**THE EDUCATION UNIVERSITY OF HONG KONG**

**Course Outline**

(for programme development)

**Part I**

**Programme Title :** All Undergraduate Programmes

**Programme QF Level :** 5

**Course Title :** Exploring Interactive Design

 互動設計初探

**Course Code :** GEL1004

**Department :** CCA

**Credit Points :** 3

**Contact Hours :** 39

9 - Lecture

36 - Out-of-class activities (counted as 24 contact hours)

6 - Sharing & presentation

**Pre-requisite(s) :** Nil

**Medium of Instruction :** English

**Course Level :** 1

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**Part II**

The University’s Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short “PEER & I”):

* **P**rofessional **E**xcellence;
* **E**thical **R**esponsibility; **&**
* **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

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| --- |
| 1. Problem Solving Skills |
| 2. Critical Thinking Skills |
| 3. Creative Thinking Skills |
| 4a. Oral Communication Skills |
| 4b. Written Communication Skills |
| 5. Social Interaction Skills |
| 6. Ethical Decision Making |
| 7. Global Perspectives |

1. **Course Synopsis**

The advancement in computer technology has made available the interactivity with various devices embedded in our living environment, and as well unfolded the possibility and fostered the creativity for artmaking and design. This course will provide an experiential learning opportunity for students to generate and implement creative ideas and artistic solution for problems they encounter in their daily life through interactive artwork design. They will be guided to explore the conceptual underpinning and artistic practice of interactive design, brainstorming ideas for artistic solutions, designing and making interactive artwork, as well as curating and displaying their artworks in a collaborative exhibition. Students are expected to develop and put into practice their problem solving and creative thinking skills for artistic design that improves their daily life and solve problems within their studying and working environment, as well as the fostering of divergent thinking that interprets problems in multiple ways and generate multiple solutions creatively.

1. **Course Intended Learning Outcomes (CILOs)**

*Upon completion of this course, students will be able to:*

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| --- | --- |
| CILO1 | Construct a conceptual framework on the theory and practice of interactive design |
| CILO2 | Apply the knowledge and skills for interactive artwork design and exhibition |
| CILO3 | Critically reflect on the artistic experience for creative practices within and beyond their daily life, studying and working environment |

1. **Content, CILOs and Teaching & Learning Activities**

|  |  |  |
| --- | --- | --- |
| **Course Content** | **CILOs** | **Suggested Teaching & Learning Activities** |
| Introduction* Introduction to the theory and practice of interactive design
* Development of hands-on skills for interactive

artwork creation | *CILO1* | * Lecture
* Workshop
* Hands-on work
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| Modality 1: Visit to exhibitions* Exploration to the artistic practices and
* interactive artworks by local and international artists and designers in various exhibitions
 | *CILO1,3* | * Field trip
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| Modality 2: Brainstorming and artwork creation* Brainstorming session for interactive artwork creation
* Generation and implementation of artistic solution for a specific theme oriented to the improvement of daily life and environment
 | *CILO2* | * Workshop
* Discussion
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| Modality 3: Exhibition* Curation and exhibition of the interactive artworks created in this course by student artists
 | *CILO2* | * Curation
* Exhibition
 |
| Sharing and presentation* Presentation of students’ concept on design for living and reflective experience on artwork creation and exhibition
 | *CILO3* | * Presentation
* Discussion
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1. **Assessment**

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| --- | --- | --- |
| **Assessment Tasks** | **Weighting (%)** | **CILO** |
| 1. Proposal
* Draft a proposal for the interactive artwork design which includes the conceptual underpinning and planning for the artwork creation in practice
* Describe how the creative concept inspired and referenced from previous exhibition visits and observations from daily

life | 20% | *CILO1,3* |
| 1. Artwork creation and exhibition
* Utilize the hands-on skills and put into practice the artwork proposal for an interactive design that aims at generating solutions for improving the daily life, studying and/or working environment
* Curate, set up and display the interactive artwork as a group exhibition
 | 50% | *CILO1,3* |
| 1. Reflection
* Present the artistic concept and write a reflective journal for the artmaking experience
 | 30% | *CILO1,2* |

1. **Required Text(s)**

Nil

1. **Recommended Readings**

Aaron, S. (2016). *Sonic Pi essentials.* Cambridge, UK: Raspberry Pi (Trading) Ltd.

