CA1: *we create identity*

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information

creative application, semester 1, 3 ects

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 eachother and the staff, and find ways of expressing there interests and viewpoints.

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 releveant 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 socila networks a la Hyves.

- 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 / www.scrapblog.com

The online references should suffice for enabling the students to fullfill their assignments. However, when neceesay, 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 addiotion to the famous **edgcodes**[1] documentary, about film editing, and technological innovations in digital video editing, the following selection of video lectures and examples may 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
- **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 seesions. 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.creatievefabriek.nl / www.gogbot.nl
- lecture(s) at PICNIC Academy – www.picnicnetwork.org/search?q_mm=academy
- visit(s) around campus – 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

[1] www.edgecodes.com

- 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 am **interactive video**, usig the ximpel platform.

small group(s)

- construct creative technology map – www.umapper.com/maps/view/id/12356
- create clip & interactive video – ximpel.net

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
- 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.net / 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**.

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.

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

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[2] www.edgecodes.com

- **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**.
Students are encouraged to explore these means of expression, and select those that fit their needs, in discussiong 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.

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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.
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 WIKI[3], providing information on the various topics of *creative technology*.

CA1 – resource(s) / inspiration(s)

- camera(s) – www.cameroid.com
- narrative(s) – niemanstoryboard.us/about
- challenge(s) – www.multimediagrandchallenge.com

reference(s)

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[3] avwiki.nl

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