

SM5348: CURATING CREATIVE MEDIA

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Curating Creative Media

Subject Code

SM - School of Creative Media

Course Number

5348

Academic Unit

School of Creative Media (SM)

College/School

School of Creative Media (SM)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course will explore the intersection between curation and digital technologies, focusing on the impact of digital technologies on art creation, dissemination, and reception. It will cover the histories, theories, and practices of expanded

curation. It will also explore knowledge of non-traditional and evolving research fields related to Art and Tech. The course will analyse the impact of emerging technologies such as Blockchain, AI, Machine Learning, and Web 3 on curatorial practices, audience engagement, and the circulation of art and aesthetics in the digital age. Through this course, students will gain insights into how digital technologies have transformed how art is created, shared, and appreciated between curators, artists, and their audience.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	To explore the impact of digital technologies on curatorial practices, audience engagement, and art appreciation	x		
2	Develop research skills for technocultural initiatives and increase awareness of evolving trends in technocultural research	x		
3	Learn how to select, organize, and moderate collections of creative assets	x	x	
4	Understand practical and theoretical aspects of selecting presentation technologies to promote cultural content and creative assets	x	x	
5	Gain awareness of the historical context of expanded curation	x	x	x
6	Curate a creative media project with both theoretical and practical knowledge	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Lectures on topics related to expanded curation and the curation of creative media	1, 2, 3, 4, 5
2	In-class discussions of curatorial cases	Weekly readings and in-class discussions on curatorial cases prepared by presentation groups	1, 2, 3
3	Proposal for the curatorial project	Devise a plan on a creative media curation	4, 5, 6

4	Curatorial project on creative media	Execute the plan, document the process, and create a written reflection on the process.	4, 5, 6	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	In-class discussions	1, 2, 3	20	-	Yes
2	Curatorial plan	4, 5, 6	30	-	Yes
3	Reflection document	4, 5, 6	50	-	Yes

Continuous Assessment (%)

100

Examination (%)

0

Minimum Continuous Assessment Passing Requirement (%)

0

Minimum Examination Passing Requirement (%)

0

Assessment Rubrics (AR)**Assessment Task**

Presentation of curatorial cases (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

This assessment will grade on content and fluency of presentation. Students should show their co-operation to conduct a well-organized presentation with their own argument and evidence from readings and notes. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.

Excellent

(A+, A, A-) - Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter

- Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time- management
- Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize

Good

(B+, B, B-) - Adequate content with firm grasp of the material that informs the audience on a subject matter

- Reasonable organization, balanced structure and composition
- Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time- management

Fair

(C+, C, C-) - below average content with firm grasp of the material that informs the audience on a subject matter

- below average organization, balanced structure and composition
- average verbal communication: comprehensible pronunciation, average expression and diction, below average time-management

Marginal

- (D) - Weak content, loose grasp of the general ideas with some knowledge of the subject matter
- Poor organization, structure and composition
 - Poor presentation skills: marginal pronunciation, expression and diction, poor time- management

Failure

- (F) - Inadequate content, fail to identify the general ideas with knowledge of the subject matter
- No organization, structure or/and composition
 - Poor presentation skills: marginal pronunciation, expression and diction, minimal time- management
-

Assessment Task

Curatorial plan (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

The grade will be based on the argument's and the comment's rationality, clarity, and fluency. The ability of a student to negotiate a position that is well-informed, tenable, and based on personal understanding is the criterion for "discovery".

Excellent

- (A+, A, A-) - Rich content, excellent ability to interpret and integrate various resources
- Rigorous organization, coherent structure, systematic composition
 - Precision in argument, well defined and reasoned points of view grounded in insightful interpretation of existing literature
 - Readiness to respond to peer opinion and other views initiated in class discussion
 - Discussion shed light on new dimensions of the issue

Good

- (B+, B, B-) - Adequate content, sufficient ability to integrate various resources based on demand
- Reasonable organization with balanced structure and composition
 - Clear elaboration of ideas that sticks to the point, with clearly differentiated issues, ability to interpret opinions independently
 - Sufficient responses to peer comments to sustain a discussion

Fair

- (C+, C, C-) - below average content, below average ability to integrate various resources based on demand
- below average organization with balanced structure and composition
 - below average elaboration of ideas that sticks to the point, with differentiated issues, ability to interpret opinions independently
 - below average responses to peer comments to sustain a discussion

Marginal

- (D) - Weak content, limited use of resources
- Poor organization, structure and composition
 - Relevant points to the subject matter, marginal ability to interpret opinions
 - Ability to respond to other comments in simple terms

