity and equality.
- DUA: Universal Learning Design, which allows flexible learning situations to be created based on a design that detects and minimizes the barriers of the context, from the beginning, and that considers variability.

However, to ensure freedom of thought and opportunities in relation to the gender perspective, a co-educational dynamic is carried out that avoids the predisposition of differential treatment, role attributions or assumptions of abilities determined by gender.

The MISU and DUA will be applied to all ESDAPC students. Those students in need of additional measures and support will be included through an Individualized Support Plan.

9. Copying, plagiarism, and academic honesty

From a legal point of view, plagiarism is an infringement of copyright.

The ESDAPC NOFC describes in section 5.4 irregular conduct in the evaluation procedure, which includes copying or plagiarism in any academic activity.

10. Use of Artificial Intelligence (AI)

The ESDAPC recognizes the value of Artificial Intelligence (AI) in the educational field, while highlighting the risks it entails if it is not used ethically, critically and responsibly. The use of AI in the teaching and evaluation context is governed by the principles, criteria and recommendations established in the ESDAPC Guide to the Ethical and Responsible Use of Artificial Intelligence, which constitutes the institutional reference document in this matter.

In this sense, in each assessment activity, students will be informed about the AI tools and resources that can be used and under what conditions, recommending their use as an assistance tool during the research, analysis or conceptual exploration process, but not as a replacement for their own work or professional judgment.

For their part, students undertake to follow the instructions of the ESDAPC when carrying out the assessment activities, as well as the criteria included in the Guide for the Ethical and Responsible Use of AI. Within this framework, students must transparently cite the AI tools used and explicitly identify texts, images or other content generated with AI systems, which may not be presented as their own production.

Misuse of Artificial Intelligence can seriously affect the evaluation of assessment activities. In case of doubt, it is recommended that students consult the teacher responsible for the subject before submitting.

The specifics of the use of Artificial Intelligence in each subject—including the authorized tools, conditions of

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use and associated evaluation criteria— will be defined in the classroom programming, where teachers will contextualize the Teaching Guide and the Guide for the Ethical and Responsible Use of AI based on the objectives, skills and methodologies of the subject.

In all cases, students are responsible for any possible errors, omissions or biases that may be generated by the Artificial Intelligence used in the work process.

11. Sources of information and teaching resources

Basic bibliography

Reference bibliography and other resources

LANGFORD, Michael (2007). Basic Photography. Barcelona: Omega

MELLADO, José M^a (2017). High-quality digital photography. The fundamentals of photography. Adobe CC 2017. Madrid. Ed. Anaya.

RODRÍGUEZ, Hugo (2017). Digital Capture and Raw Development. Barcelona: Marcombo

RODRÍGUEZ, Hugo (2017) Complete Guide to Digital Images. Ed. Marcombo. Col. Bit & Pixel.

Audiovisuals

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12. Training activity sheets

ACTIVITY 1	Duration: 3 to 4 weeks	Weighting: 10 -20%
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Description of the activity

PHOTOGRAPHIC TECHNIQUE I

Introductory theoretical/practical activities on camera control and use

Contents

- The camera. Types and contents.
- The objective. Types, characteristics and uses.
- Photographic language.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-04	Use information and communication technologies efficiently.

Applied teaching methodologies

MD1	Conference and/or master class
MD9	Guided practice
MD4	Tests and/or exams (recovery outside of continuous assessment)

Learning outcomes

RA1	Apply technical and technological resources of photography.
RA2	Identify the expressive and communicative characteristics of photographic language

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Correct use of the different features of DSLR or equivalent digital cameras. 100%

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Evaluation instruments within continuous evaluation

Rubrics
Application exercises
Individual and/or group feedback: written and oral
Direct observations
Co-evaluation

Specific recovery criteria within continuous assessment

The recovery date will be set by the teacher, if none is established, recovery can be done during the recovery week with the specific criteria of continuous assessment. Recovery or grade improvement consists of repeating the activity with new images and will be evaluated with the same criteria.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The recovery will be during the last week. The submission will consist of presenting the activity of the original statement and taking a theoretical/practical exam.

Recovery instruments outside of continuous assessment

Rubrics
Complementary theoretical-practical test of competence achievement

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ACTIVITY 2	Duration: 3 to 5 weeks	Weighting: 10- 30%
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Description of the activity

PHOTOGRAPHIC TECHNIQUE II

Theoretical/practical activities to deepen your understanding of camera control and use and light control.

Contents

- The measurement of light.
- Exposure control.
- Introduction to lighting.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-04	Use information and communication technologies efficiently.

