

Postgraduate Diploma

Image Analysis





Postgraduate Diploma

Image Analysis

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/journalism-communication/postgraduate-diploma/postgraduate-diploma-image-analysis

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01

Introduction

The communicative capacity of image is well known. However, this process of interaction with the viewer works with specific codes and a specific way of working, which the professional working in this area must know in order to achieve the best results in its application. This program will take the student to learn the different moments and characteristics of the audiovisual product in the international context in a program of the highest quality; the hallmark of all TECH programs.





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Knows the codes and specific work territories in which the use of images in the audiovisual sector moves”

Audiovisual communication has its greatest power in the use of the image. Its capacity to transmit information moves at different levels and provides a contingent of data that are perceived on different planes.

Apparently, this use of the image is simple. But, in practice, the keys that determine the impact it produces on message receivers and the success of the product as a final result are directly affected by the handling of these keys and their practical application.

Professionals in this area need to know this field and carry out a complete analysis of the image in the audiovisual context in order to be able to provide their audiovisual projects with the sought-after impact with the solvency of the best in the sector



All the aspects that the audiovisual professional should know about the use of images in the audiovisual media"

This **Postgraduate Diploma in Image Analysis** offers you the characteristics of a program of high educational and technological level. These are some of its most notable features:

- ♦ The latest technology in online teaching software
- ♦ A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- ♦ Practical cases presented by practising experts
- ♦ State-of-the-art interactive video systems
- ♦ Teaching supported by telepractice
- ♦ Continuous updating and recycling systems
- ♦ Autonomous learning: full compatibility with other occupations
- ♦ Practical exercises for self-evaluation and learning verification
- ♦ Support groups and educational synergies: questions to the expert, debate and knowledge forums
- ♦ Communication with the teacher and individual reflection work
- ♦ Availability of content from any device, fixed or portable, with Internet connection
- ♦ Supplementary documentation databases are permanently available, even after the program

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We don't settle for theory: we take you to the most practical and competent know-how"

Our teaching staff is made up of working professionals. In this way TECH ensures to offer you the updating objective it intends. A multidisciplinary team of professors trained and experienced in different environments, who will develop theoretical knowledge in an efficient way, but, above all, will bring their practical knowledge derived from their own experience to the course: one of the differential qualities of this training.

This mastery of the subject is complemented by the effectiveness of the methodology used in the design of this course. Developed by a multidisciplinary team of *e-Learning* experts, it integrates the latest advances in educational technology. In this way, students will be able to study with a range of convenient and versatile multimedia tools that will give them the operational skills they need for their qualification.

The design of this program is based on Problem-Based Learning: an approach that views learning as a highly practical process. To achieve this remotely, TECH will use telepractice: with the help of an innovative interactive video system, and *learning from an expert*, the student will be able to acquire the knowledge as if they were facing the scenario being learned at that moment. A concept that will allow students to integrate and memorize what they have learnt in a more realistic and permanent way.

The forms of image analysis and the interpretation of its message, in a program of high interest for the professional of this field"

