City University of Hong Kong
Course Syllabus

offered by School of Creative Media
with effect from Semester A 2017 /18

Part I Course Overview

Course Title:	New Media for Installation, Events and Performance
Course Code:	SM3611
Course Duration:	One semester
Credit Units:	3
Level:	B3
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	GE1130 Introduction to Digital Media

Part II Course Details

1. Abstract

(A 150-word description about the course)

Digital media is playing an increasingly important role on stage in contexts such as theatre, dance and musicals, and in various exhibition contexts such as museums, trade fairs and location based entertainments centers. This course will explore these real time interaction developments which specially impact the relationship between machinery and the human body. This course includes experiments with various types of human computer interaction techniques that involve input systems (sensors, motion capture, augmented reality etc.) and output systems (projection, sound, etc,). The course also looks at 'hybrid' reality' scenarios, where human live action gets mixed with digital elements such as virtual images and sounds.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs#	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Understand the theories and principles of user interface design, interactive installation and multimedia performance;		✓		
2.	Understand the interactive technology for creative, theatre, dance, musicals, exhibition, marketing, entertainment, performance and social purposes		✓		
3.	Learning and practicing the technical skills in digital and analog input/output system.			✓	
4.	Designing, programming and building an interactive system				✓
5.	Develop concepts and visual simulations for integrative intermedia theatre spaces.				✓
6.^	Associate, combine and integrate knowledge from different disciplines (e.g. mathematics, sciences, literature etc) into course assignments				✓
	** If weighting is assigned to CILOs, they should add up to 100%.*	100%			

 # Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

^ Negotiated Learning Outcome (NLO) explicitly articulating the elements of Discovery oriented learning.

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 self-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.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Lecture	Overview of user interface design, interactive installation and physical computing;	✓						1 week
Lecture	In-class discussion of case Studies and literature Review	✓	✓					2 weeks
Group Project	Develop a conceptual/theoretical framework		✓	✓	✓	✓		2 weeks
Group Project	Designing, programming and building an interactive system			✓	✓		✓	3 weeks
Group Project	Develop concepts and visual simulations for integrative intermedia theatre spaces.			✓		✓	✓	3 weeks

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 100%								
Installation Work			✓		✓	✓	10%	
Project Proposal		✓	✓	✓	✓		25%	
Multimedia Project			✓	✓	✓	✓	35%	
Self-Reflection Report/Exhibition Review	✓	✓			✓		30%	
Examination: 0% (duration: --, if applicable)								
** The weightings should add up to 100%.*							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Self-Reflection Report/Exhibition Review Report	This assessment will grade on rationality, clarity and fluency of argument and comment. The threshold of 'discovery' lies in a student's ability to negotiate a position that is informed, defendable, and standing on personal insight.	– 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	– 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	– Adequate content, fair ability to integrate various resources based on demand – Fair organization with adequate structure and composition – Relevant points made to the subject matter in question – Ability to respond to other statements and engage in class discussion	– 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	– 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
2. Project Proposal / Installation Work/Multimedia Project	Students should demonstrate ability to utilize primary and secondary sources,	– Work has strong affective quality and the articulation of	– Strong appreciation, exploration and/or	– Basic appreciation and/or application of the aesthetic and expressive	– Marginal appreciation of the aesthetic and expressive qualities	– No appreciation of the aesthetics and expressive qualities of the medium

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	execute creative ideas and projects. The threshold of 'discovery' lies in a student's proactively turning theory into praxis, to transform course material into self-owned authorship.	personal styles and signature – Excellent appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium – Work raises questions and instill insights about the process of conception, creative strategization and production – Innovative exploration by combining knowledge from different disciplines (e.g. mathematics, psychology, physics, anthropology, etc.) to create an inter-disciplinary project – Efficient adjustment of plans and strategies in response to resources (time,	application of the aesthetic and expressive qualities of the medium – Ability to create project/ work that demonstrate the processes of thinking and creative exploration – Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available and constructive feedback/ suggestions	qualities of the medium – Limited ability to create project/ work that demonstrate the processes of thinking and creative exploration – Adjustment of plans and strategies in response to resources (time, space, equipment, etc) available	of the medium – Marginal ability to create project/ work that demonstrate the processes of thinking and creative exploration – Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available	– Fail to create project/ work that demonstrate the processes of thinking and creative exploration – Minimal adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		space, equipment, etc) available with constructive adjustment				

<u>Note: All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.</u>

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

- Human-Computer Interaction (HCI)
- Multimedia Performance
- Interactive Media
- Theatre Space
- Installation Art
- Embodied navigation and space.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	R. Klanten, S. Ehmann, L. Feireiss (2011) A Touch of Code: Interactive Installations and Experiences
2.	Ben Shneiderman, Catherine Plaisant, Maxine Cohen, Steven Jacobs (2009) Designing the User Interface: Strategies for Effective Human-Computer Interaction (5th Edition)
3.	Parker-Starbuck, Jennifer,Cyborg Theatre: Corporeal/Technological Intersections in Multimedia Performance,Palgrave Macmillan (2011)

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Learning Processing, Second Edition: A Beginner's Guide to Programming Images, Animation, and Interaction (The Morgan Kaufmann Series in Computer Graphics) 2nd Edition by Daniel Shiffman (2015)
2.	Jeff Johnson PhD *Designing with the Mind in Mind: Simple Guide to Understanding User Interface Design Rules* (2010)
3.	John Maeda The Laws of Simplicity (Simplicity: Design, Technology, Business, Life) (2006)