

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 their education in the SDE program. It is placed in a pseudo-work environment. 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 and other faculty member 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. Communication usually becomes the biggest challenge when dealing with a sponsor
2. Communication with the sponsor is not always professional. Improvement has been seen.
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. Usually faculty enjoys working with the students, as well.
6. Finishing and handing in polished products are still a challenge. Unfortunately, with the knowledge of semester endings, they plan and then miss their plans. More planning seems to be an answer, but in practice, it doesn't work.
7. Creating a large project and working in teams works well until they have to put things together. Then, they need guidance.
8. Students will skip needed documentation and intellectual property respect.
9. Students do well in the work-like environment, but still don't do enough outside of class.

Follow-up

Course Outcomes Guide #4

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

1. I make all students get at least 7 signatures from their sponsors through the semester. This works okay, but students will risk severe penalty.
2. This improved with casual talks about professionalism. Sometimes this is hard to find out about until the end of the semester, because their sponsor will not readily divulge this.
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.
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. I've talked with other teachers about this, and there may be a class made just on this combined with the creation of a portfolio and resume. This may come soon.
5. This is promising feedback for the program. We will continue to facilitate this and use it as a basic building block of the course.
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 #9 will improve this well. Demonstrations of past failures might are good.
7. Practice is needed in class and through the length of the class. Having leads on projects helps. This is part of the learning experience.
8. The reworking of tests has improved this. The scope of the tests have shifted from intellectual property of others to how they would protect their own IP. This tends to get them more sympathetic to creators.
9. I have also come up with a progress list that they need to maintain every week. I run the class like a place of business, as well. They come in. We have a meeting. Everyone becomes accountable. Having every student have their own individual tasks all laid out helps. More definite due dates are needed out of class.

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.