Applied teaching methodologies

MD5	Workshops and/or internships
MD9	Guided practice
MD4	Tests and/or exams (recovery outside of continuous assessment)

Learning outcomes

RA1	Apply technical and technological resources of photography.
RA2	Identify the expressive and communicative characteristics of photographic language.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Degree of utilization of the camera's features. 40%

Taking advantage of ambient light conditions or available light sources to correctly illuminate characters or small objects. 40%

Degree of complexity and depth of the tasks requested. 20%

Evaluation instruments within continuous evaluation

Rubrics

Application exercises

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Individual and/or group feedback: written and oral
Direct observations
Co-evaluation

Specific recovery criteria within continuous assessment

The recovery date will be set by the teacher, if none is established, recovery can be done during the recovery week with the specific criteria of continuous assessment. Recovery or grade improvement consists of repeating the activity with new images and will be evaluated with the same criteria.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The recovery will be during the last week. The submission will consist of presenting the activity of the original statement and taking a theoretical/practical exam.

Recovery instruments outside of continuous assessment

Complementary theoretical-practical test of achievement of skills.

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ACTIVITY 3	Duration: 4 to 5 weeks	Weighting: 20-40%
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Description of the activity

DIGITAL IMAGE PROCESSING

Theoretical/practical activities on the digital processing of photographic images

Contents

- Characteristics of bitmap images.
- Workflow in the processing of tif and jpeg files.
- Digital image development and processing programs.
- Preparation of different types of output files: print, internet, social networks, mobile, etc.
- Workflow in developing camera Raw files.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-04	Use information and communication technologies efficiently.

Applied teaching methodologies

MD1	Conference and/or master class
MD5	Workshops and/or internships
MD6	Presentations and/or defenses
MD9	Guided practice
MD4	Tests and/or exams (recovery outside of continuous assessment)

Learning outcomes

RA1	Apply technical and technological resources of photography.
RA2	Identify the expressive and communicative characteristics of photographic language

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Correction in the editing and presentation of photographic works using required sizes, resolutions and formats. 35%

Application of appropriate workflows in the use of image development and processing programs. 35%

Degree of complexity and depth of the tasks requested. 30%

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Evaluation instruments within continuous evaluation

Rubrics
Application exercises
Individual and/or group feedback: written and oral
Direct observations
Co-evaluation

Specific recovery criteria within continuous assessment

The recovery date will be set by the teacher, if none is established, recovery can be done during the recovery week with the specific criteria of continuous assessment. Recovery or grade improvement consists of repeating the activity with new images and will be evaluated with the same criteria.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The recovery will be during the last week. The submission will consist of presenting the activity of the original statement and taking a theoretical/practical exam.

Recovery instruments outside of continuous assessment

Complementary theoretical-practical test of competence achievement

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ACTIVITY 4	Duration: 4 to 5 weeks	Weighting: 30-40%
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Description of the activity

PHOTOGRAPHIC COMMISSION

Activity to apply the photographic knowledge taught in the field of design

Contents

- Applied photographic technical aspects.
- Creative application of photography to design.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-04	Use information and communication technologies efficiently.
CG-02	Master the languages and expressive resources of representation and communication.

Applied teaching methodologies

MD5	Workshops and/or internships
MD6	Presentations and/or defenses
MD9	Guided practice
MD8	Project work
MD4	Tests and/or exams (recovery outside of continuous assessment)

Learning outcomes

RA1	Apply technical and technological resources of photography.
RA2	Identify the expressive and communicative characteristics of photographic language
RA3	Understand and value the photographic image as a communicative expression and documentary source
RA4	Have photographic expression resources to develop a visual discourse

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Ability to establish criteria that help provide coherence when forming a series of images. 20%

Ability to establish priorities in determining the parameters of the shot according to the requirements of the situation/task. 20%

Correction in the editing and presentation of photographic works using required sizes, resolutions and formats.40%

Transfer of knowledge to new approaches and/or analogous situations.20%.

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Evaluation instruments within continuous evaluation

Rubrics
Application exercises
Individual and/or group feedback: written and oral
Direct observations
Co-evaluation

Specific recovery criteria within continuous assessment

The recovery date will be set by the teacher, if none is established, recovery can be done during the recovery week with the specific criteria of continuous assessment. Recovery or grade improvement consists of repeating the activity with new images and will be evaluated with the same criteria.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The recovery will be during the last week. The submission will consist of presenting the activity of the original statement and taking a theoretical/practical exam.

Recovery instruments outside of continuous assessment

Complementary theoretical-practical test of achievement of skills.