

WEBS AND APPS DESIGN

IE University

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Degree course: SECOND

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

We will learn how to combine, digital marketing, storytelling, design in a user centric webpage or app, using modern WebDesign methodologies and project management.

In one way or another, we are all destined to work in digital environments. Apps, websites, content, everything is meant to be consumed on our computers and phones. Even if we don't finally have to create digital content in our professional careers, we will have to talk to those who are going to do it and the unavoidable IT department. We need to be able to speak their "language" and be as independent as possible with our digital content/strategy. The last thing we want is for the IT department to become a black box, and the only way to tackle this is by learning how they work.

OBJECTIVES AND SKILLS

In this course, students will learn some technical language, basic coding and systems administration capabilities. We are going to use a practical approach to coding and WordPress, supporting it with a vocabulary learning tool, strengthening what is learned in class. WebDesign is a mixture between digital marketing, storytelling, design and development.

Core Topics:

Web Principles 101

Creating a Website: User centric website, requisites, UX and UI with wireframes and HTML

Wordpress

Technical SEO

METHODOLOGY

Methodology:

1. The instructor provides students with a list of recommended videos to watch on a specific topic before each session.
2. Students watch the videos on their own time and take notes or complete any additional tasks or questions assigned by the instructor.
3. In class, the instructor reviews the material covered in the videos and expands upon it, using

a variety of teaching strategies such as lectures, discussions, and interactive activities.

4. Students have the opportunity to ask questions and participate in class discussions, using the material they learned from the videos as a foundation for further exploration and understanding.

This approach can be an effective way to engage students in the material and encourage them to take an active role in their own learning. By watching the videos outside of class, students can become familiar with the basic concepts and ideas covered in the material, which can then be built upon and expanded upon in class. This can help to create a more interactive and dynamic learning environment, where students are able to engage with the material at a deeper level.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	40 hours
Discussions	0.0 %	0 hours
Exercises	53.33 %	80 hours
Group work	13.33 %	20 hours
Other individual studying	6.67 %	10 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction

Presentation and Objectives of the course and Web Architecture Once we know the objective of our web project, the next step would be creating the structure that is going to hold the content and the workflow of the website. Also we should choose the platform we are going to design for, Mobile, Web, responsive or APP, is one of the biggest unanswered questions that every developer has when starting a new project.

SESSION 2 (LIVE IN-PERSON)

Basic internet, servers and domains

What's the difference between a domain or a subdomain? What does it mean when we get 404 on a website? How can we choose the best domain for our business? These are the questions we will answer during this session.

SESSION 3 (ASYNCHRONOUS)

Frameworks

Web or APP projects never start from scratch anymore, they are built over frameworks, libraries of components that add up to construct the desired project. Frameworks like AMP, Bootstrap, or Angular are examples of how popular they have become in the last years.

SESSION 4 (LIVE IN-PERSON)

The Layout and responsive websites

What's a Layout and why it matters. All websites have a fixed layout, we will see the possibilities we have and examples of different web compositions

SESSION 5 (LIVE IN-PERSON)

UX, UI

UX or usability and UI or user interface are what makes a digital project successful or not. Most of the developers think that it's a matter of just common sense to design a good a usable UI, but the device, the target group, the goal of the website, or even the internet speed influence on the UX. We talked about web architecture, now we are going to cover content architecture. We will learn how to categorize it, TAG it, and order the different kinds of content we can find on any website.

SESSION 6 (LIVE IN-PERSON)

Content Architecture: How do you want people to search for things? What kind of taxonomy will you use? How do you want to label things?

In the content architecture class, students will learn about the process of designing and organizing content for websites and other digital media. They will learn about different methods for organizing content, such as information architecture, and how to design an effective user experience. how to physically arrange the website's information.

SESSION 7 (LIVE IN-PERSON)

Web goals and KPIs

The web goals and KPI class is a course that teaches students how to set and track goals and KPIs for their website. The course covers topics such as choosing the right metrics, setting targets, and tracking progress.

SESSION 8 (LIVE IN-PERSON)

User Personas

User personas are used in website design to help create a user-centered design. By understanding the needs, goals, and motivations of your target users, you can design a website that meets their needs and provides a good user experience.

SESSION 9 (LIVE IN-PERSON)

Requirements gathering

The first step is to understand what the client wants and needs. This can be done through interviews, surveys, and other research methods. Once the requirements are gathered, they need to be analyzed and organized. This will help the development team to understand what needs to be built and how it should be built.