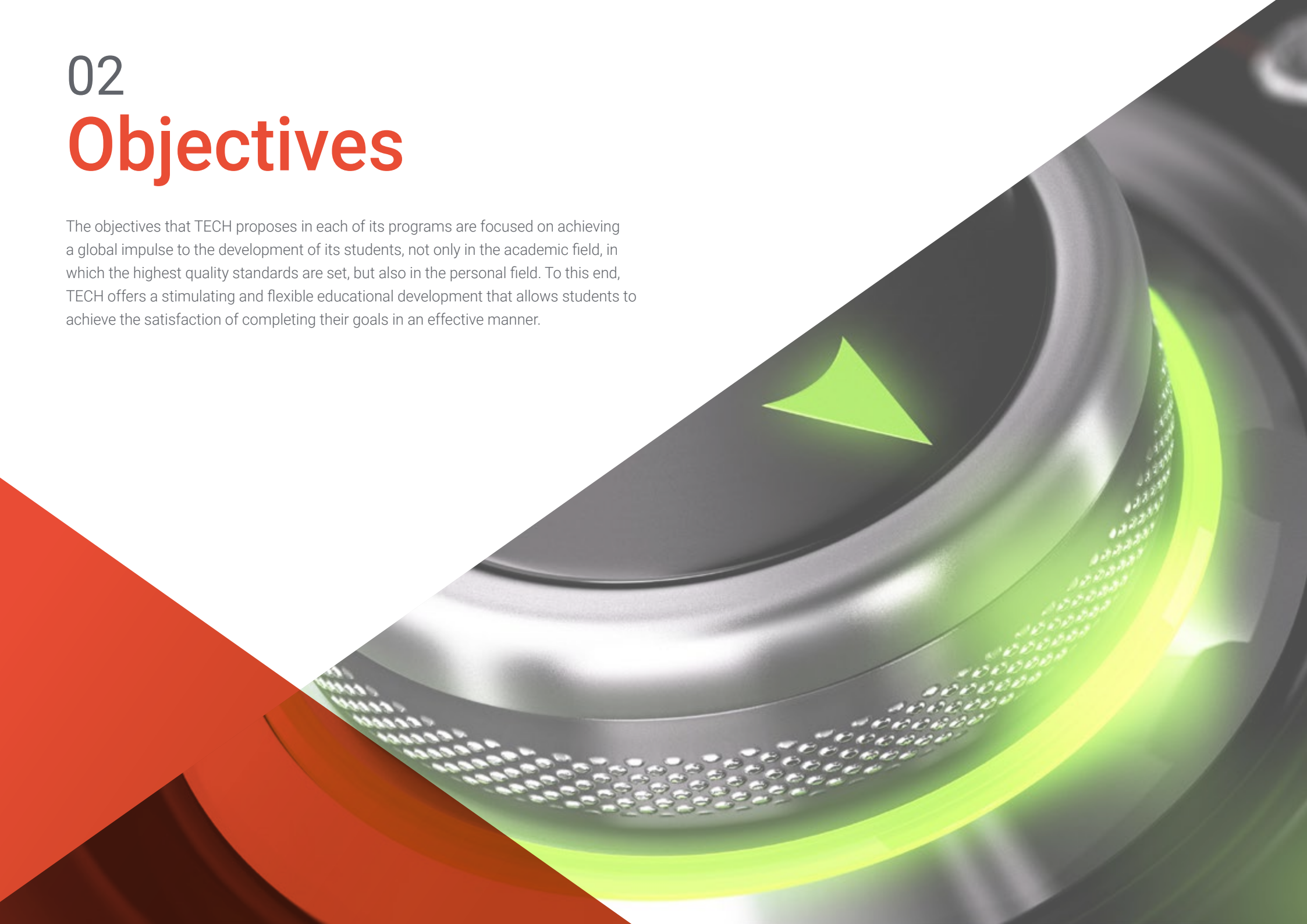
A practical and real program that will allow you to advance gradually and safely"



02

Objectives

The objectives that TECH proposes in each of its programs are focused on achieving a global impulse to the development of its students, not only in the academic field, in which the highest quality standards are set, but also in the personal field. To this end, TECH offers a stimulating and flexible educational development that allows students to achieve the satisfaction of completing their goals in an effective manner.





