course outline – (project) interactive multimedia

... **ACE**: **...** why are you (not) challenging **...** cheaters ! ? []
... due to some criticism(s), I made some change(s) to my course(s), with a particular stress on skill(s), ... you can read all about it in the material and comment(s) in the focus group[1](s) that I created to address the criticism(s) ... you may judge for yourself **!** ... in effect, this means a focus on html/js and serious game(s) ..., for news follow the target(s) in attack[2](s) ... A. Eliens 14/2/2014 []

The project **interactive multimedia** exists for a number of years, now. See the original proposal[3]. A pilot version of the course took place in may/june 2008. This note intents to clarify the main constituents of the course, that is the tracks, course elements, and learning goals. Since first year students are a notoriously difficult group, it also aims to specify potential challenges and inspirations. A. Eliens 15/2/2013

track(s) – interactive multimedia The three main elements of the course are, respectively, the actual production of an interactive multimedia application, student presentations of intermediate results, and (optional) more technical issues of programming the *flash* display.

- background **production** – design, **composition**, editing, narrative(s), literacy
- student **presentation(s)** – concept(s), **storygraph**, interactive video
- **programming** (optional) – **flex/as3**, flash display, XML, animation(s), graphics

The (optional) **programming** element is explicitly meant to make the course also attractive for the **computer science student(s)**, for who the course is an optional choice. Regular IMM students do **not** have to program, if they do not wish to do so. Mind, however, that this is not a programming course. For this you will have to take the **multimedia authoring**[4] course.

learning goal(s) First year students seem to be eager to know **explicitly** the *learning goals* for their course(s). Below an attempt has been made to specify the **learning goal(s)** for each track:

- **production** – creativity, composition, **media technology**
- **presentation** – pitch, **communication**, reflection
- **programming** – technology, **scripting**, interactive media

No doubt, clear sight on these learning goals might be lost once students get involved in the actual production. However, as indicated in the **digest(s)** for 2008, students find the creative composition of an interactive video generally a worthwhile experience, in which they can learn a lot!

meeting(s) – weekly: One of the benefits of the **curriculum innovation**, to my mind, is the focus on guidance and motivation of the students. Since the project **interactive multimedia** must be completed within a month, that is a period of **four weeks**, I envisage four meeting per week, which may vary in length though:

- **production** – **lecture(s)** & online reference(s)
- **presentation(s)** – sessions with **time slots** for student(s)
- **programming** – lectures & **tutorial(s)**
- **viewing(s)** – demonstration(s) & **inspiration(s)**

A new element is provided by the **viewing(s)**, which aim it is to review interesting (**video**) material, that may partly be submitted by the students, as a source of inspiration and (possibly) background knowledge. No need to emphasize that this material may also be used by students in their actual **production(s)**.

material(s) – online: Most students are perfectly comfortable with learning from online information, which they can consult according to their need and speed of learning. For the project **interactive multimedia**, the online material(s) include:

[1] focus.eliens.net
[2] attack.eliens.net
[3] www.cs.vu.nl/∼eliens/multimedia/course-pim.html
[4] www.cs.vu.nl/∼eliens/ma

- canonical **example(s)** – clip(s) & video(s) / ximpel[5]
- online **reference(s)** – ximpel / flex / actionscript
- **challenge(s)** – technology & resource(s)

Admittedly, during the pilot 2008, there were many complaints about the website, due to the overnight change and introduction of the **ximpel** platform for **interactive video**. Without promising complete satisfaction, since **students will very likely never stop complaining**, an **effort** will be made to **improve the website**, and make the **material(s)** more readily available.

inspiration(s) – video(s): Apart from the famous **edgcodes**[6] documentary, about film editing, and technological innovations in digital video editing, a number of video lectures and examples may considered to be worthwhile for viewing:

- **dream(s)** – last lecture
- **(dis)order(s)** – everything is miscellaneous
- **game(s)** – for change
- **campaign(s)** – political ... can teach business
- **idea(s)** – change the world through game design

My experience with showing documentary videos and clips is that **some students** strongly oppose to this, and do not find it relevant in a ***technical study***. However, the majority of students seem to benefit from it, and take it as a reference for their own (interactive) **video(s)** and **clip(s)**.

theory – media & communication: Although the (**project**) **interactive multimedia** is explicitly **not** a **theoretical** course, some attention for current developments, issues of media deployment, and even **media theory** is essential. Online theoretical background material include:

- **ximpel** – XIMPEL Interactive Video – between narrative(s) and game play[7]
- **viral** clip(s) – Beyond Launch: Museum Videos on YouTube
- video **production(s)** – What is a Show? / Broadcasting Ourselves
- **video vortex reader** – institute of network culture(s)

Such material, as well as **reference(s)** that students gather during the (theoretical) **course element(s)**, are also needed to write a decent **essay**, in which the **student(s) reflect on their work** and have the opportunity to elaborate on important issues such as **interactive video**, **(media) literacy**, or the **interactive experience**.

challenge(s) – narrative(s) & game(s): However, perhaps more important than the actual **theoretical knowledge** or the **practical skills** in using **media technology**, is that students gain experience in developing an **interactive multimedia** application, as a **new means of communication**, and get an intuition of what constitutes the **interactive experience**, which we may characterize along the following **dimension(s)**:

- **challenge** – relevance, feedback, confidence
- **curiosity** – cognitive & sensitive – discrepancy
- **control** – contingency, choice, power
- **context** – intrinsic or extrinsic – metaphor(s)

In the **(project) interactive multimedia** students will have the **opportunity**, and the **artistic license**, to explore the domain of **interactive multimedia**, making use of **interactive video** as well as **mini-game(s)** and scripted **animation(s)**, powered by the **ximpel** platform**!**

reference(s)

Video Lisa Larson and Renee Costantini (2008), *Flash Video for Professionals: Expert Techniques for Integrating Video on the Web,* Sybex

[5] ximpel.net
[6] www.edgecodes.com
[7] www.cs.vu.nl/∼eliens/media/paper-ximpel.pdf