SESSION 10 (LIVE IN-PERSON)

User stories

User stories are a way to structure the development of a website around the needs of the users. By focusing on the user's needs, the development team can create a website that is more likely to meet the user's expectations.

SESSION 11 (LIVE IN-PERSON)

Prototyping Low Fidelity (Iterative development)

All the UX, UI and Content have to be drawn into somewhere, we use wireframes for that.

SESSION 12 (LIVE IN-PERSON)

Prototyping High Fidelity

All the UX, UI and Content have to be drawn into somewhere, we use wireframes for that.

SESSIONS 13 - 14 (LIVE IN-PERSON)

HTML I - This class is a split; 1/2 the group will attend 13 and 1/2 14

We will learn basic HTML and CSS coding in these two technical sessions.

SESSION 15 (ASYNCHRONOUS)

HTML II

We will learn basic HTML and CSS coding in these two technical sessions.

SESSIONS 16 - 17 (LIVE IN-PERSON)

CSS I - This class is a split; 1/2 the group will attend 16 and 1/2 17

We will learn basic HTML and CSS coding in these two technical sessions.

SESSION 18 (ASYNCHRONOUS)

CSS II

We will learn basic HTML and CSS coding in these two technical sessions.

SESSION 19 (LIVE IN-PERSON)

Wordpress I

We will learn how to use Wordpress, create content, and set it up correctly, integrating Yoast, Google Search Console, and Google Analytics.

SESSION 20 (LIVE IN-PERSON)

Wordpress II

We will learn how to use Wordpress, create content, and set it up correctly, integrating Yoast, Google Search Console, and Google Analytics.

SESSIONS 21 - 22 (LIVE IN-PERSON)

DIVI I - This class is a split; 1/2 the group will attend 21 and 1/2 22

We will use mainly templates when working with Wordpress, we need to learn how to create new layouts, edit the code and the CSS to try to customize them to the limit. We will use tools like DIVI, Elementor and Webflow.

SESSIONS 23 - 24 (LIVE IN-PERSON)

DIVI II - This class is a split; 1/2 the group will attend 23 and 1/2 24

We will use mainly templates when working with Wordpress, we need to learn how to create new layouts, edit the code and the CSS to try to customize them to the limit. We will use tools like DIVI, Elementor and Webflow.

SESSIONS 25 - 26 (LIVE IN-PERSON)

Elementor I - This class is a split; 1/2 the group will attend 25 and 1/2 26

We will use mainly templates when working with Wordpress, we need to learn how to create new layouts, edit the code and the CSS to try to customize them to the limit. We will use tools like DIVI, Elementor and Webflow.

SESSIONS 27 - 28 (LIVE IN-PERSON)

Elementor II - This class is a split; 1/2 the group will attend 27 and 1/2 28

We will use mainly templates when working with Wordpress, we need to learn how to create new layouts, edit the code and the CSS to try to customize them to the limit. We will use tools like DIVI, Elementor and Webflow.

SESSIONS 29 - 30 (LIVE IN-PERSON)

Webflow I - This class is a split; 1/2 the group will attend 29 and 1/2 30

We will use mainly templates when working with Wordpress, we need to learn how to create new layouts, edit the code and the CSS to try to customize them to the limit. We will use tools like DIVI, Elementor and Webflow.

SESSIONS 31 - 32 (LIVE IN-PERSON)

Webflow II - This class is a split; 1/2 the group will attend 31 and 1/2 32

We will use mainly templates when working with Wordpress, we need to learn how to create new layouts, edit the code and the CSS to try to customize them to the limit. We will use tools like DIVI, Elementor and Webflow.

SESSION 33 (LIVE IN-PERSON)

Technical SEO

We will go through things like meta tags, H1, H2,..., Rich Snippets, or URLs.

AMP + Google Optimize A/B testing Google also needs some web optimization following the its rules, for example, articles published at our website have to be AMP compliant in order to appear in Google results.

SESSION 34 (ASYNCHRONOUS)

Individual Website discussions

Each student will publish their final personal assignment website and will review another two websites of their classmates.

Peer review can be a valuable learning tool for students, helping them to improve their own websites and develop important skills such as critical thinking, collaboration, and self-assessment.

SESSION 35 (LIVE IN-PERSON)

App Design (App design particularities)

In an app design class, students will learn how to design and develop mobile apps. They will explore different app development frameworks and learn how to use various software tools to create and test their apps. Additionally, students will learn how to market and monetize their apps.

SESSION 36 (LIVE IN-PERSON)

App Design (Azure)

There are a few different ways that you can use low code with Azure Power apps. One way is to use the Power apps studio to create your app. Another way is to use the Power apps player.

