course outline – multimedia authoring

... **PAC**: ... 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 []

As already indicated for MMA 08, I had strong doubts about VRML, however powerful and attractive X3D/VRML may be, simply due to the general adoption level of VRML. The alternative flex/as3, which uses the adobe flash technology, does meet the criteria of combining **declarative** and **programmatic** features, and allows for sufficiently **expressive multimedia applications**.

Since students, in general, differ widely in their *skills and aspirations*, the course also aims to specify potential **challenges and inspirations**.   A. Eliens 8/8/09

innovation(s) – multimedia authoring In line with the overall innovation(s) of the computer science and information science (that is Information, Multimedia & Management) curriculum, it is only natural to continue these efforts for the **multimedia authoring** course. In particular, because some of the students would have liked more in-depth knowledge of **flex/as3** as a topic in **(project) interactive multimedia**, for which for obvious reasons that course provides no space, a suitable focus for multimedia authoring is to learn **the craft of development in flex/as3**, which is due to the many possibilities worthwhile for every student, whether a technically inclined **developer** or aesthetics-oriented **designer**.

The inspiration for the basic exercise(s) comes from a collegue from TU/e, Zeljko Obrenovic, who does research to support **sketching as a design instrument**. For example, apart from the drawing of interfaces, sketching may be used to annotate media, including diagrams, photographs, as well videos (illustrating context or usage scenarios), so that later improvements can be realized taking the annotation(s) as a reference. An example **video annotation editor** has been realized by Javier Quevedo Fernadez, and can be found at www.lienzo.yoteinvoco.com

The development of a simple **media viewer + annotation editor** allows you to become proficient with **flex/as3**, and to learn the essential elements of multimedia application development: **composition**, **styling**, **interaction** and **graphics**.

track(s) – multimedia authoring The main elements of the course are, respectively,

- **design & development** – to learn the craft
- student **presentation(s)** – of concept(s) and technology
- **programming** – the flash display, XML, animation(s) and graphics

challenge(s) Borrowing material from last year, it is always good to keep in mind what are your challenge(s). Some call these *learning goals*, but, personally, I find that too shallow. More important, apart from learning the skills by making the **media viewer**, are what creative aspirations you hope to realize in your **final application(s)**, for which you have ample choice ranging over *infotainment* applications, interactive *game*(s), or interactive *narrative*(s), and creative *exploration*(s), in other words a **license to complete artistic freedom**. Important issues, irrespective of technology or type of production, are **immersiveness** and **composition**. Needless to say that you also must learn **issues of technology**, **production and workflow**.

criteria for game(s) – meaning: At some point, you may want to look at your application from the perspective of evaluation, that is to see how it qualifies as *entertainment* or *game*:   dynamic(s)

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

Keep in mind, **why would someone like to use your application**, and look at the material and images you present. Ultimately, you may even want to ask yourself the question, *what is the meaning of this all*?

---

[1]focus.eliens.net
[2]attack.eliens.net