

# SM3607: MOBILE MEDIA

---

## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Mobile Media

### Subject Code

SM - School of Creative Media

### Course Number

3607

### Academic Unit

School of Creative Media (SM)

### College/School

School of Creative Media (SM)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

CS2313 Computer Programming

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

Mobile devices, such as iPhones and GPhones, have never been more popular. Stylish and versatile mobile devices will be designed to tempt consumers, but the real win is for content creators and developers. Creative use of mobile devices to

develop innovative media applications is essential to students as mobile lifestyle is how the way people live nowadays and expectedly, in the future.

The need and desire to access and use media devices regardless of where we are in the world has been around for centuries. This course first introduces the theory of mobile media and its creative use in existing representative art projects. The course then investigates various possibilities of practical mobile media development, taking full advantage of increasingly powerful technologies and functions of mobile devices. The integrated mobile hardware, software and service provide a challenging but enticing platform upon which to create innovative mobile media and interactive arts.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)		
1	Understand and summarize the theory of mobile media, including its history, present and future		x	
2	Design user interface tailored for mobile devices		x	
3	Develop mobile multimedia and create new media sharing experience		x	
4	Apply digital media to real places and explore its social interactions with people, locations, or objects in the real world		x	x
5	Design interactive media prototypes or even products for mobile devices	x	x	x
6	Assign or link up extra self-initiated tasks on top of an assignment / coursework for further exploration of the subject	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.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	- Lectures with audio-visual illustration - Reading homework	1 3 hrs/wk for 2 weeks
2	Workshop	- Workshops - Hands-on class exercises	2, 3, 4 3 hrs/wk for 9 weeks

3	Prototyping	- Assignments and project - In-class presentation - Critique - Distribution of student works to the public (optional)	2, 3, 4, 5, 6	3 hrs/wk for 2 weeks
---	-------------	--	---------------	----------------------

**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Reading homework	1	
2	- Programming assignments - Assignment presentations	2, 3, 4	50
3	- Final project - Project presentation	5, 6	40
4	- Participation in class discussion - Contribution to classmates' critique sessions	1	10

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

Programming Assignments and Final Project

**Criterion**

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, defensible, and standing on personal insight.

**Excellent (A+, A, A-)**

- Excellent grasp of materials, able to explain key concepts and assumptions
- Completed all the basic requirements
- Well motivated ideas
- User-friendly user interface and well-designed graphics
- Creative use of the knowledge
- Without any runtime errors
- Clearly and effectively documented

**Good (B+, B, B-)**

- Firm grasp of materials, able to explain key concepts and assumptions
- Completed all the basic requirements
- Reasonably motivated ideas
- Usable user interface
- Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various resources based on demand
- With few runtime errors

- Clearly documented

**Fair (C+, C, C-)**

- Comprehensive grasp of materials, able to explain key concepts
- Completed between 80-90% of the requirements
- Fairly motivated ideas
- Fairly usable user interface
- Fair organization, weak structure, adequate content, fair ability to integrate various resources based on demand
- With several runtime errors
- Basic documentation

**Marginal (D)**

- Loose grasp of materials, cannot explain key concepts
- Completed between 70-80% of the requirements
- Poorly motivate ideas
- Poor user interface
- Poor organization and structure, weak content, limited use of resources
- With many runtime errors
- Basic documentation

**Failure (F)**

- Poor grasp of materials
- Completed less than 70% of the requirements
- No organization and structure, inadequate content, no/irrelevant use of resources
- With compilation errors
- No documentation

---

**Assessment Task**

Presentation

**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-)**

- Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter
- Fair organization, weak structure and composition
- Fair presentation skills: acceptable pronunciation, expression and diction, fair 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**

#### Class Participation and Contribution

#### **Criterion**

This assessment task reviews students' participation and performance in discussions, debates and peer critique during the tutorial sessions. The evidence of 'negotiation', the sign of discovery, lies in students' pre-class preparation and interpersonal sensitivity to his/her peer members.

#### **Excellent (A+, A, A-)**

- Active in-class participation, positive listening, strong ability to stimulate class discussion and comment on other points
- In-depth pre-class preparation and familiarity with peer reports and other materials
- Interpret others' views with an open mind and ready to negotiate
- Readiness to share personal insight via analysis and synthesis with informed views
- Constructively critical, thus facilitating the discovery of new issues

#### **Good (B+, B, B-)**

- Active in-class participation, positive listening, ability to initiate class discussion and comment on other points
- Adequate pre-class preparation and familiarity with peer reports and other materials
- Interpret opinions effectively

#### **Fair (C+, C, C-)**

- Attentive in in-class participation, listening with comprehension, but only infrequently contributing
- Adequate pre-class preparation but little familiarity with peer reports and other materials
- Fair ability in interpreting opinions

#### **Marginal (D)**

- Unmotivated to participate in class discussion or comment on other people's views
- Little pre-class preparation and familiarity with peer reports and other materials
- Poor ability in interpreting opinions

#### **Failure (F)**

- Unwilling to participate in class discussion and comment on other points, even when requested by the teacher
  - No pre-class preparation and familiarity with peer reports and other materials
  - Minimal ability in interpreting opinions
- 

### **Additional Information for AR**

All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

## **Part III Other Information**

### **Keyword Syllabus**

Mobile Media, Mobile Interactivity, Social Media, Locative Media, Smart Phones, Mobile User Interface, Augmented Reality

### **Reading List**

**Compulsory Readings**

Title	
1	Nil

**Additional Readings**

Title	
1	Learn Android Studio: Build Android Apps Quickly and Effectively by Clifton Craig and Adam Gerber