SESSION 37 (LIVE IN-PERSON)

App Design (Bubble)

There is a new trend that uses AI and components to build APPs and webs at a really fast pace. Coding is still needed but not that much. This way developments can take just a couple of weeks instead of months.

SESSION 38 (LIVE IN-PERSON)

Optimization

Optimizing web performance is an art. We will learn how to reduce the image size, load times, the use of sprites, and plugins to minify everything on the website. Activities: We will run Google Speed Test against the final group web projects

EVALUATION CRITERIA

Class Participation grade responds to the behavior in class and preclass content read or watched. Things like arriving on time, asking questions, paying attention, being polite and participating in group activities count.

Individual Work are all the assignments done in every class

The individual Project grade is going to be the result of the application of class topics to the individual portfolio page.

Final Group Presentation is a case to be solved in groups and presented on the last day in class.

Grading will be carried out as follows:

Criteria	Percentage	Comments
Class Participation	20 %	Every video and questions answered
Individual Work	30 %	Every class the student will have to deliver an assignment
Workgroups	30 %	Final Group Case presentation
Intermediate Tests	20 %	Final Group Case presentation Intermediate Tests 20 % Four intermediate tests

Personal Webpage Individual assignment will be graded valuing the criteria below:

Execution of all the elements contemplated in the rules for the assignment. (30%)

Consistency between all the elements defined in the strategy and the execution of the assignment. (30%)

Scope and breadth of the assignment: the assignment has multiple elements that are chosen freely by the student (content, platforms, web content, etc.). A perfect assignment not only is consistent with the strategy developed but also has enough content elements to test that strategy in the real world. (40%)

Group assignment will be valued on the basis of:

Quality of the website design. (50%)

Quality of the presentation. (20%)

Consistency between what we learned in class and covering needs. (30%)

Participation grade is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. I expect the average level of participation to satisfy the criteria for a "3", which would correspond to 40-60.

0.- Absent.

1.- Grade 20-39.9: Present, not disruptive / Tries to respond when called on but does not offer much / Demonstrates very infrequent involvement in discussion.

2.- Grade 40.0-59.9: Demonstrates adequate preparation: knows basic reading facts, but does not show evidence of trying to interpret or analyze them / Offers straightforward information (e.g., straight from the reading), without elaboration or very infrequently (perhaps once a class) / Does not offer to contribute to discussion, but contributes to a moderate degree when called on / Demonstrates sporadic involvement.

3.- Grade 60.0-79.9: Demonstrates good preparation: knows reading facts well, has thought through implications of them / Offers interpretations and analysis of reading material (more than just facts) to class / Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion / Demonstrates consistent ongoing involvement.

4.- Grade 80.0-100.0: Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to other material (e.g., other readings, course material, discussions, experiences, etc.) / Offers analysis, synthesis, and evaluation of class material, e.g., puts together pieces of the discussion to develop new approaches that take the class further / Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. / Demonstrates ongoing very active involvement.

We will run a test every two weeks and randomly in class. The results of them will represent the 20% of the grade.

RETAKE POLICY

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or "re-sit") in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

The Extraordinary Call Evaluation criteria will be subject to the following rules:

Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).

It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.)

The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., "notable" in the extraordinary call.

Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.

In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker, and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program.

PROFESSOR BIO

Professor: **JON OLEAGA GURIDI**

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Professor JON OLEAGA GURIDI

Jon holds a Bachelor's degree in Business Administration, specializing in Marketing from the University of Deusto, a Master in Marketing Management (Deusto), an Executive MBA (IE), as well as a Bachelor of Psychology (UNED) and Master in Cognitive Therapy. He has also taken several courses in design and programming at Crea Formacion. He is in the process of completing a degree in anthropology.

He has been working for over 13 years in digital media, having different responsibilities, such as SEO, SEM, Social Media and Web Project Management in Vocento where he was also head of hoytecnologia.com. He has also worked as marketing director at the launch of Nuez, a new online insurance brand from the Bankinter group. Currently, he is a founding partner of Visualbox.net, an online startup in full development, with clients such as Leroy Merlin, Red Cross, United Nations, Bank Santander or IKEA, among others. Jon is fond of underwater photography, his blog is gustoporviajar.com, and collaborates with bajoelagua.com as a community manager and photographer. In addition, Jon is a professor in different universities and schools, such as the University of San Diego, IE University, The Valley or Inesdi, where he teaches subjects related with Online Marketing and entrepreneurship. Also, he collaborates with the newspaper ABC, with several weekly articles in the section of internet and technology.

OTHER INFORMATION