

# CA1: we create identity

6700610 / creative application, semester 1, 3 ects -i 5 ects with content of web technology

*Æliens*

## course description – ca1: we create identity

The course description(s) are taken from the accreditation report Creative Technology (version 2.0).

**content(s)** The goal of the course, which will take the structure of a group project, is to set a new group of students to work, to learn about the topics of creative technology, to get to know each other and the staff, and to find ways of expressing their interests and viewpoints in a variety of ways, including blogs, (interactive) videos, and wikis, using commonly available Web 2.0 community services.

Facilities to be used include

- [www.blogspot.com](http://www.blogspot.com)
- [www.flickr.com](http://www.flickr.com)
- [www.youtube.com](http://www.youtube.com)

Equally important is that students discover the means that are at their disposal to communicate and document their work, in individual portfolios, using basic tools for web development and content creation.

**prerequisite(s):** admission to curriculum

### goal(s) & attainment target(s)

The course aims at providing

- awareness of personal motivation(s) and the societal context of the curriculum
- familiarity with the concepts and topics of creative technology
- fluency with standard social network tools and content-creation
- full literacy in motivating what options are available to express opinions, technical information and knowledge

Students are expected to be well-motivated, and will be stimulated to find creative ways of expressing themselves.

**place in curriculum:** Introductory course for all students, just after arrival.

**application area & motivating example(s)** There are various ways to create identity, from social networks and communicate personal and professional information using the web

Students are encouraged to explore these means of expression, and select those that fit their needs, in discussion with supervising staff.

**teaching methods** This first CA course will primarily be an exercise in self-organisation, with an important goal to create coherence in a group of new students, with a variety of backgrounds. The course will be organised as a series of lectures and workshops. In the lectures topics in creative technology will be presented by selected staff members. The workshops will deal with planning, supervision of team work, and creative sessions in which the options for expressing opinions, technical information and knowledge will be discussed.

Additional instruction may be needed to clarify issues of communication and presentation, and to prepare students for the creation of an individual (digital) portfolio.

Feedback will be given in the workshops, and by assessing the products as made available online. Peer reviews will not only be used for feedback, but will also form part of the procedure of assessment and grading. Grading takes place by assessing the work in a presentation session, where students present and discuss their work and contributions to the group project..

**special facilities** computer lab, meeting room(s) & presentation facilities, as well as suitable software tools

## course outline(s) – ca1: we create identity

In this part a more detailed discussion will be provided of **topics**, **learning goals**, **materials** used, and the actual **structure of the course**, as well as a sketch of the **assignments** given. Also **references** to relevant literature is provided, including **online resources**. At the end, **advice for students** following the course will be given, as well as **hints for the instructor(s)**.

**course topic(s)** The course covers a somewhat bewildering number of topics. However, keep in mind that the main aim of the course is to get familiar with the means to express ideas, and communicate thoughts.

- basic content creation – editors, image tools, video
- use of blogging sites, and media content management systems
- topics of *creative technology* – mathematics, *smart systems & new media*
- communication and presentation issues
- presence in oral & written presentation(s)
- individual on-line (digital) portfolio(s)

The CA1 course underlying aim, obviously is to bring about an awareness of Creative Technology and first ideas on what this means for the individual students' aspirations and, why not, dreams. The focus on communication tools may be then justified by observing that such a process may easily lead to many undigested notions, for which expression may hopefully bring some relief.

### learning target(s)

More specifically, the learning goals may be summarized as:

- skill(s) – (digital) content creation
- knowledge – information management & presentation
- theory – relation technology, science & art(s)
- experience(s) – presentation of ideas, concepts & plans
- attitude – exploration, communication, discovery, presentation

In particular, experience and attitude are relevant since Creative Technology is relatively unique in targeting **creativity** at an academic level in a bachelor curriculum.

**lesson material(s)** We may expect that our first year students already have some degree of media literacy, at least as it concerns using the tools and the facilities, such as social networks à la Hyves.

- canonical example(s) – *interactive video* / portal(s)
- (online) reference material(s) – instruction(s) / teamwork software
- challenging target(s) – [www.youtube.com](http://www.youtube.com) / [www.symboloo.com/nl](http://www.symboloo.com/nl) / [create-media.blogspot.com](http://create-media.blogspot.com) / [www.scrapblog.com](http://www.scrapblog.com)

The online references should suffice for enabling the students to fulfill their assignments. However, when necessary, the references will be augmented by explicit instruction material(s).

**viewing(s)** Apart from the regular meetings and lectures it seems worthwhile to have a number of viewings, where selected videos or documentaries are shown. In addition to the famous **edgcodes**<sup>1</sup> documentary, about film editing, and technological innovations in digital video editing, the following selection of video lectures and examples may be considered:

- **learning(s)** – next generation
- **dream(s)** – last lecture
- **architecture(s)** – the architecture of the unfamiliar
- **application(s)** – hello world
- **(dis)order(s)** – everything is miscellaneous
- **game(s)** – games for change

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<sup>1</sup>[www.edgcodes.com](http://www.edgcodes.com)

- **presentation(s)** – how to (not) use powerpoint / five ways to speak
- **campaign(s)** – what political campaigns can teach business
- **politic(s)** – privacy matters
- **rip(s)** – a remix manifesto
- **idea(s)** – change the world through game design
- **clip(s)** – submit your clip

Such viewings may provide a preparation for the later **creative explorations**, and may also serve to create a **honors track** in developing a **creative technology game**.

