

**Course Title: SDE 207 Multimedia Project Development**

**Course Leader: David Maruszewski**

**Expected Learning Outcomes for Course**

- Adeptly model and animate in 2 dimensions or 3 dimensions
- 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
- Demonstrate problem solving skills through verbal and written media
- Address simulation and gaming solutions with professionalism and ethics

**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, which takes all semester to finish, is then viewed by the SDE Lead Instructor and one other faculty member. This project involves a deliverable, documentation on that deliverable and an oral presentation. The faculty member and the lead will verbally discuss the strengths and weakness of the project. The projects will then be passed onto the advisory board for their suggestions and feedback.

**Validation**

(What methods are used to validate your assessment?)

The discussion between the faculty and lead helps identify and confirm areas that need improvement. The advisory board review will help verify or contradict discussion by the lead and faculty.

**Results**

(What does the data show?)

1. Students may dawdle on log projects like this putting off work until the end
2. Communication usually becomes the biggest challenge when dealing with a sponsor
3. Even though communication is an issue, when they do speak their sponsors, they generally take direction and input well.
4. Students aren't used to presenting themselves in a professional manner
5. Faculty and staff are usually surprised at what they can do
6. Finishing and handing in polished products are still a challenge

**Follow-up**

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

1. Working with a tighter schedule and making them present their work with updates seems to have helped.
2. I make all students get at least 7 signatures from their sponsors through the semester
3. This works well due to our constant discussions in class. We usually have group discussions on how to make things better. It creates a more relaxed atmosphere. No one is usually too scared to show their work.

#### Course Outcomes Guide #4

4. I am working items into the lecture section of class to address this. Some topics include how to address co-workers, what to do if someone asks you for something you are unable to do, etc.
5. This is promising feedback for the program.
6. The projects are close but almost always need a little more. I'm trying to stress to students that it is better to hand in something small and complete than big and incomplete. Working with #1 will improve this well.

#### **Budget Justification**

(What resources are necessary to improve student learning?)

The projects for this class can vary widely. We need Thawspace in order to be able to download freeware and Open Source material to get jobs done.