1. **Title of the module**

DIGM5110 Interactive Environments

1. **Division or partner institution which will be responsible for management of the module**

Computing, Engineering and Mathematical Sciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

None.

1. **The course(s) of study to which the module contributes**

BSc Digital Design

BSc Digital Design with a Year in Industry

BSc Digital Design with a Year Abroad

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1. Knowledge and understanding of different contexts / environments where digital media are used.

8.2. Understand the relations between media and the environments where they are found.

8.3. Use a range of technical skills in the production and conceptualisation of interactive artworks.

8.4. Effectively document and reflect on processes applied in the development of interactive environments.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1. Use of Information and Communication Technology

9.2. Develop personal and interpersonal skills

9.3. Apply critical thinking, reasoning and reflection

9.4. Organise and manage time and resources within an individual project and a team project

9.5. Demonstrate understanding of legal, ethical and regulatory frameworks.

1. **A synopsis of the curriculum**

This module introduces you to key aspects of media production building on the conceptual and critical skill you developed in the first year (digital asset creation, media analysis, programming). To achieve this, you will develop and produce interactive solutions, learn to work with media ecologies and apply creative thinking.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

* Margolis, Michael. 2012. Arduino cookbook. Beijing, Farnham: O'Reilly.
* Penz, Francois and Maureen Thomas (eds). 2013. Architectures of Illusion: From Motion Pictures to Navigable Interactive Environments. Intellect.
* Reas, Casey and Ben Fry. 2016. Processing: a programming handbook for visual designers and artists. Cambridge, Mass.; London: MIT Press.
* Stern, Nathaniel (ed). 2013. Interactive Art and Embodiment: The Implicit Body as Performance. Canterbury, Gylphi Limited.

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 120

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

* 25% - group proposal (20%) + peer assessment (5%) (1500 words)
* 55% - group project (50%) + peer assessment (5%) (7 weeks of development work)
* 20% - individual reflection (500-1,000 words)
  1. **Reassessment methods**

Reassessment instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | x | x | x | x | x | x | x | x | x |
| Tutorial Lectures | x | x |  |  |  |  | x |  | x |
| Workshops | x | x | x | x |  | x | x | x |  |
| Critiques | x | x |  | x |  | x | x |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Proposal | x | x | x |  | x | x | x | x | x |
| Individual Reflection | x | x |  | x | x |  | x |  |  |
| Peer assessment |  |  |  | x |  | x |  | x |  |
| Project |  | x | x | x | x | x |  | x | x |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Lectures will introduce artworks produced by international artists or included in international exhibitions.

Occasional guest lectures/lecture tutorials/workshops by digital artists with international projection.

Hands-on experience with applications used in international contexts (e.g. education, exhibitions, events).

Multicultural cohort of students supporting each other and working in groups.

**DIVISIONAL SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018