Course Title: SDE 203 Multimedia Authoring

Course Leader: David Maruszewski

Expected Learning Outcomes for Course

- Adeptly model and animate in 2 dimensions and 3 dimensions
- Analyze, select and apply tools appropriate for a specific solution
- Logically formulate scripts and/or programs to solve problems
- Apply programming and artistic theory in practical applications
- Demonstrate problem solving skills through verbal and written media

Assessment

A classroom observation model has been adapted in order to get to the bottom of areas of low success. The two assessments below are used to find areas of improvement. However, they do not do well in ascertaining why the areas are weak. Using observation and assessment tools seems to work best.

Students are required to complete a full semester 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

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

1. Students are willing to miss deadlines and receive grade penalties, rather than hand incomplete projects on time.
2. Students sometimes have a "make it work" attitude without making it look good or work well.
3. Absences of students hurt their performances. This is obvious, but is a major problem in this class and some students prefer "flight" in this class.
4. Understanding how to get and do work in industry is lost on many students.
5. Tests were not indicative of project grade. Test score in all students' cases were lower than project score.

Follow-up

Response according to last sections numbering:

1. Tighter deadlines with harsher penalties and rewards for earliness improved the situation. This worked mildly. Students still have a hard time evaluating the importance of deliverables when measured against their overall grade.
2. Self-evaluation processes were created. Critiques are better and more often. They are also informal that helped students give and receive more input. Another step to implement would be to allow for resubmits after grading. Critiques were a little harder in a smaller on-line class. My input needs to make up for lack of response.
3. Collaboration as installed in the project process and helped. The deadlines were too late on these in the last course. More and earlier deadlines will be imposed next year.

4. Research on proposal writing and other processes are needed. I also allowed pieces of their projects to be handed in multiple times. They could increase their grade with this approach. In some cases, no grade would be given unless there was completion. This had a good effect and made students more accountable. This is a continuing process.
5. Students are less apt to put effort into test, sometimes not even studying. I will lower the overall grade percentage of tests. This is not an overall fix, but it reduces the penalty of students understanding of theory on project, but not able to verbalize it. Tests tend to be more theory based, and for some students theory is more instinctual, but still there. I am rolling more work from lecture and complete it into the test so that students can see the connection.

Budget Justification

Autodesk 3DS Max is still an industry standard and one that students seem to understand fairly well and enjoy. 3DS Max has high system requirements. It is also important to upgrade computers in order to support newer versions. Adobe Connect was used this last semester for an on-line version of the course.