**course structure** The *we create identity* course takes place in the first month, and allows for only a limited number of sessions. A first indication sessions included may look as follows:

course structure

1. introduction of tool(s) and platform(s)
2. topics in *creative technology* (1)
3. teamwork – *identity as a group*
4. topics in *creative technology* (2)
5. *identity* – individual portfolio(s)
6. topics in *creative technology* (3)
7. presentation(s) – individual & group work
8. evaluation – reflection(s) on *we create identity*

Apart from the sessions and viewings indicated above, we plan a number of excursions to places of interest:

excursion(s)

- visit(s) to regional initiative(s) – [www.creativefabriek.nl](http://www.creativefabriek.nl) / [www.gogbot.nl](http://www.gogbot.nl)
- lecture(s) at PICNIC Academy – [www.picnicnetwork.org/search?q\\_mm=academy](http://www.picnicnetwork.org/search?q_mm=academy)
- visit(s) around campus – [www.t-xchange.nl](http://www.t-xchange.nl)

These excursions should provide the students with ideas about what to expect later in the study and motivate them to set their individual targets and aspirations for follow-up courses.

### assignment(s)

Assignments range over individual tasks, assignments for small groups of 3-5 students, and some collective tasks.

individual

- create account(s) at – google site, blogspot, flickr
- maintain blogs & records – minimal 5, with pictures
- create personal portfolio – with (symbaloo) start page
- prepare poster and pitch for final session(s)

The individual assignments have as a goal to ensure that each student becomes familiar with the tools and technologies needed for later work.

The main focus of the course is the creation of a **creative technology map**, a brief (1-2 min) clip, and an **interactive video**, using the ximpel platform.

small group(s)

- construct creative technology map – [www.umapper.com/maps/view/id/12356](http://www.umapper.com/maps/view/id/12356)
- create clip & interactive video – [ximpel.org](http://ximpel.org)

Since **self-organisation** is one of the learning targets of the course, the students are supposed to take responsibility for the final evaluation session(s) as a group.

collective assignment(s)

- create and maintain group site – [groups.google.com](http://groups.google.com)
- maintain creative technology wiki
- organize final poster exhibition

Although some competitive elements will be part of the course, in particular in selecting the best **interactive video(s) & map(s)**, the individual grading of the course will largely depend on participation and effort. A selection of the students' work will be made available online permanently for **public exposure**, as a reference for future creative technology students and other interested parties.

### reference(s)

An initial set of references should include the list below, although many more are available.

1. Mitchel Resnick, Sowing the Seeds for a more Creative Society – online video
2. Facets of Fun – On the Design of Computer Augmented Entertainment Artefacts, available in online version
3. Kress G. and van Leeuwen T. (1996), Reading Images: The Grammar of Visual Design, Routledge
4. Geert Lovink and Ned Rossiter (eds), MyCreativity Reader, A Critique of Creative Industries, Institute of Network Cultures, Amsterdam 2007
5. A. Eliëns, topical media & game development – media.eliens.net

A wealth of material and references can be found at my **topical media & game development** site, including tutorials and examples.

### online resource(s)

As a mix of examples, tools and possible inspiration(s) we may present the following list of links:

resource(s) / CA1

- software – processing.org / **ximpel** / material(s)
- inspiration(s) – www.beautifullosers.com
- **map(s) – twente** / example(s)
- group(s) – groups.google.com / **site(s)** / tool(s) / drop.io
- **tag cloud(s)** – tagcrowd.com
- **ximpel** – ximpel.org / view(s)
- concept graph(s) – philosopher(s) (double click to center, double click on center for info) / **amazon**
- **flickr – creative technology**
- **video vortex** – networkcultures.org/wpmu/portal/publications/inc-readers/videovortex
- identity – www.personalbrand.nl

It must be emphasized that rather than presenting all the examples exhaustively, the students should be an actual selection of links available on their site(s), since as we all should realize an overload of examples is generally considered to be a **creativity killer**.

### advice for the student(s)

As a student being a victim of this course, keep in mind that most of these assignments are an **invitation** rather than an **obligation**. This does, however, **not** allow you **not** to do these assignments, but **do** allow you to do them as you like, not to **please the instructor(s)** but to please yourself, and to find authentic ways of **expression**, where authentic simply means **no bullshit**. For an optimal effect of this course, you might even have to learn how to **unlearn**.

### hint(s) for the instructor(s)

Ideally, this course should be given by the team of instructors that, **as a team**, takes responsibility for the **creative technology curriculum**, across the disciplines of **computing**, **mathematics** and **design**, and across the specialisations of **smart technology** and **new media**.

Also involvement of representatives of the **regional creative industry** and **cultural initiative(s)** is strongly desired.

However, from a more **pragmatic perspective**, a less ambitious approach should also work out well, provided that sufficient attention is paid to a **final session** where students present their work with a **short pitch**, and demonstration of their achievements, in particular showing the **(interactive) video(s)** made in **small groups**.

