

Course Title: SDE 201 Multimedia Authoring

Course Leader: David Maruszewski

Expected Learning Outcomes for Course

- Analyze, select and apply tools appropriate for a specific solution
- Logically formulate scripts and/or programs to solve problems
- Understand and articulate interactivity in the gaming industry, including the connectivity between computer art and programming
- Apply programming and artistic theory in practical applications
- Apply rudimentary Physics and Trigonometry principles

Assessment

(How do students demonstrate achievement of these outcomes?)

Students are required to complete a final project which was created to test skills gained throughout the course. The project is then graded with a “grade sheet” which looks at skills and outcomes. A full assessment rubric may be created in the future.

A supplemental (3rd of the semester) exam is issued to help confirm the findings of the project grade.

Validation

(What methods are used to validate your assessment?)

Currently, all grades sheets are held for two semesters and composite data is used to show trends. When this course reaches three sections per semester, a spreadsheet will be created in order to track outcomes. The exams should help verify or contradict findings.

Results

(What does the data show?)

1. Preparatory work was lacking and more time needs to address them in class.
2. Most students understand basic artistic theory, although have a difficult time applying knowledge (in a majority, but not a vast majority on projects)
3. Many students have problems in time management
4. Students are sheepish to take chances trying to solve a geometry or physics problem as opposed to solving an artistic dilemma. More rudimentary skills are needed.
5. Students do retain much information from the SDE 102 course and can employ them in this course
6. Coding and artistic theory can be accomplished (well) by the students in a single project
7. Scripting and coding were understood and understood well at least at the rudimentary level
8. Having a platform (Android phone) to place their work on helps give the student a firm direction to go.
9. Web searches and research aided students in creating better applications and animations, as well as foster their creativity.

Follow-up

(How have you used the data to improve student learning?)

Response in order of last section’s numbering:

Course Outcomes Guide #4

1. Using paper prototypes addressed planning work and usability issues.
2. In this class and SDE 102, we look at others' works in order to see how professionals apply theory. This seems to be reaping benefit in this course.
3. More due date and smaller projects are given in order to keep students on track. It doesn't promote as much responsibility, but it did have a good outcome.
4. More class time is used for mathematical/physics understanding. Hands on demonstrations are used. SDE 130 was also invented to help aid this. This needs to be maintained or increased.
5. Maintained, and a slight recap at the beginning of the semester helps them to freshen up their skills.
6. Maintained
7. Applications and hands on teaching help maintain this.
8. This worked very well. They all had proper dimensions, sizing, applications, etc.
9. This will be encouraged in the future.

Budget Justification

(What resources are necessary to improve student learning?)

This course's focus was redirected to making applications for mobile devices. This last semester we used Android. More Android Phones to be shared by students would be helpful. We currently only have one.