

## COURSE OUTLINE

### (1) GENERAL

|   |   |                              |                |
|---|---|------------------------------|----------------|
| <b>SCHOOL</b>   | SOCIAL SCIENCES   |                              |                |
| <b>ACADEMIC UNIT</b>  | DEP. OF CULTURAL TECHNOLOGY AND COMMUNICATION   |                              |                |
| <b>LEVEL OF STUDIES</b>   | UNDERGRADUATE   |                              |                |
| <b>COURSE CODE</b>  | ΕΠΙ317  | <b>SEMESTER</b>              | 8th            |
| <b>COURSE TITLE</b>   | AUDIOVISUAL INDUSTRIES - THEORY AND PRODUCTION  |                              |                |
| <b>INDEPENDENT TEACHING ACTIVITIES</b><br><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> |
| LECTURES  |   | 3                            | 5              |
|   |   |                              |                |
| <i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>  |   | 3                            | 5              |
| <b>COURSE TYPE</b><br><i>general background, special background, specialised general knowledge, skills development</i>  | Compulsory optional/skills development  |                              |                |
| <b>PREREQUISITE COURSES:</b>  | None  |                              |                |
| <b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>  | Greek   |                              |                |
| <b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>  | Yes   |                              |                |
| <b>COURSE WEBSITE (URL)</b>   | <a href="https://eclass.aegean.gr/courses/131160/">https://eclass.aegean.gr/courses/131160/</a> |                              |                |

### (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>By the end of the course, the students will be aware of</p> <ul style="list-style-type: none"> <li>● the special needs of each audiovisual sector</li> <li>● the particular modes of production</li> <li>● the tools for a critical evaluation of an audiovisual project</li> <li>● how to produce commercials, news stories, short fiction films</li> </ul> <p>In such a way they will be able to join the market just after their graduation.</p>   |   |  |                                   |  |                        |  |                              |   |                  |                                     |  |  |  |       |
| <p><b>General Competences</b></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> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;">.....</td> </tr> </table> | <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> | <i>Project planning and management</i> | <i>Adapting to new situations</i> | <i>Respect for difference and multiculturalism</i> | <i>Decision-making</i> | <i>Respect for the natural environment</i> | <i>Working independently</i> | <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> | <i>Team work</i> | <i>Criticism and self-criticism</i> | <i>Working in an international environment</i> | <i>Production of free, creative and inductive thinking</i> | <i>Working in an interdisciplinary environment</i> | ..... |
| <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>  | <i>Project planning and management</i>  |  |                                   |  |                        |  |                              |   |                  |                                     |  |  |  |       |
| <i>Adapting to new situations</i>  | <i>Respect for difference and multiculturalism</i>  |  |                                   |  |                        |  |                              |   |                  |                                     |  |  |  |       |
| <i>Decision-making</i>   | <i>Respect for the natural environment</i>  |  |                                   |  |                        |  |                              |   |                  |                                     |  |  |  |       |
| <i>Working independently</i>   | <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>             |  |                                   |  |                        |  |                              |   |                  |                                     |  |  |  |       |
| <i>Team work</i>   | <i>Criticism and self-criticism</i>   |  |                                   |  |                        |  |                              |   |                  |                                     |  |  |  |       |
| <i>Working in an international environment</i>   | <i>Production of free, creative and inductive thinking</i>  |  |                                   |  |                        |  |                              |   |                  |                                     |  |  |  |       |
| <i>Working in an interdisciplinary environment</i>   | .....   |  |                                   |  |                        |  |                              |   |                  |                                     |  |  |  |       |

| <i>Production of new research ideas</i>   | <i>Others...</i><br>..... |
|---|---------------------------|
| <ul style="list-style-type: none"> <li>● Search for analysis and synthesis of data and information, with the use of the necessary technology</li> <li>● Decision-making</li> <li>● Working independently and Team work</li> <li>● Project planning and management</li> <li>● Production of new research ideas</li> <li>● Production of free, creative and inductive thinking</li> </ul> |                           |

