

CA1: *we create identity*

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course name

CA1: we create identity

study load

3 ects

semester

1

contents

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 find ways of expressing their interests and viewpoints.

- 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)

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

prerequisites

admission to curriculum

goals and attainment targets

Although at an introductory level, a wide variety of skills, both technical and communication skills need to be developed in a short time, in a playful manner.

- 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 close cooperation with the staff, students will be invited to explore the topics of *creative technology*, and present their view in a creative way, using whatever means suit that purpose best, including blogs, wiki(s) and interactive video.

place in curriculum

Introductory course for all students, just after arrival.

application area, motivating examples

There are various way to create identity, form social networks and communicate personal and professional information using the web, examples of which are collected in the online material(s) listed below:

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

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

As an example, to emphasize the use of adequate media, students may take parts of the lecture by Mitchel Resnick, on aspects of a Creative Society, available as online video [1], and mix part of this material with own video material, to create an interactive video, reflecting (on) the topics treated in the lecture(s) in *creative technology*.

teaching methods

Apart from a number of topical lectures by senior staff members, 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.

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*

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

It might also be useful to let students develop a *wikipedia*, similar to AV WIKI¹, providing information on the various topics of *creative technology*.

nr of participants

20

special facilities

computer lab, meeting room(s) & presentation facilities

Installation of flex 3 SDK, and CMS, such as wordpress. Tools and editors, eg. *netbeans*, photoshop, illustrator, flash CS9. In addition, digital (video) camera(s) & sound recording device(s).

reference(s)

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

¹avwiki.nl