Bauer, W. I. (2014). *Music learning today: Digital pedagogy for creating, performing,*

 *and responding to music.* New York, NY: Oxford University Press.

Bontchev, B., Vassileva, D., Aleksieva-Petrova, A., & Petrov, M. (2018). Playing styles

 based on experiential learning theory. *Computers in Human Behavior, 85*, 319-328.

Chung, B. W. C. (2013). *Multimedia programming with pure data: A comprehensive*

 *guide for digital artists for creating rich interactive multimedia applications using*

 *Pure Data*. Birmingham, UK: Packt Publishing.

Crawford, C. (2002). *The art of interactive design: A euphonious and illuminating guide*

 *to building successful software*. San Francisco, CA: No Starch Press.

Culkin, J., & Hagan, E. (2017). *Learn electronics with Arduino: An illustrated beginner's*

 *guide to physical computing*. San Francisco, CA: Maker Media.

Garraway, J., & Volbrecht, T. (2011). Theorising experiential learning. *South African*

 *Journal of Higher Education, 25* (1), 1091-1102.

Ho, K. T. C. (2016). *Experiential learning in undergraduate pharmacy curriculum: A*

 *case study of co-operative experience of pharmacy students*. Unpublished doctoral

 thesis, University of Toronto.

Jewer, J., & Evermann, J. (2015). Enhancing learning outcomes through experiential

 learning: Using open-source systems to teach enterprise systems and business process

 management. *Journal of Information Systems Education,* *26* (3), 187-201.

Kolb, D. (1984). *Experiential learning: Experience as the source of learning and*

 *development*. Englewood Cliffs, NJ: Prentice-Hall.

Lewis, L. H., & Williams, C. J. (1994). Experiential learning: Past and present. In: L.

 Jackson & R. S.Caffarella (Eds.), *New directions for adult and continuing* (pp. 5-16).

 San Francisco, CA: Jossey-Bass. Manzo, V. J. (2012). *Max/MSP/Jitter for music: A*

 *practical guide to developing interactive music systems for education and more*. New

York, NY: Oxford University Press.

Miller, R. J., & Maellaro, R. (2016). Getting to the root of the problem in experiential

 learning: Using problem solving and collective reflection to improve learning

 outcomes. *Journal of Management Education, 40* (2), 170-193.

Monk, S. (2015). *Programming the Raspberry Pi: Getting started with Python* (2nd ed.).

 New York, NY: McGraw-Hill.

Ng, K. Y., Dyne, L. V., & Ang, S. (2009). From experience to experiential learning:

 Cultural intelligence as a learning capability for global leader development. *Academy*

 *of Management Learning & Education, 8* (4), 511-526.

Pratt, A., & Nunes, J. (2012)*. Interactive design: an introduction to the theory and*

 *application of user-centered design.* Beverly, MA: Rockport Publishers.

Radford, S. K., Hunt, D. M., Andrus, D. (2015). Experiential learning projects: A

 pedagogical path to macromarketing education. *Journal of Macromarketing, 35* (4)

 466-472.

Salmond, M., & Ambrose, G. (2013). *The fundamentals of interactive design.* London,

 UK: Bloomsbury. *Steane, J. (2014). The principles and processes of interactive design.*

 *London, UK: Bloomsbury.*

1. **Related Web Resources**

Buechley, L. (2011, November). Leah Buechley: How to “sketch” with electronics [Video file]. Retrieved from https://www.ted.com/talks/leah\_buechley\_how\_to\_sketch\_with\_electronics

Rao, A. (2013, August). Aparna Rai: Art that craves your attention [Video file]. Retrieved from https://www.ted.com/talks/aparna\_rao\_art\_that\_craves\_your\_attention

1. **Related Journals**

Design Studies

Digital Creativity

Journal of Design Research

1. **Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>).  Students should familiarize themselves with the Policy.

1. **Others**

Nil

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