

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. Students may receive an Excellent, Good, Average, Poor or Failing/Not Done on the scale.

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 have a lack of desire to follow directions even when instructional information is oft present and reminded
2. Students understand (and most times implement fully successful) narration into animation
3. Most students understand basic artistic theory, although have a difficult time applying knowledge (in a majority, but not a vast majority on projects)
4. The in-class assignments have improved students ability and retention
5. Critiques and presentation help the student think of larger concepts as long as they are structured. Web students are a little more of a challenge as it is hard to have real time interaction with them.
6. Students understand scale very well
7. Students have a hard time understanding composition and how to apply it to animation
8. Time management can be an issue for some students
9. Students have a strong desire to create. It can sometimes rush them into a project.
10. Generally, students understand exhibited good color arrangements
11. Pacing of animations is not always the cleanest.

Course Outcomes Guide #4

12. Students seem to lack the ability to define issues to be fixed in animation and modeling in the class. It was thought that the projects may be too restrictive and didn't allow for enough creativity. The third project had looser restriction in or to free them and garner more interest in the animation.
1. Students have a hard time infusing art theory in their projects. This was noticed through a holistic evaluation.
- 13.

Follow-up

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

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. Composition (slightly below "Excellent") and proportion (above "Good") were improved. 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. E-mail works for online students but isn't used often as they don't prefer critiques. Getting them comfortable with feedback is the next step.
5. This has continued and worked well.
6. 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 guide these appropriately. It appears to be initially working better.
7. True, composition should maintain more of a focus in the future. "Scale/Proportion" was assessed and received slightly below "Excellent" for the class average.
8. See 3. Composition did improve to better than a "Good" rating for the class average.
9. 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.
10. 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.
11. "Color Balance" was assessed and received slightly below "Excellent" for the class average.
12. A "Pacing" skill evaluation was placed on the assessment to get an idea how good/bad the students are doing. Initial findings were slightly above "good." Grading on this seems to have improved quality in itself, but improvement will still be made. Showing examples of good pacing should help.
13. This helped with getting the students more enthusiastic. However, by allowing them to pick their own theme in the 3rd project, they tended to choose a higher challenge level and were unable to complete the animation in their imagination. I'll try this again in the upcoming semester, but with descriptions on how to limit scope and fix the project according to the software.
14. Evaluating this as a row on the rubric/grade sheet and an objective for the first project. This will be done on the initial project so that they get in the habit of thinking on these topics when they approach animation.

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.