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*Learn in an efficient and stimulating way
and achieve your professional goals with
the quality of a high-impact program”*



General Objectives

- ♦ Recognize the different communicative codes of the image in the audiovisual environment
- ♦ Perform a complete analysis of the audiovisual image

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We boost your professional growth with this high-quality professional Postgraduate Diploma in Image Analysis"





Specific Objectives

Module 1. Visual Communication

- ♦ Know the main conceptions of the image
- ♦ Identify the processes of perception of the visual image
- ♦ Point out the basic elements of the grammar of the image
- ♦ Analyze the role of the visual image in contemporary society
- ♦ Analyze images in isolation and in a contextual or sequential manner
- ♦ Relate the processes of design and production of visual messages to the exercise of journalistic activity and editorial design

Module 2. Audiovisual Image Analysis

- ♦ Learn the basics of the nature and functioning of the moving image
- ♦ Understand the principles of audiovisual discourse (cinema and television)
- ♦ Have the ability to interpret and analyze the mechanisms that determine the production of meaning in the moving image
- ♦ Identify the belonging to a certain style in the moving image
- ♦ Acquire elementary skills for the analysis of the formal and narrative construction of audiovisual stories
- ♦ Develop a critical and creative capacity regarding audiovisual discourse and its evolution in the context of contemporary audiovisual culture

Module 3. Introduction to the Psychology of Communication

- ♦ Learn the historical bases of psychology and its evolution
- ♦ Learn about social psychology
- ♦ Learn about social cognition
- ♦ Discover how personality psychology works
- ♦ Know how emotions work
- ♦ Know about persuasion of message receivers and communication

03

Structure and Content

The syllabus of the program is structured as a comprehensive tour through each and every one of the concepts required to understand and work in this field. With an approach focused on practical application that will allow the student to grow as a professional from the first moment of training





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A comprehensive syllabus focused on acquiring knowledge and converting it into real skills, created to propel you to excellence”

Module 1. Visual Communication

- 1.1. Visual Communication
 - 1.1.1. Introduction
 - 1.1.2. Visual Communication and Visual Literacy
 - 1.1.2.1. Learning Visual Culture
 - 1.1.2.2. Natural Language or Arbitrary Language
 - 1.1.3. Qualities of Visual Communication
 - 1.1.3.1. Immediacy
 - 1.1.3.2. Basic Rules for Bibliographic Selection, Verification, Citation and Referencing
 - 1.1.3.3. Degree of Complexity of the Message
 - 1.1.4. Definition of Visual Communication
- 1.2. Graphic Design
 - 1.2.1. Introduction
 - 1.2.2. The Design
 - 1.2.3. Graphic Design
 - 1.2.3.1. Graphics
 - 1.2.3.2. Design and Art
 - 1.2.4. Graphic Design and Communication
 - 1.2.5. Areas of Application of Graphic Design
- 1.3. Background and Evolution of Visual Communication
 - 1.3.1. Introduction
 - 1.3.2. The Problem of the Origin
 - 1.3.3. Prehistory
 - 1.3.4. The Ancient Age
 - 1.3.4.1. Greece
 - 1.3.4.2. Rome
 - 1.3.5. The Middle Ages
 - 1.3.6. The Renaissance: The Rise of the Printing Press in Europe
 - 1.3.7. From the XVI to the XVIII Century
 - 1.3.9. The XIX Century and the First Half of the XX Century
- 1.4. The Meaning of Visual Messages
 - 1.4.1. Introduction
 - 1.4.2. The Image, the Signifying Object
 - 1.4.3. The Representational Quality of the Image: Iconicity
 - 1.4.3.1. Type, *Pattern and Form*
 - 1.4.4. The Plastic Quality of the Image
 - 1.4.4.1. The Plastic Sign
 - 1.4.5. The Symbolic Quality
 - 1.4.6. Other Visual Codes
- 1.5. Persuasion
 - 1.5.1. Introduction
 - 1.5.2. Advertising Persuasion
 - 1.5.3. Features
- 1.6. Elements Related to Image Representation
 - 1.6.1. Introduction
 - 1.6.2. Elements Related to Image Representation
 - 1.6.3. The Articulation of Image Representation
 - 1.6.3.1. The Concept of Representation
 - 1.6.3.2. The Articulation of Representation
 - 1.6.3.3. The Plastic Significance
 - 1.6.4. Morphological Elements of the Image
 - 1.6.5. Scalar Elements of the Image
 - 1.6.5.1. Size
 - 1.6.5.2. The Scale
 - 1.6.5.3. The Proportion
 - 1.6.5.4. The Format
- 1.7. The Composition
 - 1.7.1. Introduction
 - 1.7.2. Composition or Visual Syntax
 - 1.7.3. The Balance
 - 1.7.4. Dynamic Elements of Representation
 - 1.7.5. Normative Composition

