

**Course Title: SDE 102 Multimedia Authoring**

**Course Leader: David Maruszewski**

**Expected Learning Outcomes for Course**

- Adeptly model and animate in 2 dimensions
- Analyze, select and apply tools appropriate for a specific solution
- Apply programming and artistic theory in practical applications.

**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 vertically, and given a measurement of between excellent and poor horizontally. It is similar to an assessment rubric. A full assessment rubric may and probably will be created in the near future.

**Validation**

(What methods are used to validate your assessment?)

The overall grades of the projects are assessed. The individual assessment rows (on the grade sheet(s)) are evaluated and reviewed to find weak areas (to be improved.) 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.

**Results**

(What does the data show?)

- Storyboards and thumbnails have vastly improved.
- Students are very capable of taking two dimensional images (self created or not) and animating them
- Students have a lack of desire to follow directions even when directional information is oft present and reminded
- Students understand (and most times implement fully successful) narration into animation
- Students have strong ability to choose appropriate tools, but need much lead time and education in order to do so.
- Most students understand basic artistic theory, although have a difficult time applying knowledge (in a majority, but not a vast majority on projects)
- The in-class assignments have improved students ability and retention
- Critiques and presentation help the student think of larger concepts as long as they are structured.
- Students understand scale very well
- Students have a hard time understanding composition and how to apply it to animation
- Time management can be an issue for some students
- Students have a strong desire to create. It can sometimes rush them into a project.
- Generally, students understand exhibited good color arrangements
- Students this semester have shown improvements in composition

**Follow-up**

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

Most "Follow-up" will occur after Curriculum Committee's decision and implementation (see below.)

At this point, more class time will be devoted to structured critiques and have them on devoted days. The students will verbally present their material and discuss it longer in class critique.

Firmly penalizing students will make the students follow directions appropriately.

Introducing drawing concepts, instead of just ways to draw, improved overall composition. I could bring up these concepts later to reinforce them.

**Budget Justification**

(What resources are necessary to improve student learning?)

At this point, nothing more is needed other than having a 2D animation package that integrates with the web is needed. Currently, we are using Flash and it is doing well. We may want to offer this online at some point. In order to do the critiques or help students with the software, we would need webinar software as well.