

SM3611: NEW MEDIA FOR INSTALLATION, EVENTS AND PERFORMANCE

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

New Media for Installation, Events and Performance

Subject Code

SM - School of Creative Media

Course Number

3611

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

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

GE1130 Introduction to Digital Media

Part II Course Details

Abstract

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.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Understand the theories and principles of user interface design, interactive installation and multimedia performance;	x		
2	Understand the interactive technology for creative, theatre, dance, musicals, exhibition, marketing, entertainment, performance and social purposes	x		
3	Learning and practicing the technical skills in digital and analog input/output system.		x	
4	Designing, programming and building an interactive system			x
5	Develop concepts and visual simulations for integrative intermedia theatre spaces.			x
6	Associate, combine and integrate knowledge from different disciplines (e.g. mathematics, sciences, literature etc) into course assignments			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	Lecture	Overview of user interface design, interactive installation and physical computing;	1	1 week
2	Lecture	In-class discussion of case Studies and literature Review	1, 2	2 weeks

3	Group Project	Develop a conceptual/theoretical framework	2, 3, 4, 5	2 weeks
4	Group Project	Designing, programming and building an interactive system	3, 4, 6	3 weeks
5	Group Project	Develop concepts and visual simulations for integrative intermedia theatre spaces.	3, 5, 6	3 weeks

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Installation Work	3, 5, 6	10	-	No
2	Project Proposal	2, 3, 4, 5	25	-	No
3	Multimedia Project	3, 4, 5, 6	35	-	No
4	Self-Reflection Report/Exhibition Review	1, 2, 5	30	-	No

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Self-Reflection Report/Exhibition Review Report

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-)

- 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-)

- 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

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
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Assessment Task

2. Project Proposal / Installation Work/Multimedia Project

Criterion

Students should demonstrate ability to utilize primary and secondary sources, 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.

Excellent (A+, A, A-)

- Work has strong affective quality and the articulation of 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, space, equipment, etc) available with constructive adjustment

Good (B+, B, B-)

- Strong appreciation, exploration and/or 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

Fair (C+, C, C-)

- Basic appreciation and/or application of the aesthetic and expressive 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

Marginal (D)

- Marginal appreciation of the aesthetic and expressive qualities 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

Failure (F)

- No appreciation of the aesthetics and expressive qualities of the medium
 - 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
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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**

Human-Computer Interaction (HCI)

Multimedia Performance

Interactive Media

Theatre Space

Installation Art

Embodied navigation and space

Reading List**Compulsory Readings**

	Title
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)

Additional Readings

	Title
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)