- 1.8. Color and Light
 - 1.8.1. Introduction
 - 1.8.2. Light, Color and Perception
 - 1.8.2.1. Light and the Visible Color Spectrum
 - 1.8.2.2. The Perception of Light and Colors
 - 1.8.2.3. The Adaptive Capacity of the Perceptual System
 - 1.8.2.4. Color Temperature of a Light Source
 - 1.8.3. Primary Colors
 - 1.8.4. Basic Color Reproduction Techniques
 - 1.8.5. Color Dimensions
 - 1.8.6. Harmony Types and Pallet Construction
 - 1.8.7. Plastic Functions of Color
- 1.9. Typography
 - 1.9.1. Introduction
 - 1.9.2. Formal Structure and Type Measurement
 - 1.9.3. Classification of Typefaces
 - 1.9.4. The Composition of the Text
 - 1.9.5. Issues Affecting Readability
- 1.10. Editorial Design and Infographics
 - 1.10.1. Introduction
 - 1.10.2. Editorial Design
 - 1.10.3. Infographics
 - 1.10.4. Journalistic Design Functions
 - 1.10.5. Final Note on the Term Journalistic Design
 - 1.10.6. Arbitrariness or Naturalness of Journalistic Design
 - 1.10.7. Articulation of the Visual Language of Journalistic Design

Module 2. Audiovisual Image Analysis

- 2.1. Theoretical Foundations and Methodology of Analysis
 - 2.1.1. Differences between Film Criticism and Film Analysis: The Scientific Method
 - 2.1.2. Criteria of Film Criticism (Laurent Jullier)
 - 2.1.3. Preparation of the Audiovisual Analysis: The Selection of the Elements of Analysis
 - 2.1.4. Techniques for Audiovisual Analysis: The Audiovisual Image as Language
 - 2.1.5. Phases of Audiovisual Analysis
- 2.2. Film Analysis: Instruments and Methods I
 - 2.2.1. The Proposal of Jaques and Michel Marie Aumont
 - 2.2.2. The Proposal of Francesco Casetti and Federico di Chio
- 2.3. Film Analysis: Equipment and Methods II
 - 2.3.1. Film Analysis According to David Bordwell
- 2.4. The Historical Approach to Film Analysis
 - 2.4.1. Traditional Approaches
 - 2.4.2. The Proposal of Robert Allen and David Gomery
 - 2.4.3. Case Studies
- 2.5. The Analysis of the Cinematographic Image
 - 2.5.1. The Spatial Verisimilitude and Planning for Dramatic and Psychological Purposes of the Classical Model
 - 2.5.2. Identification Processes. Psycho (Alfred Hitchcock, 1960)
 - 2.5.3. Other Case Studies from an Aesthetic Approach
- 2.6. Cultural Approach to the Analysis of Film Image
 - 2.6.1. Film Analysis and Popular Culture
 - 2.6.2. Postmodern Masculinities
 - 2.6.3. Constructing the Woman
 - 2.6.4. Gender, Ethnicity and Sexuality in the Construction of Identity
 - 2.6.5. Conclusions of the Study

