

COURSE OUTLINE

(1) GENERAL

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|---|---|-----------------|----------------------|
| SCHOOL | SCHOOL OF SOCIAL SCIENCES | | |
| ACADEMIC UNIT | DEPARTMENT OF CULTURAL TECHNOLOGY AND COMMUNICATION | | |
| LEVEL OF STUDIES | UNDERGRADUATE | | |
| COURSE CODE | EPI 313 | SEMESTER | 7^o |
| COURSE TITLE | DIGITAL MEDIA AND THE SENSES | | |
| INDEPENDENT TEACHING ACTIVITIES <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> | WEEKLY TEACHING HOURS | CREDITS | |
| | 2 | 3 | |
| | 1 | 2 | |
| | | | |
| <i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i> | 3 | 5 | |
| COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i> | Special background | | |
| PREREQUISITE COURSES: | None | | |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | Greek | | |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS | Yes | | |
| COURSE WEBSITE (URL) | https://eclass.aegean.gr/courses/131176/ | | |

(2) LEARNING OUTCOMES

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| <p>Learning outcomes</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"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i> |
| <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> ● identify how the senses construct and are constructed in everyday cultural practices. ● Comprehend the importance of sensorial design in communicating cultural content and creating multimedia applications, ● design and develop innovative modes through which people interact with digital cultural content and media, ● apply theories of cultural studies in the creation of memorable user experiences. ● develop techniques of formulating research questions. |
| <p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</i></p> |

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
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
.....
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
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The course explores the key role of the senses in the way humans and the technical media communicate. Emphasis is placed on the following: a) the practices through which digital information is presented in formats which are compatible with the human senses (images, sounds, vibrations, etc.), b) the discourse of information input devices as simulations or metaphors of the human sensory organs (camera-eye, microphone-ear, cursor-hand, and other sensors), c) the coevolution of the technical media with the experience of space and time. The contribution of the senses in the production and use of media technologies is presented and analyzed in relation to various historical periods, epistemological traditions, cultural and economic processes. Students design, develop and present collaboratively a locative mediawork addressing issues of multimodal content creation, kinesthetic narrative and geolocated technologies.

Course units

- In the beginning was the Word (or is it the Senses?): long-standing epistemological debates on cognition and the senses.
 - The human senses: hierarchies, synergies, conflicts, distributions, extensions.
 - From the book to the computer screen: perceptual changes in the realm of visual culture.
 - Are all the senses haptic? Interaction and the digital media.
 - Sensors, user-interface and ubiquitous technologies: experience design and the limits of the senses.
 - The politics of sensation: the body, spectacle, postfordism and "non-mediated" experiences.
- Locative media: Technologies, genres, uses.
Locative/Location-based narratives: styles, techniques, environments
Mapping techniques for locative media
Designing and developing locative media walks.

(4) TEACHING and LEARNING METHODS - EVALUATION

| <p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p> | Face-to face | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-----------------|--------------------------|----------|---------------|---------------------|---------------|-----------|---------------|--------------------|---------------|---|---------------|--|----------|--|--|--|--|--|--|--|--|--------------|-----------|
| <p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p> | Use of ICT in teaching, laboratory education, communication with students | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></p> <p><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></p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <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;">13*2=26 hours</td> </tr> <tr> <td>Laboratory practice</td> <td style="text-align: center;">13*1=13 hours</td> </tr> <tr> <td>Fieldwork</td> <td style="text-align: center;">13*1=13 hours</td> </tr> <tr> <td>Study for lectures</td> <td style="text-align: center;">13*2=26 hours</td> </tr> <tr> <td>Preparation and study for laboratory practice</td> <td style="text-align: center;">13*2=26 hours</td> </tr> <tr> <td>Design, development and presentation of the team project</td> <td style="text-align: center;">40 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>Course total</td> <td style="text-align: center;">144 hours</td> </tr> </tbody> </table> | <i>Activity</i> | <i>Semester workload</i> | Lectures | 13*2=26 hours | Laboratory practice | 13*1=13 hours | Fieldwork | 13*1=13 hours | Study for lectures | 13*2=26 hours | Preparation and study for laboratory practice | 13*2=26 hours | Design, development and presentation of the team project | 40 hours | | | | | | | | | Course total | 144 hours |
| <i>Activity</i> | <i>Semester workload</i> | | | | | | | | | | | | | | | | | | | | | | | | |
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| Course total | 144 hours | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><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 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>Students either design, develop and present in public a team project or take the final written examination at the end of the semester.</p> <p>Evaluation criteria are accessible to students on the website of the course</p> | | | | | | | | | | | | | | | | | | | | | | | | |

(5) ATTACHED BIBLIOGRAPHY

:

- Bachelard, G. (1982). *The Poetics of Space*. Athens: Chatzinikoli.
- Benjamin, W. (2013). *The Work of Art in the Age of Mechanical Reproduction*. Athens: Epekeina.
- Certeau de, M. (2010). *The Practice of Everyday Life*. Athens: Smili.
- Elias, N. (2008). *The Civilizing Process*. Athens: Alexandria.
- Gros, F. (2015). *Walking*. Athens: Epikentro.
- Howes, D. (2005). *Empire of the Senses*. Bloomsbury Academic.
- Kittler, F. (2005). *Gramophone, Film, Typewriter*. Athens: nisos.
- Mauss, M. (2004). «Techniques of the Body» in Mauss, M. *Sociology and anthropology*. Athens: 21st century publications.
- McLuhan, M. *Understanding Media. The extensions of Man*. Athens: Kalvos.

- Oliveira de, N. (2004). *Installation Art in the New Millennium*. New York: Thames and Hudson
- Ong, W. (2005). *Orality and Literacy*. Heraclion: P.E.K.
- Seremetakis, N., (1997). *The Senses Still*. Athens: Livanis.