Course Code	DM3015
Course Title	Interactive Environments
Pre-requisites	DM3013 Interactive Spaces
No of AUs	3
Contact Hours	39 hours studio contact

Course Aims

In this intermediate to advanced course you will focus on interactive environments. Interactive environments expands upon the learning in DM3013 Interactive Spaces, extending the learning to a broader sphere of interaction design that considers the natural and built environment, world-building and immersive experiences designed for a wide public. You will engage with unique and topical contemporary issues in interactive and emerging media with a focus on the dynamics of interactive environments in media art and design. You will explore and familiarize yourself with issues identified in the course, conduct analysis, develop iterative prototyping and produce an original environmental or immersive experience.

Intended Learning Outcomes (ILO)

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

1. Discuss design methods used to develop interactive environments in media art and design.
2. Describe case studies of interactive environments in media art and design.
3. Acquire practice-based research methods in order to conceptualize, design and develop an environmental or immersive experience.
4. Present a design response in the form of environmental or immersive experience that responds to concepts outlined in the course.
5. Collaborate and contribute constructively to group and class discussions and critique of your work and your peers in relation to interactive environments.

Course Content

In this course you will be required to respond to any one of a broad range of issues on interactive environments. The topics include a range from historical to contemporary and are selected for their immediate relevance in society and culture. These topics include, but are not limited to: augmented and virtual environments, media architecture and urban media art, embedded and ubiquitous technologies, networked art, immersive and altered environments and landscapes. You will work individually and in groups combining studio practice, research and analysis to develop skills and knowledge about creating an environmental or immersive experience.

You will be required to research specific topics – 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 an interactive response.

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

your proposed interactive solution.

Class structure will vary and is in large part determined by the nature of the topic and the nature of the design response. 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 – Project 1: Project Proposal and Prototype
2. Final Project Presentation and hand-in - Project 2: Final Project Response

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

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Programme LO	Weighting	Team/ Individual
Continuous Assessment Mid semester presentation	1,2,3,4	N.A	40	Individual
Final Project: Presentation and hand-in	1,2,3,4	N.A	40	Individual
Continuous Assessment: Participation	5	N.A	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. Calvillo, Nerea, Susa Pop, Tanya Toft, and Mark Wright. *What Urban Media Art Can Do : Why When Where & How*. Stuttgart : avedition, 2016.
3. Certeau, Michel de, and Steven Rendall. *The Practice of Everyday Life*. Berkeley : University of California Press, 1984.
4. Debord, Guy. *The Society of the Spectacle*. New York : Zone Books, 1994.
5. Grau, Oliver, ed. *Media Art Histories*. Cambridge: MIT Press, 2007.
6. McCullough, Malcolm. *Ambient Commons: Attention in the Age of Embodied Information*. Cambridge: MIT Press, 2013.
7. McQuire, Scott. *The Media City : Media, Architecture and Urban Space*. Theory, Culture & Society. Los Angeles ; London : Sage, 2008.
8. McQuire, Scott, Martin, Meredith and Niederer, Sabine, eds. *Urban Screens Reader*. Amsterdam : Institute of Network Cultures, 2009.
9. Papastergiadis, Nikos. *Ambient Screens and Transnational Public Spaces*. Hong Kong : Hong Kong University Press, 2016.
10. Rourke, Karen. *Walking and Mapping : Artists as Cartographers*. Leonardo. Cambridge, Massachusetts : The MIT Press, 2013.
11. Shaw, Jeffrey and Weibel, Peter, eds. *Future Cinema: The Cinematic Imaginary After Film*.

Cambridge: London: MIT Press, 2003.

12. Wardrip-Fruin, Noah and Montfort, Nick. *The New Media Reader*. Cambridge: MIT Press, 2003.
13. Willis, Holly. *Fast Forward : The Future(s) of the Cinematic Arts*. London : Wallflower Press, 2016., 2016.
14. Wodiczko, Krzysztof. *Critical Vehicles : Writings, Projects, Interviews*. Cambridge, Mass. : MIT Press, 1999.

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	**Establishment of topic** Overview of central topic for this course. Discussion of themes, issues, considerations, audience, engagements, feedback, and other principles of interactive environments.	1,2,3	**Introductory lecture and overview of course** Activity: Find examples of projects that address the notion of interactive environments in an innovative or thought-provoking way.
2	**Environments**	1,2,3	**Lecture:** Defining terms Class discussion and student presentations of Week 1 activity. **Reading**: TBD
3	**Immersion**	1,2,3,4	**Lecture:** Examples of immersive environments (selected artist works) **Concept Development for Project 1:** Immersive Experience
4	**Student Presentations:** Concept and first prototype	1,2,3,4	**Project 1 Concept Presentations:** Student presentations on project concept with 1st iteration prototype
5-6	**Refined prototype for Project 1**	1,2,3,4,5	**Lecture:** Case studies on Interactive Environments **Reading**: TBD **Project 1:** Students in studio work. Continuous assessment and feedback during production.
7	**Student Presentations for Project 1:** Project Proposal and Prototype	4,5	**Mid-term presentations in class**
8	**Project 2: Prototype Refinement**	1,2,3,4	**Concept Development for Project 2:** Refine project prototype for final project **Reading**: TBD
9	**Project 2 Development: Prototype 1 and Student Presentations**	1,2,3,4	**Workshops and studio sessions** Student presentations on project 2 refined prototype 1
10-11	**Project 2 Refinement: Prototype Development & Iteration**	1,2,3,4,5	**Workshops and studio sessions** **Project 2:** Students in studio work. Show development & progress of

			prototype, design strategy, possible ways forward. Continuous assessment and feedback during production.
12	**Project 2: Develop Final Presentations**	1,2,3,4,5	**Students develop their design response and presentation of Project 2 – Digital Interactive Space (Final Project)**
13	**Final Presentation and hand-in**	1,2,3,4,5	**Final Presentation and hand-in**