- 2.7. Analysis of the Televised Image
 - 2.7.1. From the First Cult Series to the Emergence of HBO
 - 2.7.2. General Issues in Contemporary Television Fiction
 - 2.7.3. The Sopranos and the Sophistication of Fiction Series
 - 2.7.4. 24 (Joel Surnow and Robert Cochran, 2001-2010): Innovation in Television Narrative
 - 2.7.5. Realism in *The Wire* (D. Simon and E. Burns, 2002-2008)
 - 2.7.6. *Breaking Bad* (Vince Gilligan, 2008-2011)
- 2.8. The Historical Approach to Television Analysis
 - 2.8.1. The Usefulness of Television Analysis from a Historical Perspective
 - 2.8.2. Case Studies
 - 2.8.3. *Mad men* (Mathew Weiner, 2007-2015). Different Approaches to Analysis: Historical Perspective, Representation of Women, Analysis of Staging and Artistic Direction, Narrative Analysis, and Character Construction
- 2.9. Analysis of Audiovisual News
 - 2.9.1. Analysis of Informative Audiovisual Products
- 2.10. Advertising Image Analysis
 - 2.10.1. Analysis of Persuasive Audiovisual Products

Module 3. Introduction to the Psychology of Communication

- 3.1. History of Psychology
 - 3.1.1. Introduction
 - 3.1.2. We Begin with the Study of Psychology
 - 3.1.3. Science in Evolution. Historical and Paradigmatic Changes
 - 3.1.4. Paradigms and Stages in Psychology
 - 3.1.5. Cognitive Science
- 3.2. Social Psychology
 - 3.2.1. Introduction
 - 3.2.2. Beginning with the Study of Social Psychology: The Influence of Social Psychology
 - 3.2.3. Empathy, Altruism and Helping Behavior



- 3.3. Social Cognition
 - 3.3.1. Introduction
 - 3.3.2. Thinking and Knowing, Vital Necessities
 - 3.3.3. Social Cognition
 - 3.3.4. Organizing Information
 - 3.3.5. Prototypical or Categorical Thinking
 - 3.3.6. The Mistakes We Make in Thinking: Inferential Biases
 - 3.3.7. Automatic Information Processing
- 3.4. Personality Psychology
 - 3.4.1. Introduction
 - 3.4.2. What is the Self? Identity and Personality
 - 3.4.3. Self-awareness
 - 3.4.4. Self-esteem
 - 3.4.5. Self-knowledge
 - 3.4.6. Interpersonal Variables in Personality Shaping
 - 3.4.7. Macro-social Variables in the Configuration of Personality
 - 3.4.8. A New Perspective in the Study of Personality. Narrative Personality
- 3.5. Emotions
 - 3.5.1. Introduction
 - 3.5.2. What do we Talk about When we Get Excited?
 - 3.5.3. The Nature of Emotions
 - 3.5.4. Emotion as Preparation for Action
 - 3.5.5. Emotions and Personality
 - 3.5.6. From another Perspective. Social Emotions
- 3.6. Psychology of Communication. Persuasion and Attitude Change
 - 3.6.1. Introduction
 - 3.6.2. Attitudes
 - 3.6.3. Historical Models in the Study of Persuasive Communication
 - 3.6.4. The Probability of Elaboration Model
 - 3.6.5. Communication Processes through the Media
 - 3.6.5.1. A Historical Perspective
- 3.7. The Sender
 - 3.7.1. Introduction
 - 3.7.2. The Source of Persuasive Communication
 - 3.7.3. Source Characteristics. Credibility
 - 3.7.4. Source Characteristics. The Appeal
 - 3.7.5. Emitter Characteristics. The Power
 - 3.7.6. Processes in Persuasive Communication. Mechanisms Based on Primary Cognition
 - 3.7.7. New Processes in Communication. Mechanisms Based on Secondary Cognition
- 3.8. The Message
 - 3.8.1. Introduction
 - 3.8.2. We Begin by Studying the Composition of the Message
 - 3.8.3. Types of Messages: Rational vs. Emotional Messages
 - 3.8.4. Emotional Messaging and Communication: Fear Inducing Messages
- 3.9. The Receiver
 - 3.9.1. Introduction
 - 3.9.2. The Role of the Recipient According to the Elaboration Probability Model
 - 3.9.3. Recipient Needs and Motives: Their Impact on Attitude Change
 - 3.9.4. Need for Esteem and Communication
- 3.10. New Approaches to the Study of Communication
 - 3.10.1. Introduction
 - 3.10.2. Non-conscious Processing of Information. Automatic Processes
 - 3.10.3. Measuring Automatic Processes in Communication
 - 3.10.4. First Steps in the New Paradigms
 - 3.10.5. Theories of Dual Processing Systems
 - 3.10.5.1. Main Limitations of Dual Systems Theories

04

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

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At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world”



You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.



