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. Creating a large project and working in teams works well until they have to put things together. Then, they need guidance.
5. Students understand how to do a project and accomplish. However, polishing, refining and redoing are not explored.

Follow-up
(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 shyer 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. I try to keep up-to-date with the sponsor behind the scenes and step in if needed.

3. Group discussions usually work in this case since people can bring their interpretation of what the sponsor is asking. This semester it declined but not is still at a quality level. I'd like to address analyzing clients' wants and needs next semester.
4. Leads definitely help people be accountable and decisive. Having a lilst of deliverables to focus on helps as well.
5. This is a product of the education system. Usually, students learn something and are asked to move on the next topic in order to learn the most. Showing students industry standards and practices would be useful in order to help out. Guest speakers? Working towards a portfolio seems to help with this.

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.

Contact with outside companies including the TIC would be helpful. Seeing real professionals would give a clearer understanding to the students.