Failure

- (F) - Inadequate content, no/irrelevant use of resources
- No organization, structure or/and composition
 - Irrelevant points to the subject matter, no ability to interpret opinions
 - Fail to respond to other comments
-

Assessment Task

Reflection document (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Students should demonstrate knowledge of materials discussed in class and secondary sources identified independently, build up argument and analysis. The threshold of 'discovery' lies in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience, and communicate these in their exam script

Excellent

- (A+, A, A-) - Excellent grasp of research material, able to explain key concepts, assumptions and debates
- Rigorous organization, coherent structure, distinct thesis, properly argued with strong narrative
 - Insightful interpretation of the subject matter with distinct themes and thesis
 - Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize
 - Ability to approach a text or a theme using a variety of theories and analytical tools
 - Strong bibliography suggesting breadth and depth of coverage and informed insights

Good

- (B+, B, B-) - Firm grasp of materials, able to explain key concepts and assumptions
- Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various resources based on demand
 - Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently
 - Organized bibliography which can be utilized in accordance with the topic

Fair

- (C+, C, C-) - average of materials, able to explain key concepts and assumptions
- average organization, average structure, average content, sufficient ability to integrate various resources based on demand
 - ideas which struggle to keep to the point, clear-cut subject, average ability to interpret opinions independently
 - unorganised bibliography which can be utilized in accordance with the topic

Marginal

- (D) - Weak content, loose grasp of the general ideas with some knowledge of the subject matter
- Poor organization, structure and composition
 - Poor presentation skills: marginal pronunciation, expression and diction, poor time- management

Failure

- (F) - Inadequate content, fail to identify the general ideas with knowledge of the subject matter
- No organization, structure or/and composition
 - Poor presentation skills: marginal pronunciation, expression and diction, minimal time- management

Assessment Task

Presentation of curatorial cases (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

This assessment will grade on content and fluency of presentation. Students should show their co-operation to conduct a well-organized presentation with their own argument and evidence from readings and notes. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.

Excellent

- (A+, A, A-) - Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter
- Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative
 - Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time- management
 - Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize

Good

- (B+, B) - Adequate content with firm grasp of the material that informs the audience on a subject matter
- Reasonable organization, balanced structure and composition
 - Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management

Marginal

- (B-, C+, C) - Weak content, loose grasp of the general ideas with some knowledge of the subject matter
- Poor organization, structure and composition
 - Poor presentation skills: marginal pronunciation, expression and diction, poor time- management

Failure

- (F) - Inadequate content, fail to identify the general ideas with knowledge of the subject matter
- No organization, structure or/and composition
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-

Assessment Task

Curatorial plan (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

The grade will be based on the argument's and the comment's rationality, clarity, and fluency. The ability of a student to negotiate a position that is well-informed, tenable, and based on personal understanding is the criterion for "discovery".

Excellent

- (A+, A, A-) - Rich content, excellent ability to interpret and integrate various resources
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Assessment Task

Reflection document (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

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Failure

- (F) - Inadequate content, fail to identify the general ideas with knowledge of the subject matter
- No organization, structure or/and composition
 - Poor presentation skills: marginal pronunciation, expression and diction, minimal time- management

Part III Other Information**Keyword Syllabus**

art, curation, digital technologies, emerging technologies, audience engagement, expanded curation, Blockchain, AI, Machine Learning, Web 3.

Reading List**Compulsory Readings**

	Title
1	Graham, Beryl, Sarah Cook and Steve Dietz (2010). Rethinking Curating: Art after New Media. Cambridge, Mass: MIT.
2	Paul, Christian ed. (2008). New Media in the White Cube and Beyond: Curatorial Models for Digital Art. Berkeley: University of California Press.
3	Stallabrass, Julian (2013). Contemporary Curating. Artforum (March 2013).
4	Czegledy, N. (2012). Curatorial models and strategies in a digital age. Kepes 9(8), 141–55.
5	Gere, C. (2004). New media art and the gallery in the digital age. Tate Papers 2. Retrieved from https://www.tate.org.uk/research/publications/tate-papers/02/new-media-art-and-the-gallery-in-the-digital-age .
6	Giannini, T. and Bowen, J.P. (2019). "Rethinking museum exhibitions: Merging physical and digital culture--past to present." In T. Giannini and J.P. Bowen (eds), Museums and digital culture: New perspectives and research (pp. 163–93). Cham: Springer.

7	Bennett T. (1996) "The Exhibitionary Complex" in Thinking About Exhibitions by Bruce W. Ferguson, Reesa Greenberg, Sandy Nairne Routledge
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Additional Readings

Title	
1	Nil