### (3) SYLLABUS

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|--|
| <p>This is an introduction to the major concepts of the major audiovisual industries and their particularities as well as their financial size and function. There are theoretical lectures as well as exercises about</p> <ul style="list-style-type: none"> <li>● The news industry</li> <li>● The documentary industry</li> <li>● The TV commercial industry</li> <li>● The corporate video industry</li> <li>● The short and long term fiction film industry</li> <li>● The TV entertainment industry</li> </ul> |
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### (4) TEACHING and LEARNING METHODS - EVALUATION

| <b>DELIVERY</b><br><i>Face-to-face, Distance learning, etc.</i>   | Face to face   |                 |                          |          |                |                                 |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |              |           |
|---|--|-----------------|--------------------------|----------|----------------|---------------------------------|-----------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------------|-----------|
| <b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b><br><i>Use of ICT in teaching, laboratory education, communication with students</i>   | None   |                 |                          |          |                |                                 |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |              |           |
| <b>TEACHING METHODS</b><br><i>The manner and methods of teaching are described in detail.</i><br><i>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><br><br><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> | <table border="1"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>lectures</td> <td style="text-align: center;">13X3 hours= 39</td> </tr> <tr> <td>Homework, exercises in practice</td> <td style="text-align: center;">100 hours</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">139 hours</td> </tr> </tbody> </table> | <i>Activity</i> | <i>Semester workload</i> | lectures | 13X3 hours= 39 | Homework, exercises in practice | 100 hours |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Course total | 139 hours |
| <i>Activity</i>   | <i>Semester workload</i>   |                 |                          |          |                |                                 |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |              |           |
| lectures  | 13X3 hours= 39   |                 |                          |          |                |                                 |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |              |           |
| Homework, exercises in practice   | 100 hours  |                 |                          |          |                |                                 |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |              |           |
|   |  |                 |                          |          |                |                                 |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |              |           |
|   |  |                 |                          |          |                |                                 |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |              |           |
|   |  |                 |                          |          |                |                                 |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |              |           |
|   |  |                 |                          |          |                |                                 |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |              |           |
|   |  |                 |                          |          |                |                                 |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |              |           |
|   |  |                 |                          |          |                |                                 |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |              |           |
|   |  |                 |                          |          |                |                                 |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |              |           |
| Course total  | 139 hours  |                 |                          |          |                |                                 |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |              |           |
| <b>STUDENT PERFORMANCE EVALUATION</b><br><i>Description of the evaluation procedure</i><br><br><i>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</i>   | <p>The course is taught in the form of lectures. Attending is strongly recommended, due to the lack of specialized Greek bibliography, the visual nature of the material and the need for discussion and debate.</p> <p>Two exercises during the lectures plus written exams at the end of the semester .</p>  |                 |                          |          |                |                                 |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |              |           |

*examination of patient, art interpretation, other*

*Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*

#### **(5) ATTACHED BIBLIOGRAPHY**

- Monaco James, ΠΩΣ ΔΙΑΒΑΖΟΥΜΕ ΜΙΑ ΤΑΙΝΙΑ; Δαρδανός, 2019
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- David Bordwell - Kristin Thompson ΕΙΣΑΓΩΓΗ ΣΤΗΝ ΤΕΧΝΗ ΤΟΥ ΚΙΝΗΜΑΤΟΓΡΑΦΟΥ, Μορφωτικό Ίδρυμα Εθνικής Τραπέζης, 2011
- Pinel, Vincent. ΣΧΟΛΕΣ, ΚΙΝΗΜΑΤΑ ΚΑΙ ΕΙΔΗ, Μεταίχμιο, 2004
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- Θεοδωράκη, Στέλλα ΚΙΝΗΜΑΤΟΓΡΑΦΙΚΕΣ ΠΡΩΤΟΠΟΡΙΕΣ, Νεφέλη, 1990
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- Κουλέσωφ Λεβ Η ΤΕΧΝΗ ΤΟΥ ΚΙΝΗΜΑΤΟΓΡΑΦΟΥ, Αιγόκερως, 1996
- Rush, Michael NEW MEDIA IN LATE 20<sup>TH</sup>-CENTURY ART, Thames & Hudson, 1999