The student will learn, through collaborative activities and real cases, how to solve complex situations in real business environments.

A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“*Our program prepares you to face new challenges in uncertain environments and achieve success in your career*”

The case method has been the most widely used learning system among the world's leading business schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

In 2019, we obtained the best learning results of all online universities in the world.

At TECH, you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

This methodology has trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, and financial markets and instruments. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



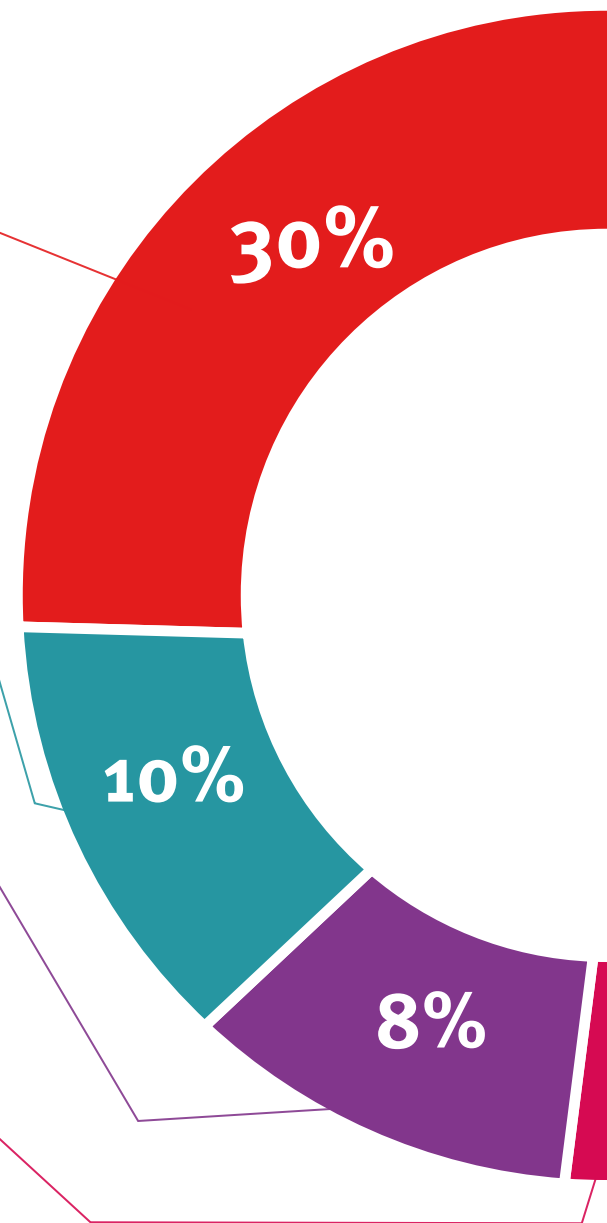
Practising Skills and Abilities

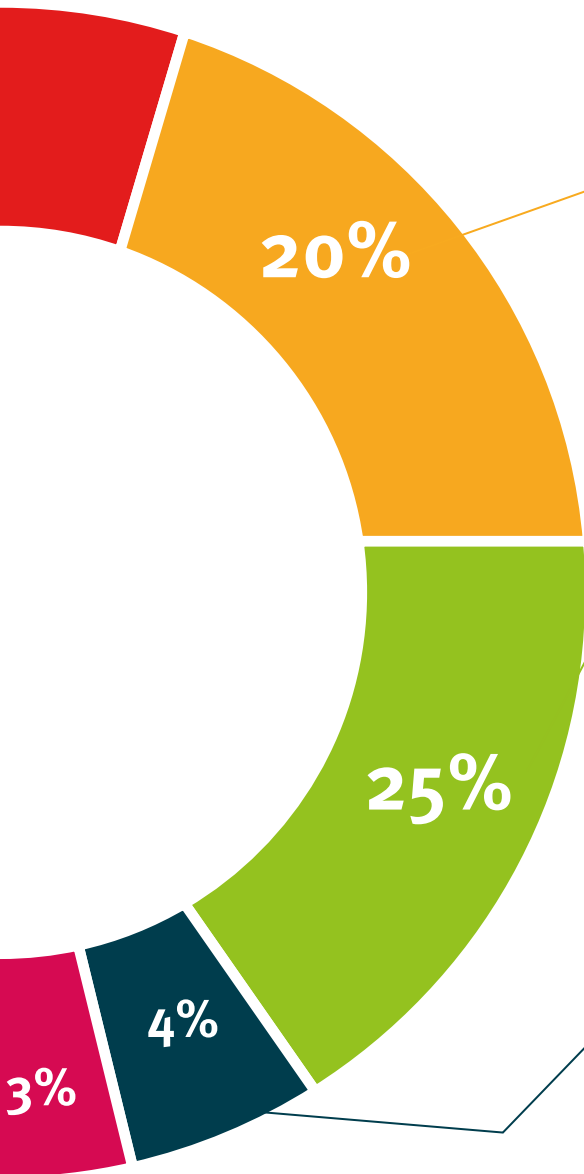
They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.



Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



05

Certificate

The Postgraduate Diploma in Image Analysis guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.



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Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”

This program will allow you to obtain your **Postgraduate Diploma in Image Analysis** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

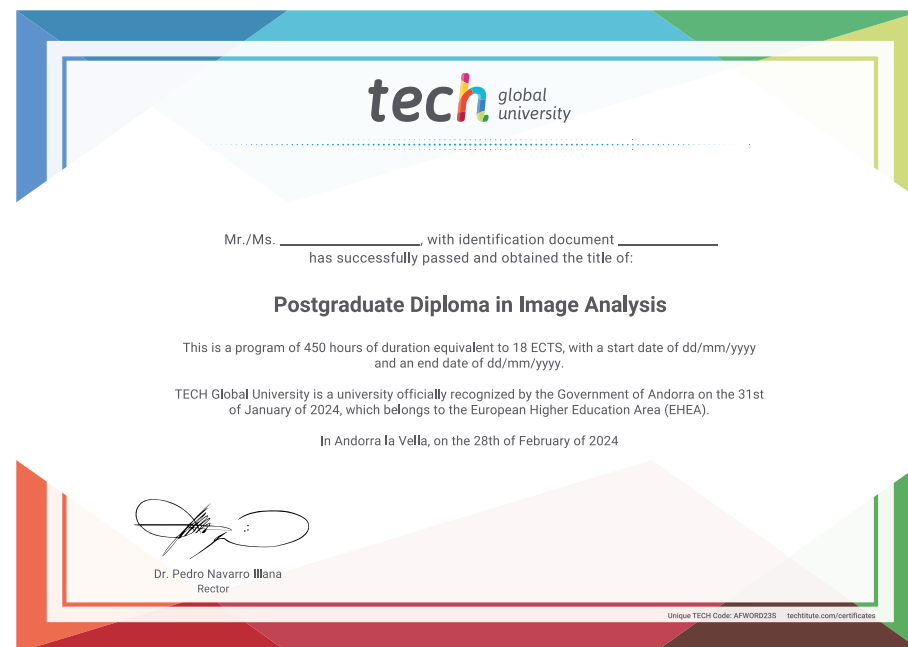
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Image Analysis**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.



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