Course Title: SDE 102 Multimedia Authoring

Course Leader: David Maruszewski

Expected Learning Outcomes for Course
- Demonstrate fundamental skills in the 2D graphical software
- Create 2D Animations
- Verbally present your created materials
- Develop beginning concepts in screen design
- Address simulation and gaming solutions with professionalism and ethics
- Adeptly model and animate in 2 dimensions and 3 dimensions
- Analyze, select and apply tools appropriate for a specific solution
- Apply programming and artistic theory in practical applications
- Demonstrate problem solving skills through verbal and written media

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.

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. COGs from past years are maintained to see trends and improvements (or declines).

Results
(What does the data show?)
1. Students are very capable of taking two dimensional images (self created or not) and animating them
2. Students have a lack of desire to follow directions even when instructional information is oft present and reminded
3. Students understand (and most times implement fully successful) narration into animation
4. Students have strong ability to choose appropriate tools, but need much lead time and education in order to do so.
5. Most students understand basic artistic theory, although have a difficult time applying knowledge (in a majority, but not a vast majority on projects)
6. The in-class assignments have improved students ability and retention
7. Critiques and presentation help the student think of larger concepts as long as they are structured.
8. Students understand scale very well
9. Students have a hard time understanding composition and how to apply it to animation
10. Time management can be an issue for some students
11. Students have a strong desire to create. It can sometimes rush them into a project.

12. Generally, students understand exhibited good color arrangements
13. Pacing of animations is not always the cleanest.

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

1. This should be quantified as simple animations, but yes. Improvements to quality are sought.
2. The only way that I have found to surpass this is to highlight the most important parts. Unfortunately, I can't compromise on this point because this is imperative to be able to do for employment.
3. This ability has been used for them to grow in other areas, as well as improve projects.
4. Since this is an introductory course, students are usually unsure about making choices.
5. Time was spent in class "looking over students' shoulders" in order that they employ the knowledge used. That helped show some improvement as well as working on examples in class with students either working along with me or just watching how I did it. More concepts should be worked into the "work along" section.
6. This has continued and worked well.
7. This still occurs but can be too negative, too positive or just too quiet depending on the demeanor of the class. I have used my input more at these critiques to guides these appropriately. It appears to be initially working better.
8. True, composition should maintain more of a focus in the future. "Scale/Proportion" was assessed and received slightly below "Excellent" for the class average.
9. See 9. Composition did improve to a little better than a "Good" rating for the class average.
10. For this class, we have many new students. It's a hard decision on where to help them with this. Clear due dates in Moodle and reminders help, too much prodding will not promote responsibility.
11. Prep work and the creativity in prep work need to be expressed more. Working in small groups to get ideas and feedback has helped but it is not a cure-all.
12. "Color Balance" was assessed and received slightly below "Excellent" for the class average.
13. A "Pacing" skill evaluation was placed on the assessment to get an idea how good/bad the students are doing.

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. Currently, we are using Flash and it is doing well. Adobe Edge may eventually be needed to replace it, if Adobe doesn't fully support Flash or shifts its support more to Edge.

We offer this online for the first time in Spring 2014. We are currently using Adobe Connect as the webinar software. To continue this type of class, we would need this software or an equivalent.