Course Title: SDE 207 Multimedia Project Development

Course Leader: Olusegun Adegboyega-Edun

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?)

Results
(What does the data show?)

SP 2019 OVERALL DATA RESULTS ARE 7.3

Body of Work 3 / Professional Practices 3 /   Action Plan 3.3   /   Presentation 3 / Creativity 3.6 / Synthesis 3/ Problem Solving 3 /

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 team's 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. *This was much improved this semester. Casual talks about professionalism seems to work and are easily understood by students.*
2. *Leads definitely help people be accountable and decisive. Having a list of deliverables to focus on helps as well. This should probably be pushed into Moodle. Although, I do not know how to make it work with the current gradebook system.*
3. *I added an alpha and beta test this semester to all projects. This worked well at bringing the problem to the surface. Some students still need to know the importance of fixing the flaws.*

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.

Updates to Moodle are invaluable in terms of what you can include in the calendar, assignments and gradebook.