

## COURSE CONTENT

<b>Course Code</b>	DM2011
<b>Course Title</b>	Issues In Interactive Media Practice
<b>Pre-requisites</b>	NIL
<b>No of AUs</b>	3
<b>Contact Hours</b>	39 hours studio contact

### **Course Aims**

In this course you will be introduced to unique and topical contemporary issues in Interactive media. You will explore one or more issues, conduct analysis and exploration, and produce an original response using interactive media that addresses a specific aspect that you have identified. From this course you will develop a select set of skills that you will be able to apply to any interactive media challenge.

### **Intended Learning Outcomes (ILO)**

By the end of the course, you should be able to:

1. Identify unique issues embedded within an interactive media topic.
2. Develop a strategy that explores and resolves interactivity challenges.
3. Acquire a body of skills, techniques and knowledge that enable interactive experiences to support the topic
4. Present an interactive response that addresses identified needs
5. Contribute to class discussions and peer problem solving of issues in interactive media in a constructive way.

### **Course Content**

In this course you will be required to respond to any one of a broad range of issues in interactive media. The topics include a range from historical to contemporary and are selected for their immediate relevance for interactivity in society and culture.

Once the topic is revealed, you will be required to research – to analyse and scrutinise from differing points of view so as to understand the context of the issue. Based on your research, you will form a strategy to further your exploration. This will take several routes, depending on the topic and the nature of your response. You will be required to acquire any necessary skills and knowledge in order to continue your investigation, as you work towards a response, and possible solution.

Finally, you will present your response, describing your analysis, strategy, design process, and your proposed solution.

Class structure will vary and is in large part determined by the nature of the topic and the nature of the design response. Some maturity and the ability to work independently is expected in this course.

### Class assignments

The base structure for assignments is two major assessment points:

1. Mid-semester presentation
2. Final Project Presentation and handin.

Class activities, discussions and critique will contribute towards continuous assessment.

### Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Programme LO	Weighting	Team/ Individual
<b>Continuous Assessment</b> Mid semester presentation	1,2,3,4	--	40	Individual
<b>Final Project:</b> Presentation and handin	1,2,3,4	--	40	Individual
<b>Continuous Assessment: Participation</b>	5	--	20	Individual
Total			100%	

### Reading and References

1. Berry, Chris, Harbord, Janet, Moore, Rachel O., eds. *Public Space, Media Space*. Houndmills, Basingstoke, Hampshire ; New York, NY : Palgrave Macmillan, 2013.
2. Bolter, J. David and Grusin, Richard A. *Remediation: Understanding New Media*. Cambridge: MIT Press, 2000.
3. Eames, Charles and Ray. *A Computer Perspective: Background to the Computer Age*. Cambridge: Harvard University Press, 1990 (1971).
4. Friedberg, Anne. *The Virtual Window: From Alberti to Microsoft*. Cambridge: MIT Press, 2006.
5. Grau, Oliver, ed. *Media Art Histories*. Cambridge: MIT Press, 2007.
6. Hanhardt, John G. *The Worlds of Nam Jun Paik*. Guggenheim Museum, 2000.
7. Huhtamo, Erkki and Parikka, Jussi. *Media Archaeology: Approaches, Applications and Implications*. Berkeley, Calif. : University of California Press, c2011.
8. Jenkins, Henry. *Convergence Culture: Where Old and New Media Collide*. New York: New York University Press, 2006.
9. Löwgren, Jonas and Stolterman, Erik. *Thoughtful Interaction Design: A Design Perspective on Information Technology*. Cambridge, Massachusetts: The MIT Press, 2004.
10. Manovich, Lev. *The Language of New Media*. Cambridge: MIT Press, 2001.
11. McCullough, Malcolm. *Ambient Commons: Attention in the Age of Embodied Information*. Cambridge: MIT Press, 2013.
12. McQuire, Scott, Martin, Meredith and Niederer, Sabine, eds. *Urban Screens Reader*. Amsterdam: Institute of Network Cultures, 2009.
13. Mitchell, W.J.T. and Hansen, Mark B.N. eds. *Critical Terms for Media Studies*. Chicago;

London : University of Chicago Press, 2010.

14. Murray, Janet. H. *Hamlet on the Holodeck: The Future of Narrative in Cyberspace*. New York: The Free Press, 1997.
15. Negroponte, Nicholas. *Being Digital*. New York: Knopf, 1995.
16. Norman, Donald A. *The Design of Everyday Things*. New York: Basic Books, 1988.
17. Shaw, Jeffrey and Weibel, Peter, eds. *Future Cinema: The Cinematic Imaginary After Film*. Cambridge: London: MIT Press, 2003.
18. Stafford, Barbara Maria, Terpak, Frances and Poggi, Isotta. *Devices of Wonder: From the World in a Box to Images on a Screen*. Los Angeles, CA: Getty Research Institute, 2001.
19. Wardrip-Fruin, Noah and Montfort, Nick. *The New Media Reader*. Cambridge: MIT Press, 2003.

## **Course Policies and Student Responsibilities**

### **(1) General**

You are expected to complete all assigned readings, activities, assignments, attend all classes punctually and complete all scheduled assignments by due dates. You are expected to take responsibility to follow up with assignments and course related announcements. You are expected to participate in all project critiques, class discussions and activities.

### **(2) Punctuality**

You are expected to be punctual for all classes. If you are more than 30 minutes late, you will be deemed as absent and will not be able to sign on the attendance register.

### **(3) Absenteeism**

In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect your participation grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

## **Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

### Planned Weekly Schedule\*

\*Subject to adjustment by instructor according to the teaching situation, students' progress, public holidays and unforeseeable circumstances. A revised schedule will be issued to students at the start of the semester.

Week	Topic	Course LO	Readings/ Activities
1	<b>Establishment of topic</b> Overview of central topic for this course. Discussion of themes, issues, considerations, audience, engagements, feedback, and other interactive principles.	1,2,3	<b>Introductory Lecture</b> <b>In-class discussion</b>
2-3	<b>Exploration</b> Exploration of aspects, user and design considerations. Investigations into how to analyse and understand the topic.	1,2,3	<b>Discussion and group interactions</b> Explorations of processes and techniques Class exercises to develop analysis and exploration.
4-7	<b>Skills and Knowledge</b>	1, 2, 3, 4	<b>Workshops and studio sessions</b> Explore and develop proficiency with working in interactivity
8	<b>Mid-semester Presentation</b>	1, 2, 3, 4, 5	<b>Students present progress so far</b> To show concept, analysis, development, design strategy, possible ways forward.
9-12	<b>Project development</b>	1,2,3,4,5	<b>Students develop their design response.</b>
13	<b>Final Presentation and handin</b>	1,2,3,4,5	<b>Final Presentation and handin</b>